

**THE IMPACTS OF BROKEN HOMES ON ACADEMIC PERFORMANCE
A CASE STUDY OF THE STUDENTS OF THE UNIVERSITY OF BENIN
UGBOWO CAMPUS, BENIN CITY, EDO STATE, NIGERIA**

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The fundamental social unit is the family. This is the society's most significant institution. In addition to being the place where a family lives, a "home" also refers to the intangible elements that unite the family. The mother, father, and children are kept together by the unfathomable love. A person's whole existence depends on their family; everything about them, including their upbringing, disposition, accomplishments, honor, and dignity, is centered around their family structure.

The institution of the family includes sex, marriage, parenthood, and kinship, all of which are fundamental to society since they bring in new members, without whom it would cease to exist. Marriage, which is generally seen as a union between a man and a woman, is how the institution of the family came to be (Olayiwola 2005, pp. 67). The family's social role is to bear children and provide for them, which includes educating its members. It is therefore a way to supply the "social capital" that society requires. Nonetheless, it has been seen throughout time that the reasons behind fractured homes continue to exist in our society as a result of the family institution's inability to fulfill its duties. "Broken Home" and marital instability are the results of ineffectively carrying out marital tasks and responsibilities.

"Broken Home" has become a very widespread occurrence worldwide, and Nigeria is not an exception. The phrase "Broken Home" refers to a household

where the family unit does not appropriately operate in accordance with recognized society norms, typically in relation to parenting. Three types of marital instability or fractured homes were recognized by Haralambos in his 7th edition (pp. 504-506). These include:

- i. Divorce: this signifies the official end of a marriage.
- ii. Separation: this indicates that the spouses are no longer living together while their marriage has not been formally dissolved.
- iii. Empty-Shell Marriage: this type of marriage only exists in name, even though the parties are legally wed and live together.

We will concentrate on "Divorce and Separation" as the forms of broken households for the purposes of this study. According to ISAKE (1963), any kind of broken household is nearly always emotionally taxing for both the parents and the kids. One major factor in the prevalence of antisocial conduct in society is broken homes. In a perfect world, children would be taught and loved by both parents, but when this isn't the case, they often act out and perform poorly in school because they don't feel safe, cared for, or disciplined.

Teachers, counselors, psychologists, researchers, and school administrators in Nigeria have been interested in and concerned about the elements that affect pupils' academic performance over time (Wiseman 1973; Sogbetun 1981). This is a result of public outcry about the nation's poor educational standards (Imoge 2002). The nation's industrial growth has suffered

significant setbacks as a result of the country's deteriorating educational system and the production of graduates with little technical expertise.

One significant socializing factor that promotes social integration is education. The social organization that deals with the official transfer of knowledge is the educational institution. Education is a type of socialization in which information, skills, and other cultural elements are systematically and formally transmitted. An individual's academic success further supports the long-held belief that education is the great equalizer of man, a path to economic and social position that enhances life's chances and social opportunities. Students at Nigerian institutions have demonstrated a range of intellectual abilities. Learning impairments, learned helplessness, emotional and behavioral illnesses, and the student's family background—the primary emphasis of this study—are some of the possible causes of this.

Students' academic achievement is significantly influenced by their family background. Whether a student is born into a monogamous, polygamous, or single-parent family, the family's social-economic standing, the issue of gender variation (being male or female), and psychological and emotional factors can all have an impact on their capacity to learn and perform well academically. Nonetheless, the impact of the family structure (broken home) on academic achievement is the main emphasis of this study.

1.2 Statement of the Problem

At least meeting the passing performance criterion in each year's report is one of the primary goals of any educational institution. However, it has been

found that students' academic performance has fluctuated, which has forced educational institutions—including those at the tertiary level—to pinpoint several factors or reasons for these variations.

Teachers, counselors, psychologists, researchers, and school administrators in Nigeria have been interested in and concerned about the elements that affect pupils' academic performance over time (Wiseman 1973, Sogbetun 1981). This is a result of growing public outcry about the nation's poor educational standards (Imoge 2002). It is thought that a student's academic performance is influenced by the "family structure" from whence they came.

The impact of the family environment on students' academic success is widely recognized. Due to a variety of factors, including incompatibility between couples, the death of a spouse, the desire to move abroad in order to increase income, and even marital adultery, the majority of houses in Nigeria are not complete. The provision of "emotional support" is one of the roles of the family and is crucial to a person's adjustment to the outside world, particularly the educational environment. However, as the number of broken households rises, the family's most important role has been shown to be absent, which has resulted in a number of negative effects, including erratic academic performance.

Since broken homes are a problem in our society and economic hardship is one of the contributing factors to this phenomenon, this study is necessary. Any country that wants to progress will undoubtedly make sure that its future leaders are well-guided (Oredi 2001 and UNICEF 2004). Because of these events, it is

now necessary to thoroughly investigate the social phenomena known as "Broken Home" and determine the degree to which it affects academic achievement.

1.3 Objectives of the Study

This study's main goal is to find out how much academic performance is impacted by broken households. In short, this study's main goal is to demonstrate how children' academic performance is impacted by broken households. Nonetheless, the following are the study's precise goals:

- i. To look at the connection between university students' academic achievement and broken households.
- ii. To investigate the different types of dysfunctional households.
- iii. Investigating the different reasons why families fail.
- iv. To look at how children are affected by broken households.
- v. To look at how a student's academic achievement relates to their age upon divorce or separation.
- vi. To look at how pupils' genders relate to the academic achievement of kids from dysfunctional households.
- vii. To determine if children from stable households and those from broken homes perform differently academically.
- viii. To investigate how parents' socioeconomic standing affects their children's academic achievement.
- ix. To make recommendations on how to mitigate the negative impacts of broken households on students' academic performance in order to achieve favorable results.

- x. Lastly, to find out how and whether the rising rates of broken houses may be stopped.

1.4 Research Questions

The questions this research seeks to investigate are as follows:

- i. What is the correlation between broken homes and academic performance?
- ii. What are the various kinds of broken homes?
- iii. What are the various causes of broken homes?
- iv. Do broken homes have any consequences on children?
- v. Does the age at divorce or separation of the student affect the academic performance of the student?
- vi. Do gender issues act as a determining factor on how broken homes affect the academic performances of students?
- vii. Are there variations in the academic performances of students from stable homes and those from broken homes?
- viii. Does the socio-economic status of parents affect the academic performance of children?

1.5 Significance of the Study

Growing interest in examining the reasons of broken households and their effects on social life in general and academic performance or accomplishments in particular has resulted from the growing trend of broken homes, which can be caused by divorce or separation. This study's importance lies in educating the public about the effects of dysfunctional families on academic achievement and informing parents about the ways in which marital instability might impair their

children's academic achievement. This study is significant because it will assist parents, students, government organizations, school administrators, and the general public understand a key factor that contributes to the differences in pupils' academic achievement.

1.6 Scope of the Study

As indicated by the research's title, this study was restricted to the University of Benin in Benin City. It should be mentioned that not all university students would cooperate throughout the research activity, thus the work may not accurately reflect all of them. Nonetheless, the University of Benin's randomly chosen faculties were included in the study's scope.

1.7 Limitation of the Study

This study however was a tremendous success, suffered several severe constraints. First and foremost, there were time restrictions. The research was conducted in an insufficient amount of time, which prevented a complete investigation of the effects of broken households on academic achievement. Additionally, because the study was limited to the University of Benin and a few randomly chosen faculties, it was spatially constrained. This means that if the study were conducted on a much larger population sample, like all of the pupils in Edo State, the results might not be the same. Finally, the lack of funding prevented us from conducting the research as it should have been done, which was another restriction of our work. Nevertheless, in spite of the aforementioned drawbacks, the study was a major success since it shed light on how broken households affect academic achievement.

1.8 Terms Definition

A family is a fundamental social unit made up of a number of individuals who may or may not live together and are connected by blood, marriage, or adoption.

The family is a social as well as a biological entity.

The official termination of a marriage, known as a divorce, differs depending on the community. Another way to describe it is as the official dissolution of a marriage.

Separation is the physical separation of spouses; that is, when they no longer live together but their marriage has not been formally dissolved (Haralambos 1985, pp.54).

The phrase "stable home" refers to a household where the father, mother, and children all live together and the family operates in accordance with recognized social standards.

The phrase "broken home" refers to a household where the family unit does not appropriately operate in accordance with recognized society norms, typically in relation to parenting.

The result of a broken household is single parenthood. At this point, either the mother or the father is entirely responsible for the children's upbringing and welfare. With their children, the mother or father assumes the roles of both parents by themselves.

Academic performance may be described as the evaluation of a student's gained academic knowledge, skills, and abilities.

CHAPTER TWO

LITERATURE REVIEW

our chapter will cover many works of literature that will help situate our study within a broader conceptual framework. Understanding the existing literature on the subject of "Broken Homes and its effects on Academic Performance" will require us to look at the concepts of family, home, and broken home as well as the causes, effects, and age and gender of broken homes.

2.1 The Ideas of Home, Family, and Broken Home

Every society is built on the foundation of the family. It is frequently regarded as the fundamental unit of society and is the most significant social institution. Every social and cultural custom has a relationship to the family, either in favor of or against it. A family is often described as any two individuals who are linked to one another by blood, adoption, marriage, or consent.

A "minimal effective group of people related by blood and/or marriage and analogous groups" is what Shorter (1998, pp. 83) describes as a family. In this sense, "analogous groups" refers to family members who are not connected by blood or marriage, such as family via adoption. In the human setting, a family (derived from the Latin familia) is a collection of individuals connected by affinity (by marriage), consanguinity (by acknowledged birth), co-residence, or common consumption. (The free encyclopedia, Wikipedia). Therefore, a family may be defined as either nuclear (parents and children) or extended (including other relatives), and it is a significant social institution and a social unit formed by blood, marriage, or adoption. Nam, Charles B. (2004).

Family, however, encompasses more than just a collection of individuals connected by blood, marriage, or adoption; it also includes the social institution in charge of raising and educating children. Their definition of family as "that part of the kinship group that provides for the rearing of children and for certain other basic needs" (1972) supported this. Family members therefore have both financial and emotional ties to one another (Gale Encyclopedia of Psychology, 2001).

The idea of "home" is inextricably linked to the idea of family. The sayings "Home, Sweet Home," "Home is where the heart is," "There is no place like Home," and others are commonplace. These proverbs make us question what a "home" really is. In its literal sense, a "home" is a location where a family resides, a definition that is corroborated by the Concise Dictionary, which defines a "home" as either a residence or an institution for those in need of professional care, such as mental facilities.

However, the idea of "home" refers mostly to the intangible elements that unite the family rather than just the people who reside in a specific location. According to Murdock (1984), a house consists of two or more people of both sexes who have a socially acceptable sexual connection, as well as one or more children that the adults who are cohabiting own or adopt.

As a result, a home can be viewed as a comfortable, practical, and loving setting where family members interact with one another and express love and affection for one another. This supports Aremu's (2011) definition of a home, which states that a home is a place where all family members find comfort.

Because it offers the care, security, protection, discipline, and social interaction that children require to live and grow, the stability of the family is crucial to the child's development. Families are society's foundation. Families breaking apart causes social and cultural disintegration in society. In the end, family disintegration—often symbolized by "Broken Homes"—is the underlying cause of all other societal issues and pathologies. A family becomes a single-parent family when one parent is left to raise the children as the primary caregiver after a divorce or separation (Gale Encyclopedia of Psychology, 2001).

According to Aremu (2011), "Broken Home" is an essential component of a scene in which one element is unavailable. As a result, the phrase "Broken Home" refers to a household where the family unit does not appropriately operate in accordance with recognized social standards. A "broken home" is a family where the parents have divorced or separated. (Free Dictionary, Inc.). According to www.studymode.com (pp. 28, 2005), it can also be described as any household where one or both parents have been removed owing to death, divorce, separation, desertion, or extended absence because of imprisonment in an institution.

The family is supposed to perform the functions of socialization, child care and protection, and emotional and social support, and the home is supposed to give the child the desired social, moral, emotional, spiritual, and intellectual foundations needed for proper development. However, because broken homes are so common, these family functions are often performed less or not at all. In the past, the loss of a spouse led to one-parent households. Nowadays, divorce accounts for the majority of broken households, although unmarried moms giving

birth to children can also generate some (Wadsworth, 2002). Child Trends (2004) states that although broken homes may include some families with both parents present but not married, they are often defined as households with only one parent. Living together, having sex, sharing financial resources, and being acknowledged as the parents of their children are among the tasks and obligations of the parents in connection to marriage (Farber et al., 2003).

2.2 Causes of Broken Homes

In Nigeria specifically, broken homes are becoming a typical occurrence worldwide. Single parents were not previously known to exist in Nigeria, and when they do, they are disregarded as unique circumstances. These days, nevertheless, they are quickly spreading as a family pattern both within and outside of Nigeria (Nwachukwu, 1998). There have been calls to identify the reason for the steady increase in divorce and separation rates over time. In 2006, a Daily Sketch Publication titled "Causes and Cures of Poor Performance at West African School Certificate Examination (WASCE)" found that one of the issues causing students' low performance was domestic issues (Ajila and Olutola, 2007).

Marriage is not always a secure partnership since couples typically have disagreements that might cause arguments that end in separation or divorce. In light of this, Hauwa et al. (2005) noted that demands from jobs or other commitments typically cause families to split up. She also believed that the location, culture, and kind of house all influence the prevalence of broken homes. For example, in the majority of Sokoto state's communities, forced marriages, child marriages, ignorance of the Sharia rights of spouses, parental and friend

pressure, noncompliance with marital duties, inadequate childhood upbringing, financial hardship, and other factors are the main causes of broken homes.

According to Abiodun L. (2007), the reasons behind broken homes are "poverty," particularly on the part of the husband, who may be affected by unemployment, "infertility," or "inadequate courtship," which is very common in Nigeria, where women marry for money and men marry for beauty. Therefore, the lack of courting causes incompatibility after marriage, which makes broken households more likely to occur. The "extra-marital affairs" are another factor. Polygamy, a "time-bomb" that finally causes a marriage to fail, is the result of this phenomena, which is quite prevalent in Nigeria.

According to OnlinelNigeriaNews (2013), there are five (5) major causes of broken home and they include:

- i. Lack of time management: as the saying goes "Proper preparation prevents poor performance", a lot of people find it difficult to mark out a good schedule of their daily activities thereby neglecting their home at the expense of their work
- ii. Strange partners: in the home, some partners are very secretive in their attitude and way of life, they never share their feelings. This shows a lack of trust and confidence in the home and this ultimately leads to broken home.
- iii. Slavery mindset: the word "help-mate" in the home is fast losing its meaning. Some spouses see their partners as slaves, putting all duties especially house chores on the woman and all issues of money matters on

the man. This eventually leads to discord and may eventually lead to broken home.

- iv. Over-reaction: humans are not perfect and are bound to make mistakes. Over-reaction to these mistakes may sometimes determine the life-span of a home.
- v. Multi-party peacemaker: since there is bound to be disagreement in the home, when settlement leaves the four corners of the house and begin to involve outsiders or members of the extended family, and then there is high probability of the life-span of the home to be shortened.

Income and marital dissolution are related, according to Haralambos (1985), who also claims that low income strains marriages, particularly for the husband who has not fulfilled his responsibilities as the family's provider and father. The October 1994 issue of Watchtower Magazine cited the book "The Secrets of Families" as saying that the focus and effort put forth to fulfill the demands of the workplace can also subtly undermine the stability of a marriage. The same journal expressed the opinion that family harmony is undermined by the workplace. Many employees are lured into having extramarital romances with their coworkers and are ensnared in the conceited pursuit of success, which causes them to sacrifice their personal life in order to further their careers. From the above, it is clear that a variety of factors, including poverty, infertility, incompatibility, extramarital relationships, and poor time management, contribute to broken households.

2.3 The Effects of Dismantled Families

Divorce or separation that results in a broken household is a form of grieving as it causes serious harm and the breakdown of interpersonal ties. A shattered household can lead to a number of issues, including poor self-esteem, stress, sadness, anxiety, profound suspicion of others, dread of close relationships, and fear of abandonment.

According to longitudinal studies, the shift from stable to dysfunctional households results in high levels of stress, anxiety, and depression among mothers as well as a disordered family environment known as "minimal parenting" (Hope, Power and Rodger, 1999; Lambert, 1998). Family conflict frequently occurs after divorce and separation as parents attempt to resolve disagreements about children, money, and personal property, according to the Children's Defense Fund (2001). Mother-headed single-parent homes usually see a dramatic decline in income.

Additionally, children from broken homes have less parental supervision, which gives them more freedom to engage in criminal conduct, early sexual engagement, absenteeism, and unwanted peer behaviors (Hetherington & Stanley Hagan, 1999). By two years following divorce or separation, the majority of children exhibit better adjustment; but, for others, ongoing mental anguish and academic losses lead to significant adjustment issues throughout early adulthood (Chase-Lansdale, Cherlin, and Kierman, 1995).

According to Balikisu et al. (2005), children may suffer more harm from broken households for two reasons. As children go through a number of adjustment processes, such as denial, rage, bargaining to bring parents back together, and despair, the period of adjustment to a broken household is longer

and more challenging for them than the period of adjustment to a parent's death. Second, children from broken homes may feel different from their friends because they are humiliated and embarrassed, and they may even feel bad about choosing one parenting style over another.

This viewpoint was reinforced by Hurlock (1981), who believed that short-term disruptions (divorce or separation) would be more harmful than long-term disruptions (death) as they would be stressful for both parents and kids and might cause family ties to worsen. In a 1999 editorial for The Heritage Foundation, Patrick F. expressed the opinion that families in disarray make less money and, worse, pass on their prospects of low income and unstable families to their children, thereby perpetuating and widening the circle of financial hardship. Beyond the immediate financial issue of lost income, he believes that a fractured household is connected to several other issues. For example, compared to children of married parents, children from broken families are twice as likely to cohabit and are more likely to become pregnant and give birth outside of marriage, all of which increase the likelihood of marital instability.

"There is a mountain of scientific evidence showing that when families disintegrate, children often end up with intellectual, physical, and emotional scars that persist for life," stated Karl Zientsmeister of the American Enterprise Institute, as cited by Kerby (1994). He went on to say, "We talk about drug crisis, the education crisis, the problem of teenage pregnancy, and juvenile crime, but all these ills trace back to one source: broken families."

Children from broken homes typically face more stress and emotional challenges, but their attempts to adjust to this change were found to be significantly influenced by their age, position in the sibling order, level of family conflict, and religious background (Farber et al., 2003). Furthermore, Mitchell (1998) found that a third of the children in this family arrangement did not get an explanation for their parents' divorce. As a result, suppressed anger brought on by divorce may be directed into harmful behaviors. Compensatory lying, self-doubt, self-estrangement, obsessive rituals, evil nightmares, and numerous other behaviors are examples of these patterns. The youngster may repeatedly dread abandonment as a result of separation anxiety (Munger and Morse, 2002).

2.4 Effects of Broken Homes on Academic Performance

According to PISA (Programme International Student Assessment, 2000), a student's home background affects their academic and educational achievement. According to Holmes (1971), education is the process by which a society's collected information, values, and abilities are passed down from one generation to the next. Numerous factors can affect a child's academic performance, but it is impossible to overstate the importance that family interactions have on both the child's growth and academic success.

Numerous empirical research have been conducted to determine the elements influencing students' academic success, and the results support the idea that a variety of socioeconomic, psychological, and environmental factors influence students' academic achievement. For instance, poverty has a significant role in explaining the variations in academic performance and accomplishment

among urban, suburban, and rural school districts (United States Department of Education, 2000).

According to Shorter, A. (1998), a number of factors related to the home environment, including socioeconomic position, family size, birth order, parental attitude, and the presence or absence of parents, have an impact on children's academic achievement. Students' social and intellectual learning experiences in schools have been proven to be impacted by these aspects. As a result, family income also affects parental engagement and support for schooling in connection to academic success. Children from broken homes do worse academically because they make comparatively less money than those from households with two parents (Deslandes and Daniel, 2007). Additionally, they believed that children who see their parents as supportive, tough, and interested in their education do better academically than their peers whose parents are not involved.

Research shows that while broken homes typically earn significantly less than two-parent households, the income gap only partially explains the impact of parents' absences on a child's health, behavior issues, psychological well-being, and academic performance. (2006, The Urban Institute). According to the US Bureau of the Census Series (1991), more than half of all children living with a single parent—especially the mother—are impoverished, which is five to six times higher than the proportion for children living with both parents.

According to Mustapha (2011), when a kid's family breaks up due to death, the youngster grieves and goes on, but if it happens because of divorce or separation, the child may respond with anger or despair, which might harm their

academic performance or impair their intellectual potential. According to a November 2005 study by the US Center for Marriage and Family, "children living with their own married parents do significantly better than other children when it comes to educational achievement," demonstrating that children from broken homes consistently face educational challenges. Additionally, according to the study, a child's overall educational achievement will be lowered by almost a half year for each year they spend with a single parent or stepparent (www.tldm.com, pp. 15).

According to Patrick F. (1999), children from single-parent households are twice as likely to drop out of high school due to the poverty that typically accompanies them. These kids have worse scores, skip more school days, and have less desire to further their education. When Heiss J. (1996) believed that there were detrimental effects of growing up in single-parent households on academic achievement and success, he backed this viewpoint. Compared to children raised in two-parent households, children raised in single-parent households are more likely to drop out of school and typically complete fewer years of education. Parental support serves as a buffer against some of the risk factors that kids may face. Children from broken homes with higher incomes and fewer siblings are less likely to experience poor academic performance and other negative child development outcomes than children from families with a combination of risk factors, such as poverty, having many siblings who are close in age, and being taught by a single parent (Clara P. and Baldwin, Alfred, 2002). According to Ajila and Olutola (2007), as parents are the first people who

socialize their children, the condition of the house has an impact on the individual. This is due to the fact that a child's familial background and environment influence how they respond to life events and how well they achieve academically. Parents and personal experiences at home are crucial in shaping a child's personality, even if the school is ultimately in charge of the events that shape a person's life during school hours. Consequently, a student's upbringing can have a significant impact on how well they succeed academically (Ichado, 1998).

According to Knox Virginia W. (1996), a lot of individuals are curious about how broken households affect a child's academic performance and how single parents may support their kids' academic success. The idea that single parenting is detrimental to children is the starting point for research employing the Family Deficit Model, and the findings of these studies usually confirm this conclusion. In certain respects, children from broken households with a single parent are more vulnerable than children from other kinds of families. Children from broken homes are three times more likely to drop out of school than children from two-parent households, even when they occasionally have comparable intellectual skills. (Valerie E. 1997; Sarah Thiessen 2007). Since they provide the family's only source of income, single parents have less time to devote to their children's education, are less likely to employ consistent discipline, and have less parental control, all of which can result in poorer academic achievement (Astone; McLanahan; Sara S. 2001). Accordingly, children from broken homes typically have a harder time connecting with school, regardless of whether parent is absent (Mulkay, Lynn M. and McLanahan, Sara S. 1992).

Poor academic performance can be attributed to a mix of institutional and personal variables, according to Clemens and Oelke (1997) and Emeke (1994). While institutional factors include family or parental influences, societal influences, and school-related factors like student-teacher rapport, teacher-related factors, housing and living conditions, personal factors are related to an individual's intelligence, knowledge, and ability.

In a similar spirit, other scholars have investigated the reasons for subpar academic achievement, including Wiseman (2003), Sogbetan (2001), and Hassan (2003). Intellectual capacity, poor study habits, lack of career ambitions, low self-esteem, low family socioeconomic level, anxiety, and bad family structure are some of the characteristics that have been found. Low educational standards and a lack of discipline in schools are the results of this.

It is clear from the research above that a student's academic success is greatly influenced by their family environment. Stable, friendly, welcoming, and understanding households were found to have a good correlation with academic performance. Therefore, it was determined that a broken household was harmful to a child's general development in addition to their academic achievement.

2.5 Age and Gender in Relation to Broken Homes

Children's typical events and routines, such as mealtimes, bedtimes, household tasks, and parent-child interactions, are altered when broken families occur. Given these developments, Mazur (1993), as cited by Haralambros (1985), believed that while it is normal for children to have unpleasant emotional reactions, the degree of these emotions and how they are expressed varies

depending on the child's age, sex, and temperament. Children who are older can comprehend the reasons for their parents' separation or divorce better. They acknowledge that severe disagreements, mismatched personalities, and a lack of concern for one another might be the cause.

Not all older kids, though, respond in this manner. The occurrence of a broken home can cause certain people, particularly the eldest child in the family, to exhibit more adult behaviors, such as being willing to take on additional responsibilities, protecting and caring for younger siblings, and providing emotional support to a parent who is depressed and nervous. However, older children may ultimately get angry and retreat into some of the more harmful behavioral patterns if the expectations are too high (Hetherington, 1999, pp. 580).

According to Hauwa et al. (2005), a kid suffers greater harm when their mother passes away at an earlier age than when their father passes away. This is because the small kid was given to family members or paid housekeepers who would not have been able to provide them the love, care, attention, and training that the mother would have given them. However, she noted that the loss of the father is frequently more severe than the loss of the mother as children get older. Children feel ignored and become resentful since the mother may have to leave for work and not have the time or energy to provide them with the attention they require.

Researchers have also been concerned about how gender affects academic achievement. This is due to the fact that gender seems to have some significant implications on learning. Studies have indicated that the impact of a fractured

household varies by gender as well. According to a number of studies, women are more analytical and well-organized and have greater worry over their academic performance, whereas men are more abstract learners and intuitive (Bielinski and Davidson, 2001).

According to Hauwa et al. (2005), boys who lose their fathers due to divorce or separation lack a source of identity and a role model, which makes them more likely to cause their moms additional issues. This also holds true for the opposite situation, where daughters lose their moms due to dysfunctional households. Additionally, studies indicate that children of moms and dads may do better than children of the other sex. Compared to females reared by parents of the opposite sex, boys who live with their dads are often more responsible, mature, and less aggressive (<http://extension.unh.edu>, pp. 39). Nonetheless, research by Friedman (1985) and Faustro-Sterling (1995) indicates that there is no discernible difference in the cognitive capacities of men and women; as a result, the gender of children from dysfunctional households has little impact on their academic achievement.

There have been conflicting results about how gender affects how children react to divorce or broken households. According to certain studies, boys in broken homes have more adjustment issues than girls (Guidubaldi and Perry, 1995; Hetherington et al., 2003; Kaye, 1999; Kurdek, 1997). Other studies (Farber et al., 2003; Frost and Pakiz, 1999; Slater, Stewart and Linn, 1993; Wallerstein and Kelly, 1994) indicate detrimental impacts for girls. But according to other studies, boys and girls are equally affected by broken households (Kinard and Reinherz,

1994; Mechanic and Hansell, 1999; Rosnes, 2007; Zill et al., 2003). Some studies go a step further and show that the primary factor influencing children's adjustment is conflict rather than broken households in general. Conflict, for example, has been shown to have an impact on children's behavior, social skills, self-esteem, and capacity for adjustment and coping (Grych and Finchman, 1992).

Amato, Loomis, and Booth (1995) also discovered, using a 12-year longitudinal research, that the extent of parental disagreement before the divorce affects the outcomes of parental divorce. Despite the fact that women from broken households seem to have poorer educational attainment than those from intact families, Amato found little sex difference.

In conclusion, it is difficult to determine whether boys or girls suffer more academically from broken homes. The answer will likely vary depending on a number of factors, including the custodial parents' sex, parenting style, having remarried, the nature of the parent-child bond, and the amount of contact with the non-custodial parent (Finchman, 2002). Therefore, the endeavor to educate us on the idea of a shattered home, its origins, effects, and—above all—its repercussions on pupils' academic performance is what makes all of these literary works relevant.

2.6 Theoretical Framework

Every study has to be based on a theoretical framework that offers a methodical perspective in elucidating the relationship between variables in order to have a strong foundation and offer a thorough understanding of the research subject. There are a number of theoretical tenets within sociological ideas,

including symbolic interactionism, functionalist theory, and conflict theory. However, in order to shed light on how broken households affect children's academic performance, we will be using the Functionalist Theory for this study.

According to structural functionalism, society is seen holistically, that is, as a collection of different structures that cooperate to ensure that society functions properly and maintains its balance across time. The most well-known proponent of structural functionalism, Talcott Parsons, claimed that every institution or social structure—including the family, the business, the politics, education, and religion—has a distinct role in fostering social order in the community.

As a social institution, the family serves a variety of purposes, such as meeting the kid's fundamental needs—such as food, clothes, and shelter—as well as socializing the child, offering emotional and social support, and facilitating education. Nevertheless, if the family is unable to fulfill any or all of these roles, it may cause social unrest, which may then lead to the emergence of fractured households. The proverb "Charity begins at home" is one of them. Therefore, this indicates that social disequilibrium is prevalent when domestic issues disturb the established social order. Broken houses are becoming more common as a result of the growing shift from extended families, which Emile Durkheim defined as having mechanical solidarity, to nuclear families, which prioritize individuality due to the presence of organic solidarity.

According to Robert K. Merton, who used structural functionalism to investigate deviance, some social phenomena may be dysfunctional to society as a

whole, but they may also be functional to society. He introduced the ideas of "Eufunctions" and "Dysfunctions" based on this. While dysfunctions are behaviors that lead to the disruption of social system patterns, eufunctions are activities that help social system patterns survive. Additionally, he highlighted both the unintentional and unacknowledged (latent functions) and purposeful and observable (manifest functions) effects of acts. Therefore, certain visible functions, like the growing trend of fractured households, might result from the family's capacity or inability to fulfill its roles as a social institution. But it can also result in certain hidden functions, like the effects of broken households on pupils' academic achievement.

Therefore, utilizing University of Benin students as a case study, this research will examine shattered families as a result of family institution activities and their effects on students' academic performance.

2.7 Hypotheses for Research

Null Hypotheses: There is no connection between students' academic achievement and damaged households.

Alternative Hypothesis: Students' academic achievement and broken households are significantly correlated.

Methods of Research for Chapter Three

The purpose of this study is to investigate how students at the University of Benin's academic performance is affected by broken households. Its main goals are to evaluate the many ways that broken households affect academic

achievement and look into the potential causes of broken homes. In light of this, this chapter discusses the techniques for obtaining, compiling, and evaluating data.

3.1 Research Design

The purpose of this descriptive and correlational research study was to examine how kids' academic performance is affected by their broken homes. As a result, I decided to use the questionnaire approach in a survey research. With the use of a questionnaire designed to gather data from respondents based on their perceptions and experiences on the effect of broken families on pupils' academic achievement, the study sought their viewpoints.

3.2 Study Participants

The complete group of persons or items that the researcher is interested in is referred to as the population. All of the students at the University of Benin in Benin City, Edo State, Nigeria, made up the study's population. The total number of students at the University of Benin for the 2013–2014 academic year is 45,000, distributed among 11 faculties, including the Faculty of Social Sciences, Faculty of Life Sciences, Faculty of Law, Faculty of Engineering, Faculty of Pharmacy, Faculty of Basic Medical Sciences, Faculty of Agriculture, Faculty of Arts, Faculty of Physical Sciences, Faculty of Management Sciences, and College of Medical Sciences, according to data gathered from the university's registrar's office.

3.3 The Size of the Sample

A sample is a tiny subset of the entire population. It is a subset of a population and a principle that selects some aspects of the population under

research to represent the entire population, based on the underlying premise that the population is equally knowledgeable about the topic being studied. 100 University of Benin students from five randomly chosen faculties made up the sample size for this study in order to ensure that the results were representative of the general population. The study's 100 respondents were drawn from the following faculties: the Faculty of Social Sciences, the Faculty of Management Sciences, the Faculty of Arts, the Faculty of Agriculture, and the Faculty of Law. Additionally, 20 students were chosen at random from each of the five universities.

3.4 Sampling Methods and Approaches

The "Simple Random Sampling Technique" was the sampling method employed for this investigation as it ensures that each individual has an equal chance of being represented. As a result, conclusions were formed from the sample, which was typical of the entire population.

3.5 Equipment

The primary research tool utilized in this study was a questionnaire intended to gather data from students on the effects of broken households on their academic achievement. During the data collecting phase, the researcher employed a questionnaire in which participants checked or selected the alternatives and then submitted their thoughts based on those choices. As a result, a reliable and well-structured questionnaire with two (2) sections was created. While Section B included questions on the factors being studied, Section A included questions to gather demographic information about the respondents. The Rennis Likert

Attitudinal Scale was changed to a five-point scale with SA standing for strongly agree, A for agree, N for neutral, D for disagree, and SD for strongly disagree. The questionnaire was created such that the responder would only need to provide the bare minimum of information in order to complete and return it as soon as possible.

3.6 The instrument's validity

My project supervisor reviewed the instrument used for this study in order to validate its face and content, make necessary modifications, and offer ideas that would improve its suitability for gathering study-related data. Copies of the questionnaires were then created and given to the participants.

3.7 Research Instrument Reliability

The instrument employed in this study was deemed reliable due to its use in earlier studies, expert cross-checking, and confirmation that it is suitable for gathering data pertinent to this investigation.

3.8 Method of Data Collection

The survey's questionnaire was designed such that the responder just needed to choose or check the option that best reflected their opinion, and the researcher restricted its use to 100 students during the data gathering procedure. The researcher personally gave the questionnaire and collected it as soon as the responder finished it.

3.9 Method of Data Analysis

The data was analyzed using the Pearson Product Moment Correlation Coefficient (r) as the statistical approach. The study used this approach as it was

correlational in nature and aimed to determine the degree of the association between kids' academic performance and broken households.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

The quantitative data collected from respondents in Edo State's Ovia North East Local Government Area is presented and interpreted in this chapter. A total number of 100 questionnaires were administered among the respondents. The data is presented with tables and charts to explain adequately the impacts of broken homes on academic performance, a study of the students of the University of Benin in Ovia North East Local Government Area of Edo State. Analysis was limited to questions that were pertinent to the study's goals and hypotheses. The headings for this analysis and presentation of data are divided into two and are as follows: socio-demographic characteristics of respondents and the testing of formulated hypothesis.

4.1 Socio-Demographic Characteristics of Respondents

Table 4.1 - Sex Distribution

Sex	Frequency	Percentage (%)
Male	20	20.0
Female	80	80.0
Total	100	100.0

Source: Field work, 2025.

From the table above, the results shows that 20.0% representing 20 respondents are males while 80.0% representing 80 respondents are females. This reveals that the female respondents are more than the male respondents.

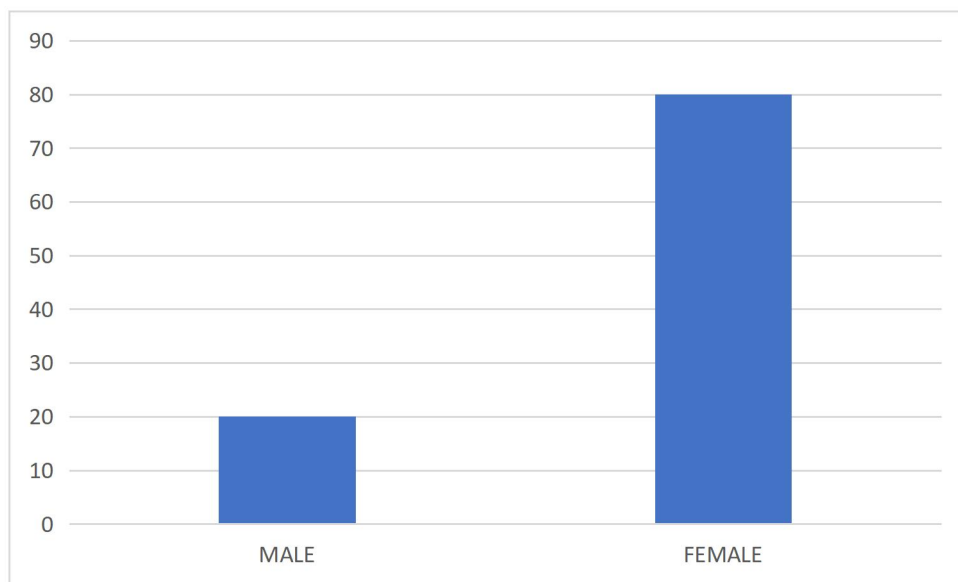


Figure 1: Sex Distribution of Respondents

Table 4.2 - Age Distribution

Age	Frequency	Percentage (%)
Under 18yrs	6	6.0
18-25yrs	83	83.0
26-30yrs	9	9.0
31 yrs and above	2	2.0
Total	100	100.0

Source: Fieldwork, 2025.

From the table above, the results shows that 6.0% representing 6 respondents are under 18 years. The table further shows that 83.0% which represents 83 respondents are within the age interval 18-25years, also 9.0% representing 9 respondents are within 26-30 years while 2% which represents 2 respondents which is a minute portion of the population are within 31 years and above. The result further shows that majority of the respondents are within 26-30 years. 22.0% and 4.0% representing 116 respondents, 44 respondents, and 8 respondents respectively are within the following age intervals 21-25yrs, 26-30yrs, and 31yrs and above. From the table, the result shows that respondents between

the age interval 21-25yrs have the highest number of frequency which is 116 respondents of the total respondents of the population, this is due to the fact that majority of respondents fall within this age bracket.

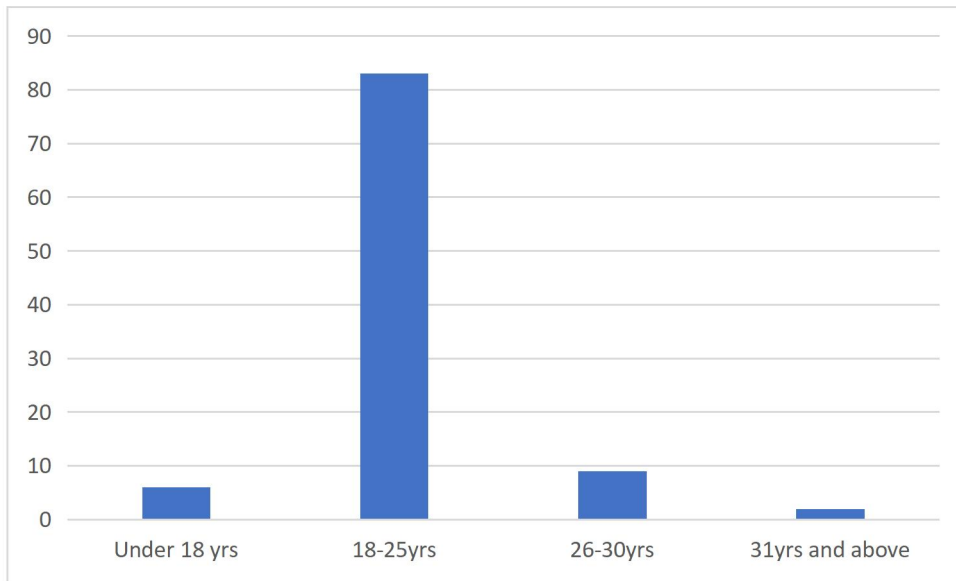


Figure 2: Age Distribution

Table 4.3: Level Distribution of Respondents

Level	Frequency	Percentage (%)
100	12	12.0
200	10	10.0
300	13	13.0
400	31	31.0
Others	34	34.0
Total	100	100.0

Source: Fieldwork, 2025

The result above indicates that 12% of the total respondents representing 12 respondents 100 level students while 10% which represents 10 respondents are 200 level students. The result further shows that 13% representing 13 respondents

are 300 level students while 31% which represents 31 respondents are 400 level students, the result also shows that 34% which represents 34 respondents in other levels aside from the aforementioned levels.

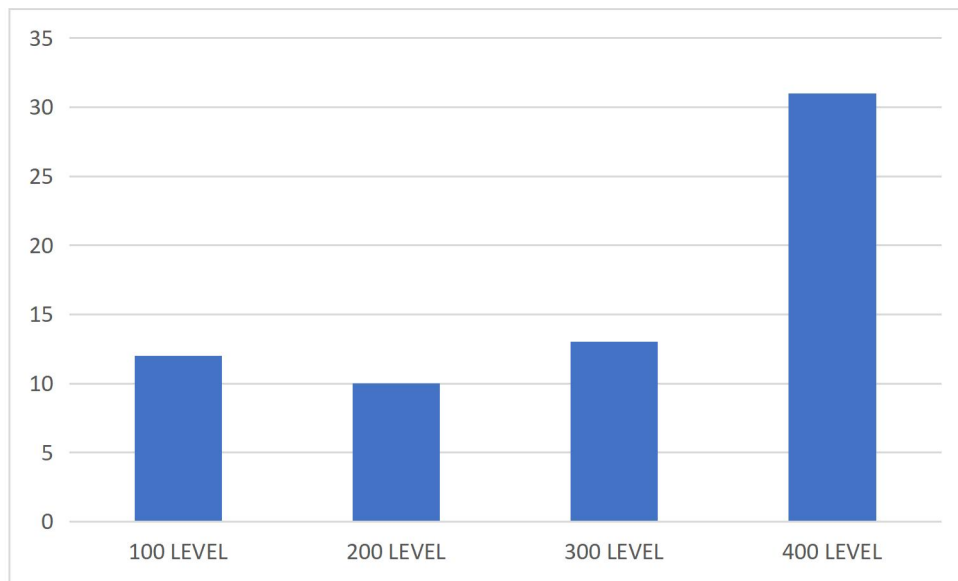


Figure 3: Showing the level of respondents

Table 4.4. Type of Course Study Distribution of Respondents.

Type of Course Study	Frequency	Percentage (%)
Full time	86	86.0
Part-time	14	14.0
Total	100	100.0

Source; Fieldwork, 2025.

From table 4.4, it can be observed that 86 respondents representing 86.0% of the total population are full time students while 14 respondents representing 14.0% of the total population are part-time students. The table also reveals that majority of the respondents are full time students.

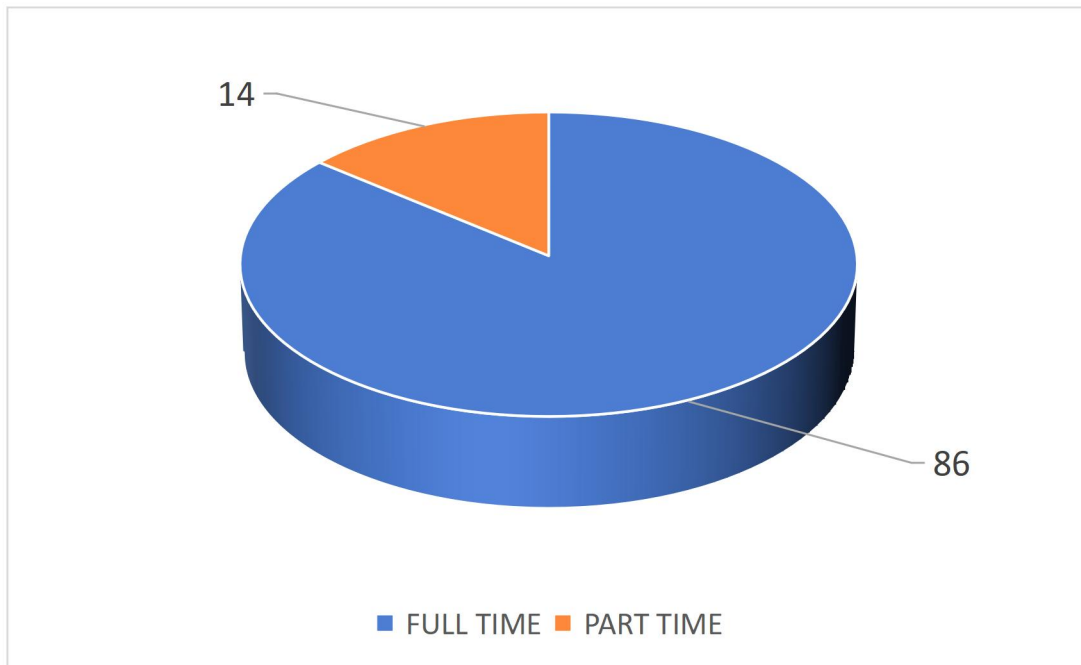


Figure 4: showing the type of course study of distribution

Table 4.5: Current GPA Distribution of Respondents.

Current GPA	Frequency	Percentage (%)
Above 4.5	19	19.0
4.4-3.5	59	59.0
3.4-2.5	22	22.0
Below 2.5	-	-
Total	100	100.0

Source: Fieldwork, 2025.

The result above shows that 19% of the total population of the respondents have above 4.5 Grade Point Average (GPA) while 59% of the respondents representing 59 respondents have 4.4-3.5 Grade Point Average (GPA). The result further indicates that 22% of the respondents which represents 22 respondents of the total population. It can be deduced from the result that majority of respondent had 4.4 -3.5 Grade Point Average.

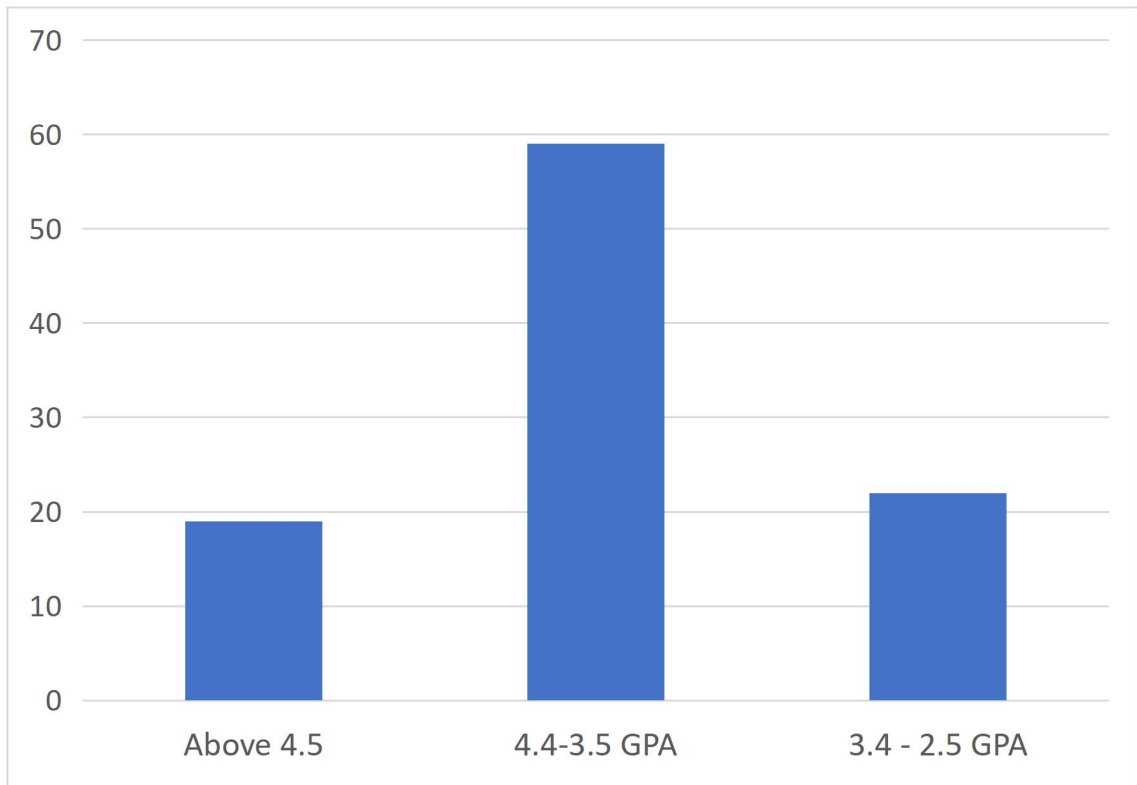


Figure 5: Showing the current grade point average distribution of Respondents

Table 4.6: Parental Type at Home Distribution of Respondents

Parental Type at Home	Frequency	Percentage (%)
Both parents	49	49.0
Single Parents	51	51.0
Total	100	100.0

Source: Fieldwork, 2025.

Table 4.6 indicates that 49 respondents which represent 49% of the total population are from two parents home while 51% representing 51 respondents of the total population are from single parent home. The result further shows that the majority of the respondents are from single parent home.

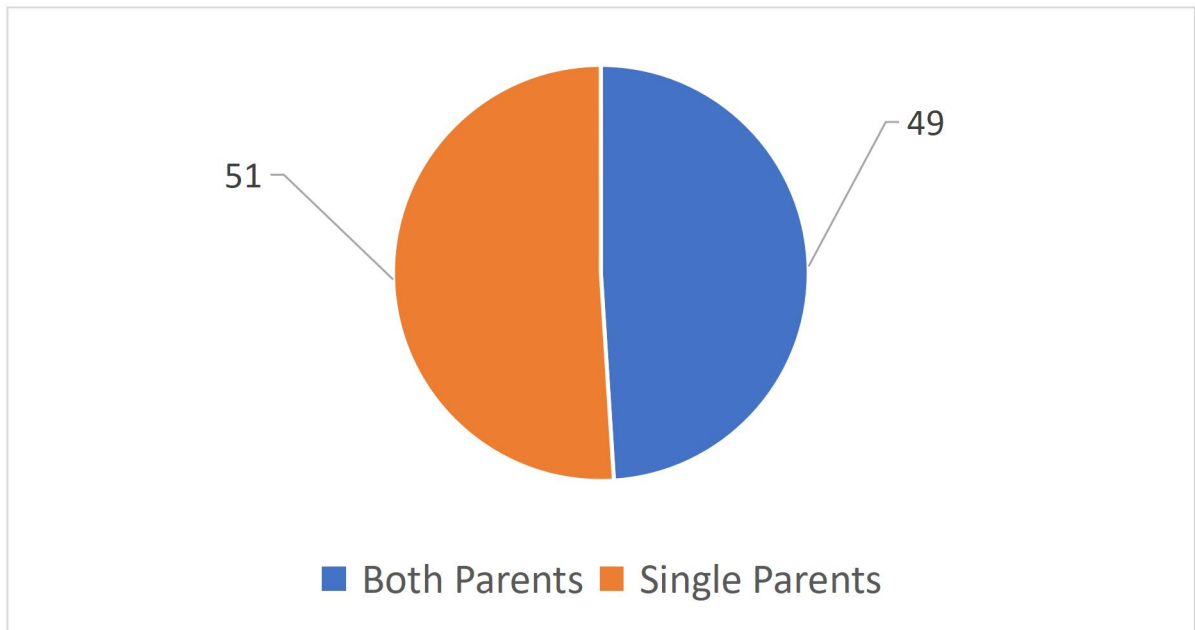


Figure 6: showing the parental type distribution of respondents

Table 4.7: Faculty Distribution of Respondents

Faculty	Frequency	Percentage (%)
Social Sciences	20	20.0
Management Sciences	20	20.0
Law	20	20.0
Agriculture	20	20.0
Arts	20	20.0
Total	100	100.0

Source: Fieldwork, 2025.

Table 4.7 indicates that 20 respondents which represents 20% of the total population are from faculty of Social Sciences; therefore, each faculty represented 20% of the entire population thereby making a total of 100 respondents.

4.2 Analysis of Objectives and Testing of Formulated Hypotheses

In the research, eight objectives and one hypothesis were analyzed to determine the impacts of broken homes on academic performance, a study of the

students of the University of Benin in Ovia North East Local Government Area of Edo State. The Pearson Correlation Statistical Method was adopted while sex representing gender which is one of the socio-demographic data was used for cross tabulation.

Objective One- To investigate the relationship between broken homes and academic performance of students in the University. Questions 8 and 10 were generated from the questionnaire in analyzing the objective. Question 8- The home plays a significant role in the academic performance. Question 10- The absence of one parent influences students' academic performance.

Table 4.2.1 - Distribution of Responses on the Question 8 and 10.

Question 8	Responses	Frequency	Percentage (%)
The home plays a significant role in the academic performance of students	Strongly Agree	63.0	63
	Agree	34	34.0
	Neutral	3	3.0
	Disagree	-	-
	Strongly Agree	-	-
	Total	100	100.0
Question 10	Strongly Agree	18	18.0
The absence of one parent influences students' academic performance.	Agree	51	51.0
	Neutral	20	20.0
	Disagree	10	10.0
	Strongly Disagree	1	1.0
	Total	100	100.0

Source: Field work, 2025

The result from the table above indicates that 63% of the total respondents strongly agree to the fact that the home play a significant role in the academic performance of students, 18% of the respondents also affirmed to the aforementioned fact that the home plays a significant role in the academic performance of children, while 3% of the respondents had a neutral view as regards the home playing a significant role in the academic performances of

children, there were no responses for disagree and strongly disagree. The result further shows that 18% which represents 18 respondents strongly agree that the absence of one parent influences students' academic performance while 51% of the respondents also agree that the absence of one parent influences students' academic performance. The result also shows that 20% of the respondents had a neutral view, 11% of the respondent disagree to the fact that the absence of one parent influences students' academic performance.

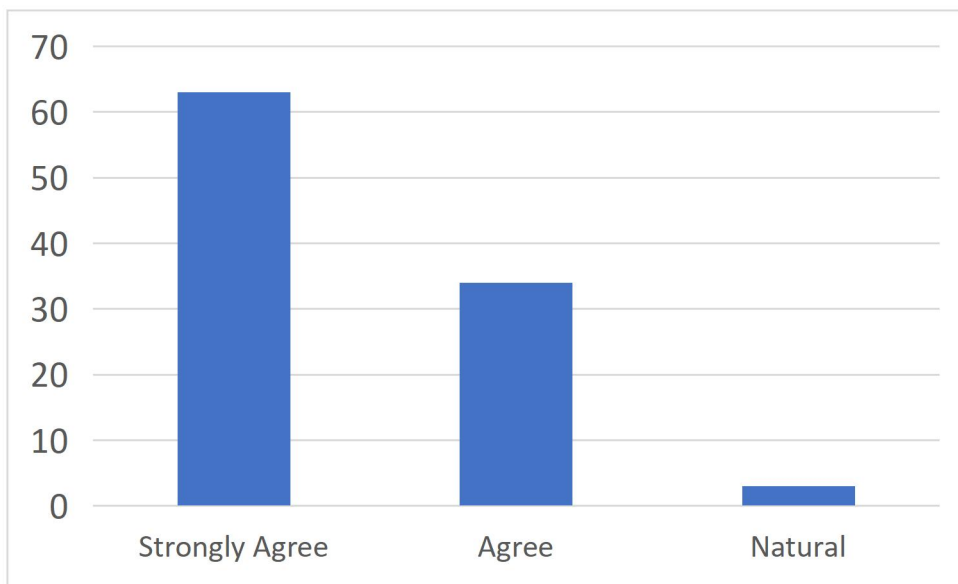


Figure 8: Showing the responses of respondents on question 8

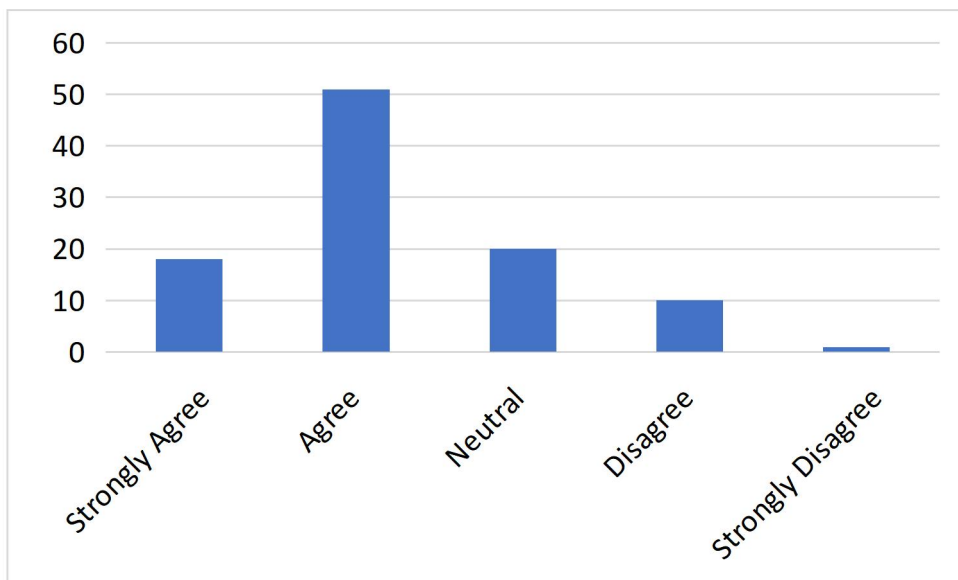


Figure 9: Showing the responses of respondents on question 10

Objective Two: to explore the various causes of broken homes. Question 15 was generated from the questionnaire in analyzing the objective. Question 15- what do you think are the causes of the increasing trends of broken homes?

Table 4.2.2: Distribution of responses on the various causes of the increasing trends of broken homes

Causes	Frequency	Percentage (%)
Incompatibility	46	46.0
Poverty	11	11.0
Job demands	8	8.0
Extra-marital affairs	25	25.0
Others	10	10.0
Total	100	100.0

Source: Fieldwork, 2025.

Table 4.2.2 shows that 46% of the population which represent 46 respondents are of the view that incompatibility is one of the causes of the increasing trends of broken homes while 11% of the population representing 11 respondents are of the opinion that poverty is the cause of the increasing trends of broken homes. The result further indicates that 8% of the population which represents 8 respondents opined that job demands could be one of the causes for the increasing trends of broken homes in the society while 25 respondents which represents 25% of the total population argued that extra-marital affairs by the couple is one of the causes of the increasing trends of broken homes. Moreover, the result also shows that 10% of the total population opined that other causes apart from the aforementioned causes are responsible for the increasing trends of broken homes.

It can therefore be deduced from the result that majority of the respondents which consists of 46% of the total population opined that incompatibility is the major cause responsible for the increasing trends of broken homes in the society.

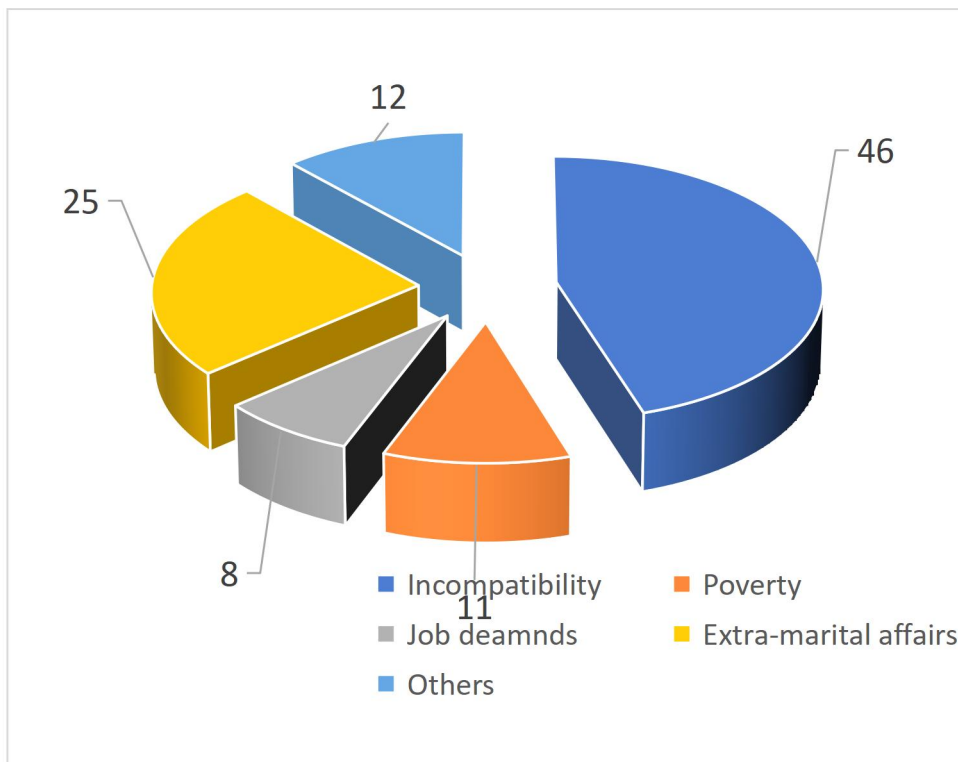


Figure 10: Showing the responses of respondents on question 14

Objective Three: - To investigate the consequences of broken homes on children.

Questions 16 and 19 were generated from the questionnaire in analyzing this objective. Question 16- what do you think are the consequences of broken homes?

Question 19-what are the impacts of broken homes on undergraduates?

Table 4.2.3 - Distribution of Responses on Question 16 and 19,

Question 16	Consequences	Frequency	Percentage (%)
What do you think are the consequences of	Low self esteem	27	27.0
	Depression	36	36.0

broken homes?	Decline in academic performance	12	12.0
	Anti-social behaviors	15	15.0
	Others	10	10.0
	Total	100	100.0
Question 19	Impacts	Frequency	Percentage (%)
What are the impacts of broken homes on undergraduates?	Denies them from achieving their dreams	36	36.0
	Makes them able to stand challenges	45	45.0
	Others	19	19.0
	Total	100	100.0

Source: Fieldwork, 2025.

The result above shows that 27% of the population posits that low self-esteem is one of the major consequences of broken homes. It can however be deduced from the result that children from broken homes usually have low self-esteem. The result further shows that 36 respondents representing 36% of the population are of the opinion that depression is another consequences of broken homes, we can however state that from the foregoing, children from broken homes suffer depression as a result of the irreconcilable difference between their parents. Also, 12% of the respondents are of the view that another consequence of broken homes is the decline in the academic performance of the students because the children would lack concentration which invariably affects their academic performance.

The result also shows that 15% of the respondents are of the view that anti-social behavior among the children is another salient consequence of a broken home while 10% of the respondents also argued that there are other consequences and effects of a broken home on the children. It can however be deduced from the result that majority of the respondents are of the opinion that children from broken home suffer depression amongst other consequences and effects.

Moreso, the result above also indicates that 36% of the respondents representing 36 respondents are of the opinion that one of the major impacts of broken homes on undergraduates is that it denies them from achieving their dreams which is a result effect of the consequences of broken homes. The result further shows that 45% of the respondents are of the view that another impact of broken homes on undergraduate students is that it makes them able to withstand challenges they encounter in life while 19% of the respondents opined that there are other impacts of broken homes on undergraduates' students apart from the aforementioned impacts of broken homes.

Objective Four- To investigate student's academic performance in relation to age at separation or divorce. Questions 11 and 12 were generated from the questionnaire in analyzing the objective. Question 11- younger children from broken homes have lower academic performance than their counterparts from stable homes. Questions 12- Older children from broken homes have lower academic performance than their counterparts from stable homes.

Table 4.2.3 - Distribution of Responses on Question 11 and 12.

Question 11	Responses	Frequency	Percentage (%)
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Younger children from broken homes have lower academic performance than their counterparts from stable homes.	Strongly agree	17	17.0
	Agree	40	40.0
	Neutral	19	19.0
	Disagree	21	21.0
	Strongly disagree	3	3.0
	Total	100	100.0
Question 12	Strongly agree	14	14.0
Older children from broken homes have lower academic performance than their counterparts from stable homes.	Agree	30	30.0
	Neutral	25	25.0
	Disagree	27	27.0
	Strongly disagree	4	4.0
	Total	100	100.0

Source: Field work, 2025

The result from the above table shows that 57% of the respondents strongly agree and agree that the younger children from broken homes have lower academic performance than their counterparts from stable homes while 19% of the respondents which represents 19 respondents had a neutral view as regards younger children having low academic performance than their counterparts from stable homes. The result further shows that 24% of the respondents representing 24 respondents disagree and strongly disagree to the fact that younger children from broken homes have lower academic performance than their counterparts from stable homes. The result also indicates that majority of the children from broken homes families usually have lower academic performance than their counterparts in stable homes.

The result further shows that 44% of the population which represents 44 respondents strongly agree and agree that older children from broken homes have lower academic performance than their counterparts in stable homes, more so, 25% of the population had a neutral view as regards older children from broken homes having low academic performance than their counterparts in stable homes. The result also shows that 31% of the respondents disagree to the fact that older children from broken homes have low academic performance than their counterparts in stable homes. It can be deduced from the result above that majority of the respondents affirmed that the younger children from broken homes are usually affected academically than the older children in broken homes.

Objective Five- To investigate if the increase in the trends of broken homes can be controlled. Question 17 was generated from the questionnaire in analyzing the objective. Question 17- The increase in the trends of broken homes can be controlled.

Question 17	Responses	Frequency	Percentage (%)
The increase in the trends of broken homes can be controlled.	Strongly agree	37	37.0
	Agree	43	43.0
	Neutral	9	9.0
	Disagree	11	11.0
	Strongly disagree	-	-
	Total	100	100.0

Source: Fieldwork, 2025.

The result above shows that 80% of the respondents which represents 80 respondents strongly agree and agree that the increase in the trends of broken homes can be controlled, also 9% of the respondents had a neutral view as the aforementioned statement while 11 % of the respondents disagree to the fact that the increase in the trends of broken homes can be controlled.

4.3 Analysis of Formulated Hypothesis

Hypothesis one- There is no significant relationship between broken homes and academic performance. Question 9 was generated from the questionnaire to test the hypothesis. Question 9- There is a significant difference between the academic performances of students from broken homes and those from stable homes.

Table 4.3.1-Analysis of hypothesis 1 (Cross tabulation)

QUESTION 9	Question 9- There is a significant difference between the academic performance of From broken homes and those from stable homes.					
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL
GENDER MALE	5	5	4	1	0	15
FEMALE	12	33	16	20	3	85
Total	17	38	20	21	3	100

Source: Fieldwork, 2025.

Pearson Correlation Statistics.

	Question 9
Pearson Correlation	11.457
Df	8
Asymp.sig	.177

RULE- When the calculated value is less than the tabulated value; you accept the null hypothesis and reject the alternate hypothesis.

FINDINGS- from the Pearson correlation analysis above, the calculated correlation =11.457 while the Pearson correlation tabulated is .6319 in the correlation table under the 8 degree of freedom at 0.05 level of significance, two-tailed.

DECISION- Consequently, the calculated chi square is greater than the tabulated, so we therefore accept the alternate hypothesis and reject null hypothesis. In other

words, there is a significant relationship between broken homes and academic performance of students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study project "The Impacts of Broken Homes on Academic Performance" comes to a close with this chapter. The study has investigated the degree to which students' academic performance is impacted by broken households. There is enough debate about broken homes to cover everything from their causes and effects to how they affect both younger and older children, how they differ in their effects on males and females from broken homes, and how to curb and redirect their rising trend in a positive direction. This study was conducted to determine the effects of broken households on children' academic achievement in light of these many disputes.

5.2 Summary

The study looked into how students' academic performance was affected by broken households. As a result, it was restricted to Edo State's University of Benin, Ugbowo Campus, Benin City. The study was guided by two research hypotheses, which are as follows: i. Null Hypothesis: Students' academic performance is unrelated to broken households.

ii. Alternative Hypothesis: Students' academic achievement and broken households are significantly correlated.

Because the goal of this study was to determine the degree of the association between academic achievement and broken households, it was a correlation study. The Pearson Product Moment Correlation Coefficient (r) was the statistical technique utilized to analyze the data. The Impacts of Broken Homes on Academic Performance Questionnaire (IBHAPQ), a validated tool, was employed to gather data. Its purpose was to gather data on the study's hypotheses. The study employed University of Benin students as a case study, and five faculties—the Faculty of Social Sciences, the Faculty of Arts, the Faculty of Management Sciences, the Faculty of Law, and the Faculty of Agriculture—were chosen at random. The survey included 100 respondents, 49 from households with both parents and 51 from households with a single parent. A random selection of twenty responders was made from each of the five faculties.

The study's aims, hypotheses, and research questions led to a variety of findings that the participants in the study expressed. The study's conclusions indicate a strong correlation between children's academic achievement and broken households. Additionally, it was shown that older children from broken households outperform younger ones in terms of their academic performance. Furthermore, the findings indicate that students from broken households' poor socioeconomic level has a detrimental impact on their academic achievement. Additionally, it was shown that female pupils from broken households outperform their male counterparts in the classroom. In order to assist students who are having difficulties in their academic endeavors, it was also suggested that students from dysfunctional households receive individual coaching and counseling.

5.3 Conclusion

The purpose of this study was to determine how academic performance is affected by broken households. The introduction, study methodology, data presentation and analysis, evaluation of related literature, and conclusion make up this work. It can be inferred from the research conducted, the data analysis results, and the findings summary that pupils from stable households perform much differently academically than students from broken homes. As a result, even if there is a noticeable difference in academic achievement, kids from broken homes can do just as well as or even better than those from stable households if they are given the chance to live in the same loving, caring, and stable environments.

Therefore, it is clear that this research has disproved the null hypothesis, which claimed there was no connection between pupils' academic performance and broken households. However, the results of this study showed that the alternative hypothesis, which claimed that there is a substantial correlation between academic achievement and broken households, was accurate.

5.4 Suggestions

Based on the results of this study and the several literatures examined, the following suggestions are offered.

Since a child's upbringing is greatly influenced by their home, parents should understand that their children require their assistance in order to function effectively. This is because the affection that children receive from their parents shapes their cognitive, affective, and evaluation capabilities, which in turn affects their academic performance, skill acquisition, attitudes, behaviors, and other

aspects of their lives. For the sake of the children's wellbeing, parents should thus make an effort to remain in their married household by resolving their issues.

In order to prevent negative psychological and scholastic effects, parents should also make an effort to maintain positive relationships with their children even after separation or divorce. Since meeting their children's needs helps them learn, they should always try to do so. For instance, children from broken households have a low socioeconomic level, and their lack of money causes stress, which typically has a detrimental impact on their academic performance. Additionally, if friends' and families' outside meddling in marital matters is minimized, the growing tendency of broken houses can be controlled. In order to avoid arguments and disappointments, partners should also not have high expectations of their spouses.

Individually, students from dysfunctional households should learn to inspire themselves so that they can strive for great accomplishments by learning how to confront and overcome obstacles that they may encounter in their academic or in other areas. Administrators at schools are not excluded. By offering these youngsters educational support and counseling to help them learn how to enhance their academic performance despite their home background, they can help to reverse the growing trend of low academic performance among students from broken families. To ensure that teachers' perspectives are suitable for children from broken homes and that they can subsequently offer these pupils constructive counseling, the school should give them correct information on broken homes during in-service training. In order to allow working single parents

to be more active in their children's education, schools should also use flexible scheduling when organizing school events.

On the other hand, the government ought to implement a number of initiatives that will promote harmony in married households and assist students from dysfunctional households in adjusting and achieving academic success. Finally, since some of the issues that children from broken homes suffer may be brought on by expectations based on harmful and false stereotypes, society as a whole should refrain from categorizing these kids. Children from single-parent households are therefore more likely to find the phrase "broken home" offensive since it implies that their lives are flawed, chaotic, or unstructured. The phrase "single-parent household" can be used to characterize the arrangement without passing judgment on its worth. Additionally, as a couple must get to know, love, respect, and understand one another, society should prohibit forced marriages and early weddings. If this is not done, the tendency toward fractured households will simply continue to rise.