

**INFLUENCE OF BROKEN HOME ON STUDENTS' ACADEMIC ACHIEVEMENT
MOTIVATION AS PERCEIVED BY SECONDARY SCHOOL TEACHERS IN ILORIN
METROPOLIS**

BY

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Abstract

This study examined the influence of broken homes on Students' Academic Achievement Motivation as perceived by secondary school teachers in Ilorin Metropolis. The moderating variables considered are gender, years of experience and educational attainment. A descriptive survey research design was used to carry out this study. The population for this study consisted of all secondary school teachers from both public and private schools in Ilorin Metropolis. A sample size of two hundred (200) participants was selected using a purposive sampling technique. The research instrument used was a self-designed instrument titled "Influence of Broken Home on Students' Academic Achievement Motivation Questionnaire (IBHAPQ)". One research question and three research hypotheses were raised and tested for this study. The data obtained for the study were analyzed using percentages, mean and rank order for demographic data and research question respectively. The hypotheses formulated were tested using t-test and Analysis of Variance (ANOVA). All the hypotheses were tested at 0.05 alpha level of significance. The findings of the study revealed that there were no significant differences in the influence of broken home on Students' Academic Achievement Motivation as perceived by secondary school teachers on the basis of gender, years of experience and educational attainment. It is therefore recommended that: School administrators and curriculum planners should adopt the measures found to use in this study as ways of improving academic achievement among secondary school students. School teachers should pay special attention to the challenges faced by secondary school students from broken homes with the aim of assisting them to overcome such problems. Counsellors should introduce effective guidance programmes to help students from broken homes, children raised by single parents and parents who do not pay adequate attention to their children education and those children experiencing challenges in school.

Keywords: Broken home, Secondary school teachers, Students academic Achievement motivation

Introduction

Learning begins from home; a place where one lives in with his family is called a home. The home is the bedrock of the child's socialization processes. As a social animal, the child does not learn in a vacuum but rather he actively learns in a society of human beings who influence his progress. Such society embodies the home, which the family belongs and the school. A home is defined as the house, flat or apartment that individual lives in with his/her family (Hornby & Parnwell, 2010). The home is very important as it influences the members of a family and determines the outcome of their activities. Home is a place where one lives permanently, especially as a member of a family or household. It is a place of residence or refuge. A home is not a mere transient shelter. Its essence lies in the personalities of the people who live in it (Obeta, 2014). Home Environment is the surroundings, where one live. Environment is the aggregate of all internal and external conditions affecting the existence, growth and welfare of organisms. It is an influence an individual came in contact with after the hereditary has been through the gene plasma. It can be divided into physical, social and abstract environment. Physical environment is the objects or materials found in the home, school or community. It also includes the people like parents,

siblings and peers, social environment is the social life, societies and club affecting the individual growth and development, abstract environment is the reactions, feedback and the responses received on interactions with others (Anene, 2005). In a situation where a home is not adding to the development and growth of a child physically, socially, psychologically or emotionally, it then becomes broken.

Egbo (2012) described broken home as a place where the parents engage themselves in quarrelling, fighting, suspecting, keeping late hours to the detriment of the children's primary drive for food, sleep and other basic needs. Hake (2000) lamented that after couples have made solemn and sacred contracts before the public, friends, well-wisher and family members as their witness to be together till death put them apart, the same couples fall victims to broken home within a short period in our modern society. Broken homes are in various aspects and these include: Divorce, separation and Death. If there is no love, understanding and peace in the home children suffer and pay severely for it. Those children may be defective behaviourally and often they are not given worthwhile education training and skills which in turn may have a carryover effect which is always detrimental to the progress and stability of the society. And in particular, children academic achievement/performance might be at risk. Academic performance is seen as the knowledge attained or skills, shown in the school subject. To indicate such achievement, test scores or marks are assigned by the teachers. It is the school evaluation of the classroom work on the basis of the grades awarded. Academic performance according to Akinboye (2004) is of two types; positive and negative (poor) performance. Habits, family background, perseverance, attitudes, interest all these affect academic achievement in school. Academic performance is an objective score of attainment after a specified institutional programme and can be influenced by many factors. Yet the impact family relationships plays on a child's scholastic achievement alongside the development of the child cannot be overemphasized (Yara & Tunde, 2010).

According to Ayodele (2006), the environment where the child finds himself/herself goes a long way in determining his learning ability and ultimately his academic performances in school. A healthy home environment offers emotional security to a child, many students from broken homes respond incomprehensively to classroom teaching because of the home they come from. However, this may not be completely applicable in all instances of broken home. Some children irrespective of home background or structure they work hard and become successful in life. Family is the basic unit of the society; it is the most important component of a country. The family is significant to all men's social institutions, no other institution is older and none is universal than family. The family is a social group characterized by common resident, economic, cooperation and production. The family is the first primary group of a child. However, the family is responsible for supporting, caring and preparing children for adulthood, which in turn will determine his/her personal development. The family is the child's place of contact with the world; the child as a result acquires initial education and socialization from parents and other significant persons in the family. Agbo (2000), stated that the home or family has been recognized as having a lot of influence on the academic performance of student. Hamilton and Dorgu (2014) described that parent constant disagreement affects children emotionally and this could lead to poor academic performance in school.

The family has great influence on child's physical, mental and moral development. The family lays the psychological, moral and spiritual foundation in the overall development of the child. Thus, parenthood is faced with great responsibility that requires the full cooperation of both parents who must ensure the total development of their children. Structurally, family/homes are either broken or intact. A broken home in this context is one that is not structurally intact, as a result of divorce, separation, death of one of parent and illegitimacy. According to Frazer (2004), psychological home conditions arise mainly from illegitimacy of children, the label of adopted child, broken homes, divorce and parental deprivation. Such abnormal conditions of the home are likely to have a detrimental effect on school performance of the child. A single parent family or broken home can be stressful for both the child and the parent. Schults (2006), noted that if students from unstable (broken) homes are to be compared with those from stable

homes, it would be seen that the former have more social, academic and emotional problems. Rochlkepartain (2003), is of the opinion that the family and its structure play a great role in student's academic performance. Johnson (2005) asserted that children of unmarried parents /separated families often fail and are at risk emotionally. Moreover, Ayodele (2006) stated that the environment where a child finds himself/herself goes a long way in determining his learning ability and ultimately his academic performance in school.

Generally, the home has been identified as an overwhelming factor affecting students' performance academically. It would appear, then, that broken homes may present a very serious danger to the emotional, personality, and mental adjustment of the young adolescent. From experience, under-feeding may reduce performance at school. There are many problems of development, which arises from poverty. For example, if one or two children born at the same time one is neglected and ill fed and the other cared for and well fed, the latter is likely to look stronger and healthier than the former. It is a fact that even if in later years the ill fed child gets good nutrition and well cared for, the child's performance continues to reflect his early neglect (Nzewuwah, 2005). The fact that the child needs good physical care in form of good feeding makes parents a vital factor in the development of the child. It will be observed that what is said about the parents as regarding the child's physical development is also true of his reasons why there are differences in the mental development or ability in the children in the schools. The environment, where they come from is never the same. Some environments are more stimulating than others. For example, just as with physical care, if one of the two children born with the same mental ability has a good home background, former is most likely to have an additional advantage of being more able to benefit from school than the latter. Also, if a child has no decent dresses or shoes to wear to school, other children are likely to mock his bad dirty or torn clothes or shoes. Such a child may not be a happy child at school and may not be expected to produce his best performance in the school. The attitude of parents towards the day to day activities of their ward in and outside the home plays an importance role in their all-round development. (Hamilton & Matthew, 2011)

Statement of the Problem

The rate at which homes are broken today appears to be on the increase. Despite all the efforts the various governments, religious organizations, non-governmental organizations (NGOs) and marriage counsellors are making to promote marital stability among couples in Nigeria, the issue of broken homes still exists in the country. Literature sources reveal that students from such homes suffer emotional trauma, depression, negative self-concept and low self-esteem. In most cases, the adolescents from such homes manifest negative tendencies in school such as truancy, aggression, lack of concentration, examination malpractice, bullying, drug abuse, stealing and other vices. All these may lead to poor academic performance. Broken home is an effect which can seriously impair the function of the family as a socializing agency. Thus, the rising incidence of broken home suggests that the institutions of marriage and the family as a whole are in serious trouble. McLanahan and Sandefur (2004) maintained that if parents are going through a rough period, it is expedient of them to work on their relationship, knowing that the entire family benefits from the relationship and not just the two of them. Many studies have been done in related to this study. Kasoma (2012) worked on the influence of broken homes on pupil academic performance in selected schools of Mbala District in Zambia. The study found that broken homes contributed to poor pupil performance in most cases. Differences were found in the performance of pupils from unbroken families and pupils from broken families in the subjects they were tested.

Also, Omoruyi (2014) worked on the influence of broken homes on academic performance and personality development of the adolescents in Lagos state. The results revealed that there were significant difference between single- parenting and academic performance of the adolescents, significant difference between parental socioeconomic status and academic performance and significant relationship between adolescents from broken homes and academic performance. In addition to this, Awoniyi (2019) carried out a study on impact of broken homes on academic performance of handicapped students as expressed

by secondary school teachers in Oyo State. The result revealed that there is no significant difference in the opinion of teachers on the basis of educational qualification. These studies are related to the current one because they investigated academic performance. Thus, the present researchers aim at filling the missing gap in the previous studies which is the failure of the researchers to consider the influence of broken home on Students' Academic Achievement Motivation as perceived by secondary school teachers, taking into consideration the moderating variables like gender, years of experience and educational attainment of teachers.

Purpose of the Study

The purpose of this study is to investigate the influence of broken home on student's academic performance as perceived by secondary school teachers in Ilorin metropolis based on moderating variables like gender, years of experience and educational attainment of the teachers.

Research Question

What is the influence of broken home on Students' Academic Achievement Motivation as perceived by secondary school teachers in Ilorin metropolis?

Research Hypotheses

1. There is no significant difference in the influence of broken home on Students' Academic Achievement Motivation as perceived by secondary school teachers in Ilorin metropolis based on gender.
2. There is no significant difference in the influence of broken home on Students' Academic Achievement Motivation as perceived by secondary school teachers in Ilorin metropolis based on their years of experience.
3. There is no significant difference in the influence of broken home on Students' Academic Achievement Motivation as perceived by secondary school teachers in Ilorin metropolis based on their educational attainment.

Methodology

The research design adopted for this study was descriptive survey method. The study based its population on all secondary school teachers both male and female in Ilorin metropolis. Purposive sampling technique was used to select respondents from Private and public schools from each Local Government Area as the target population for the study according to their numbers. 10 teachers were taken from each selected private and public schools to make a total of 200 respondents. The relevant instrument used was a questionnaire titled "Influence of Broken Homes on Academic Performance Questionnaire" (IBHAPQ). The Questionnaire consisted of two sections (A and B). Section A entailed demographic data of the respondents such as, gender, year(s) of service and educational qualification. Section B contained 20 items which covered the respondents' opinion on the influence of broken homes on academic performance of students which is patterned after four point Likert type rating scale of: SA- Strongly Agree, A- Agree, D- Disagree, SD- Strongly Disagree. The respondents rated the items as applicable in the section. In order to ascertain the validity of the instrument, the researchers gave the questionnaire forms to experts in the field from University of Ilorin, Department of Measurement and Evaluation. The researchers were given suggestions for modification of some of the items, of which all suggestions were taken into consideration and therefore, the instrument was confirmed to be valid for the study. To ascertain the reliability of the instrument, a test re-test method was adopted. The test re-test method assessed the external consistency of a test. Examples of appropriate tests include questionnaires and psychometric tests. It measures the stability of a test over time. In this situation, twenty (20) copies of the questionnaire were administered on a group of teachers who were not part of the sample population for the study twice, at two weeks interval.

The scores obtained were analyzed using Pearson product moment correlation (PPMC) the result obtained was 0.85 which made the instrument reliable enough to gather data for the study. Frequency counts and percentages were used in section “A” to determine the demographic data of the respondents. Respondents responded to items in section B on a Four point Likert type scale (4 Strongly Agree (SA), 3 Agree (A), 2 Disagree (D), 1 Strongly Disagree (SD) . The highest possible score any respondent can obtain is 80 (4x20) while the lowest score is 20 (1x20). Therefore, the range is 60 (80-20). Thus, the midpoint of the range is 30 (i.e. 60/2). The cut-off point is therefore 80-30 or 20+30 which in either case is 50. Therefore, if a respondent scores 51 and above, he/she has a high positive perception toward Students’ Academic Achievement Motivation as influenced by broken home and any who scores 50 has a moderate positive perception, while a respondent who scores below 50 has a negative perception toward Students’ Academic Achievement Motivation as influenced by broken home. The data generated were analyzed using frequency counts and percentages for section A (i.e demographic data). Mean and rank order was used for the only research question. The Hypotheses were analyzed using t-test and Analysis of Variance (ANOVA) statistical tools. Therefore, all hypotheses in the study were tested at 0.05 alpha level of significance.

Results

Table 1: Distribution of Respondents Demographic Data

| Variables | Frequency | Percentage |
|--------------------------------|------------|------------|
| Gender | | |
| Male | 74 | 37.0 |
| Female | 126 | 63.0 |
| Total | 200 | 100 |
| Educational Attainment: | | |
| OND/NCE | 45 | 22.5 |
| First Degree | 103 | 51.5 |
| Postgraduate | 52 | 26.0 |
| Total | 200 | 100 |
| Year(s) in Service: | | |
| 0-5 years | 65 | 32.5 |
| 6-10 years | 70 | 35.5 |
| 11-15 years | 46 | 23.0 |
| 16 years and above | 19 | 9.5 |
| Total | 200 | 100 |

Table 1 shows the distribution of respondents by gender, educational attainment and years in services. The table shows that 74 (37.0%) of the respondents were male while 126 (63.0%) of the respondents were female. Based on educational attainment, the table reveals that 45 (22.5%) of the respondents had OND/NCE degree, 103 (51.5%) of the respondents had first degree and 52 (26%) of the respondents had postgraduate. The table also reveals that 65 (32.5%) of the respondents have spent between 0-5 years in service, 70 (35.5%) of the respondents have spent between 6-10 years in service, 46 (23%) of the respondent have spent between 11-15 years in service and 19 (9.5%) of the respondents have spent 16 years and above in the service.

Research Question: What is the influence of broken home on Students’ Academic Achievement Motivation as perceived by secondary school teachers in Ilorin metropolis?

Table 2: Mean and Rank Order of Respondents’ influence of broken home on academic Achievement Motivation

| Item No. | Broken home influences Students’ Academic Achievement Motivation by: | Mean | Rank |
|----------|--|------|-----------------|
| 20 | Not writing in class | 3.74 | 1 st |

| | | | |
|----|---|------|------------------|
| 19 | Not adhering to school class rules and regulations | 3.73 | 2 nd |
| 9 | Repeating the same class | 3.66 | 3 rd |
| 15 | Not participating in school social activities | 3.63 | 4 th |
| 17 | Being scared to answer questions in class | 3.62 | 5 th |
| 12 | Constituting nuisance in the classroom | 3.59 | 6 th |
| 3 | Not having time to do assignments | 3.58 | 7 th |
| 16 | Not being able to comprehend what is being taught | 3.57 | 8 th |
| 8 | Avoiding group work in school | 3.52 | 9 th |
| 4 | Not attending class regularly | 3.51 | 10 th |
| 11 | Having fear relating with the opposite sex in the school | 3.51 | 10 th |
| 10 | Employing ineffective study habits | 3.50 | 12 th |
| 14 | Not always motivated to achieve academic goals | 3.45 | 13 th |
| 18 | Always feeling sad in the class | 3.41 | 14 th |
| 7 | Not contributing during class interaction | 3.41 | 14 th |
| 5 | Developing negative attitude towards teacher | 3.41 | 14 th |
| 6 | Developing negative attitude towards schooling | 3.40 | 17 th |
| 2 | Being inattentive in class | 3.37 | 18 th |
| 13 | Not always willing to go home after school due to the problem faced at home | 3.35 | 19 th |
| 1 | Leading to low parental guidance | 3.30 | 20 th |

The above table 2 indicates the mean and rank order of the respondents' perception on the influence of broken home on Students' Academic Achievement Motivation. Item 20 which stated "not writing in class" ranked 1st with the means score 3.74. Item 19 which stated "not adhering to class rules and regulations" ranked 2nd with the mean score 3.73. Ranked 3rd is item 9 which stated "repeating the same class" with the mean score 3.66. Furthermore, item 2 which stated "being inattentive in class" ranked 18th with a mean score of 3.37. Item 13 which stated "not always willing to go home after school due to the problem faced at home" ranked 19th with a mean score of 3.35 and item 1 which stated "leading to low parental guidance" ranked 20th with a mean score of 3.30. Since all the 20 items have the mean scores that are above the mid-mean score of 2.50, then it can be said that respondents have positive perception on the influence of broken home on Students' Academic Achievement Motivation.

Hypotheses Testing

Three research hypotheses were postulated in the course of this study and were tested using t-test and ANOVA at 0.05 significance level.

Research Hypothesis 1: *There is no significant difference in the influence of broken home on students' Academic Achievement Motivation on the basis of gender?*

Table 3: Mean, Standard Deviation and t-value of the Respondents' Perception on the Influence of Broken Home on Students' Academic Achievement Motivation on Basis of Gender

| Gender | N | Mean | SD | df | Cal. t-value | Crit. t-value | p-value |
|--------|-----|-------|------|-----|--------------|---------------|---------|
| Male | 82 | 51.72 | 2.28 | 198 | 0.44 | 1.96 | 0.331 |
| Female | 118 | 49.43 | 2.04 | | | | |

Result from Table 3 shows that the p-value (0.3314) is greater than 0.05 at the level of significant. Since the p-value is greater than the 0.05, we then accept the null hypothesis and therefore conclude that there is no significant difference in the academic performance of the students on the basis of gender. This simply

means that the academic performance of the students is not significantly different from the respondents based on gender.

Research Hypothesis 2: *There is no significant difference in the influence of broken home on students' Academic Achievement Motivation on the basis of years of experience?*

Table 4: Analysis of Variance (ANOVA) of the Respondents' Perception on the Influence of Broken Home on Students' Academic Achievement Motivation on the basis of years of experience

| Source | Sum of Squares | df | Mean Squares | F-ratio | P-value |
|---------------|----------------|-----|--------------|---------|---------|
| Between group | 2.4340 | 3 | 0.8113 | 0.87 | 0.4575 |
| Within group | 182.7610 | 196 | 0.9325 | | |
| Total | 185.195 | 199 | | | |

Result from Table 4 shows that the p-value (0.4575) is greater than 0.05 at the level of significant. Since the p-value is greater than the 0.05, we then accept the null hypothesis and therefore conclude that there is no significant difference in the academic performance of the students on the basis of the years of service. This simply means that the academic Achievement of the students is not significantly different from the respondents based on years of experience.

Research Hypothesis 3: *There is no significant difference in the influence of broken home on students' Academic Achievement Motivation on the on the basis of educational attainment?*

Table 5: Analysis of Variance (ANOVA) of the Respondents' Perception on the Influence of Broken Home on Students' Academic Achievement Motivation on basis educational attainment

| Source | Sum of Squares | df | Mean Squares | F-ratio | P-value |
|---------------|----------------|------------|--------------|---------|---------|
| Between group | 1.4156 | 3 | 0.4720 | 0.97 | 0.4078 |
| Within group | 95.3391 | 196 | 0.4864 | | |
| Total | 96.755 | 199 | | | |

Result from Table 5 shows that the p-value (0.4078) is greater than 0.05 at the level of significant. Since the p-value is greater than the 0.05, we then accept the null hypothesis and therefore conclude that there is no significant difference in the academic performance of the students on the basis of educational attainment. This simply means that the opinion of the respondents on the academic performance of the students is not significantly different from their educational attainment.

Discussion of Findings

It is cleared from the results above that the broken homes affect Students' Academic Achievement Motivation negatively. The finding of the study revealed that students from broken home did not writing in class; not adhering to class rules and regulations; and repeating the same class. This is in agreement with Sani (2019) who found out that broken homes have immense influence on the academic performance of students in Nigeria. Also, Achilike (2017) found that broken homes have negative effects on students' academic achievements and that most children from broken homes lack academic orientation. In addition to this, Bubelwa (2014) found out that broken marriage affects children academically in so many ways such as truancy, day dreaming, lack of concentration, moodiness, low self-esteem and self-hatred.

The first hypothesis indicated that there is no significant difference in the influence of broken home on Students' Academic Achievement Motivation as perceived by secondary school teachers in Ilorin metropolis based on gender, the result of the finding shown that both male and female teachers had equal perception of influence of broken home on Students' Academic Achievement Motivation, this result is in support of Awoniyi (2019) who found out that there is no significant difference in the expression of male

and female teachers on the impact of broken homes in the academic performance of handicapped students.

The second hypothesis indicated that there is no significant difference in the influence of broken home on Students' Academic Achievement Motivation as perceived by secondary school teachers in Ilorin metropolis based on educational attainment. This result is in line with Omoniyi-Oyafunke, Falola and Salau (2014) who found out that there is no significant difference in the opinion of teachers on impact of broken homes on academic performance of handicapped students on the basis of educational qualification.

The third hypothesis also indicated that there is no significant difference in the influence of broken home on Students' Academic Achievement Motivation as perceived by secondary school teachers in Ilorin metropolis based on years of service. This is in support of Awoniyi (2019) who found out that there is no significant difference in the perception of handicapped students by teachers of different length of service.

Conclusion

The analysis carried out in this study has revealed that gender, educational attainment and years of service have no significant difference in the influence of broken home on academic performance. Therefore, gender, educational attainment and years in service are not significant to the academic performance of students from broken homes.

Recommendations

Based on the data that were collected and analyzed, the results of the analyses under each factor that were considered to determine influence of broken home on academic Achievement motivation has revealed that there is no significant difference across the factors (age, gender, religion, educational attainment and years of service) and the academic performance.

This then brings about the following recommendations:

1. School teachers should pay special attention to the challenges faced by secondary school students from broken homes with the aim of assisting them overcome such problem.
2. Counsellors should introduce effective guidance programs to help students from broken homes, child raised by single parent and parents who do not pay adequate attention to their children education and those students experiencing challenges in schools. These are means recommended to follow up and see their performances improved.

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