

**RELATIONSHIP BETWEEN BROKEN HOMES AND EMOTIONAL
ADJUSTMENT AMONG SECONDARY SCHOOL STUDENTS IN GUSAU
METROPOLIS, ZAMFARA STATE, NIGERIA**

BY

**Saratu IBRAHIM BIRNIN TSABA
B.ED HAUSA ABU/M.ED/EDU/P13EDPC8058**

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA**

OCTOBER, 2017

**RELATIONSHIP BETWEEN BROKEN HOMES AND EMOTIONAL
ADJUSTMENT AMONG SECONDARY SCHOOL STUDENTS IN GUSAU
METROPOLIS, ZAMFARA STATE, NIGERIA**

BY

**Saratu IBRAHIM BIRNIN TSABA
B.ED HAUSA ABU/M.ED/EDU/P13EDPC8058**

**A DISSERTATION SUBMITTED TO THE SCHOOL OF
POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD
OF MASTER DEGREE IN GUIDANCE AND COUNSELLING**

**PROF S. SAMBO
DR. M I. ABDULLAHI**

FEBRUARY, 2017

DECLARATION

I declare that this work titled “Relationship between Broken Home and Emotional Adjustment Among Secondary School Students in Gusau Metropolis, Zamfara State, Nigeria” has been carried by me in the department of educational psychology and counselling. The information derived from the literature has been dully acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other institution.

Saratu IBRAHIM BIRNIN TSABA
P13EDPC8058

Date

CERTIFICATION

This dissertation titled: Relationship between Broken Home and Emotional Adjustment among Secondary School Students in Gusau Metropolis, Zamfara State, Nigeria by Saratu IBRAHIM BIRNINTSABA meets the requirements governing the award of master's degree (Guidance and Counseling) in the Department of Educational Psychology and Counseling of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

Prof S. Sambo

Chairman, Supervisory Committee

Date

Dr. M I. Abdullahi

Member Supervisory Committee

Date

Dr. A.I Mohammed

Head, Department of Educational
Psychology & Counselling

Date

Prof. S. Z. Abubakar

Dean, School of Postgraduate Studies

Date

DEDICATION

This dissertation is dedicated to my husband Alh. Abdullahi Musa without whom I would not have been what I am now.

ACKNOWLEDGEMENTS

The researcher thank Almighty God for giving me the health, strength and wisdom to carry out this work and who blessed me with kind parents, good family, talented teachers and true friends indeed.

The researcher's appreciation goes to Prof. S. Sambo, Dr. M.I Abdullahi, my Supervisors, for their patience, keen interest, skillful guidance and general support from the beginning to the end of this work. Also Dr. U. Yunusa, Dr. S. Bichi, for their support, contributions, constructive criticism, support, corrections and advice.

The researcher's profound gratitude also goes to all staff of the Department of Educational Psychology and Counselling for their support and sharing their knowledge and experience with me. Especially the Head of Department Dr. A. I. Mohammed, Prof. M. Balarabe, Prof. E.F. Adeniyi, Prof. K. Mahmoud, Prof. R.M Bello, Prof. D.A Oliagba, Dr. H. Tukur. Dr. L.K. Maude and Late Dr. J.O Bawa. My appreciation also goes to the administrative staff in the Department most importantly; A. Mu'azu, M. Markus, and Bashir for their support and U. Ojo of Iya Abubakar Computer Center who analyzed the data.

The researcher's profound gratitude goes to my parents Alh Ibrahim B/Tsaba and Alh. Barau Sulaiman, my children Musa, Mustapha, Khadijah, Aisha, Ibrahim and Karima, my well-wishers and my course mates Grace, Ruth, Julius, Muhammad, Yunusa and Abbas and all the staff of GGDSS Gada Biyu for their support and encouragement.

TABLE OF CONTENTS

CONTENTS	PAGE
Declaration	ii
Certification	iii
Dedication	iv
Acknowledgements	v
Table of Contents	vi
List of tables	ix
List of Appendices	x
Operational Definition of terms	xi
Abstract	xii
CHAPTER ONE: INTRODUCTION	
1.1 Background to the Study	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	4
1.4 Research Questions	5
1.5 Null Hypotheses	5
1.6 Basic Assumptions	5
1.7 Significance of the Study	6
1.8 Scope and Delimitation of the Study	7

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction	8
2.2. Concept of Home	8
2.2.1 Concept of Broken Home	9
2.2.2 Concept of Emotional Adjustment	13
2.2.3 Problem of Emotional Adjustment	16
2.2.4 Causes of Broken Home	18
2.2.5 Relationship between Broken Home and Emotional Adjustment	21
2.3 Theoretical Framework	27
2.3.1 Social Conflict Theory	27
2.3.2 Theory of Emotional Development by James-Lange	34
2.3.3 Theory of Emotional Development by Cannon – Bard	36
2.4 Review of Empirical Studies	37
2.5 Summary	41

CHAPTER THREE: METHODOLOGY

3.1 Introduction	43
3.2 Research Design	43
3.3 Population of the Study	43
3.4 Sample and Sampling Technique	44
3.5 Instrumentation	45
3.5.1 Validity of the Instrument	46
3.5 .2 Pilot Tasting	46
3.5.3 Reliability of the Instrument	46

3.6	Procedure for Data Collection	47
3.7	Procedure for Data Analysis	47

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1	Introduction	48
4.2	Presentation of Demographic Variables in Frequencies and Percentages	48
4.3	Research Questions	49
4.3	Test of Hypotheses	50
4.4	Summary of the Major Findings	52
4.5	Discussion of Findings	52

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1	Introduction	54
5.2	Summary	54
5.3	Conclusions	55
5.4	Contributions to Knowledge	56
5.5	Recommendations	56
5.6	Suggestions for Further Studies	58
	References	59
	Appendices	64

List of Tables

Table 3.1: Distribution of the Population of J.S.S II Student in Gusau Metropolis according to their School.	44
Table 3.2: Sample Distribution per School	45
Table 4.1: Distribution of Respondents by Gender	48
Table 4.2: Mean and Standard Deviation on Parental Separation and Students Emotional Adjustment	49
Table 4.3 Mean and Standard Deviation On single parenting and students emotional Adjustment.	49
Table 4.4: Mean and Standard Deviation on Parental Divorce and Emotional Adjustment of student	50
Table 4.5: Pearson Product Moment Correlation (r) statistics on the relationship between Parental separation and students emotional Adjustment	50
Table 4.6: Pearson Product Moment Correlation (r) statistics on the relationship between emotional adjustment and single parenting	51
Table 4.7: Pearson Product Moment Correlation (r) statistics on the relationship between Emotional Adjustment of student and Parental Divorce	51

LIST OF APPENDICES

Appendix A: Personal Information Inventory	64
Appendix B: Determining the Size of a Random Sample	69
Appendix C: Reliability Co-Efficient	70
Appendix D: Result Output	73

Operational Definition of Terms

For the purpose of this study, the following terms are operationally defined.

Broken Home: Refers to separation between husband and wife through divorce or death having the responsibility of the children to one parent.

Emotional Adjustment: Emotional Adjustment can be described as the behavioural processes by which human beings maintains equilibrium among their various need or between their need and the obstacle of environments.

Metropolis: it is a region consisting of densely populated Zamafara Urban core and it is less populated surrounding territories, sharing infrastructure and housing within Zamafara metropolitan.

ABSTRACT

This study investigated the Relationship between Broken Homes and Emotional Adjustment among Secondary School Students in Gusau Metropolis Zamfara State, Nigeria. To guide the study three research objectives, three research questions and three hypotheses were raised. correlational research design was employed to carry out the study. The proportional sampling technique was used to select a sample of 274 students from a population of 902 students of the sampled schools. Two instruments, Broken Home Inventory (BHI) and Emotional Adjustment Inventory (EAI) questionnaires were used for the data collection. Data collected was subjected to statistical analysis using Pearson (r). Three null hypotheses were tested at 0.05 level of significance. Analysis of data shows that there is significance relationship between parental separation and students emotional adjustment ($r=0.739$, $p=.0002$.) and there is also significant relationship between single parenting and students emotional adjustment ($r=0.633$, $p=0.004$.). Where there is also significant relationship between parental divorce and students emotional adjustment. On the basis of these findings, it was recommended that counsellors, educational psychologists, teachers and administrators, school authority should organize conferences and workshops that would include parents, stakeholders, the clergy men of the society in order to enlighten the society about the effect of single parenting, divorce and separation among secondary schools students. At the same time counselling sessions should be organized for the students who came from broken homes for proper counselling.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Emotional adjustment can be described as the behavioural process by which human being maintains equilibrium among their various need or between their need and the obstacle of environments. Mallinckrodt (1994). A sequence of adjustment begins when a need is felt and ends when it is satisfied. Hungry individuals, for instance are stimulated by their physiological state to seek food. Therefore, they reduce the stimulating condition that impelled them to activity and there by adjust to this particular need, emotional adjustment is an important task because adjustment during emotions leads to a normal behavior where as maladjustment leads abnormal behaviour. (Baker & Sriyk, 1984b)

The concept of adjustment refers to an individual's general adaptation to his environment and the demands of life such as the way he relates to other people that is interpersonal behaviour, handle his responsibility, deals with stress and meet his own needs and life's satisfaction. The society is dynamic and change is the only constant thing, so the individual's ability to review his attitude and behaviour is an essential ingredient of adjustment, Emotion on the other hand is described as the prime movers of behaviour. Human being is considered as a rational being, but in the grip of emotions people behave like immature. Some people may breakdown completely, others cannot take proper decision and many people even collapse in severe emotional arousal. It may also hamper the studies of students and occupations of people. In some people emotion may lead them commit crime because people lose reasoning power and their ability to control behaviour is hampered. Hence, emotional control and management is very essential for an adjusted life (Elliot, 2005).

Adjustment in school has been described as a very important aspect of students life. The primary purpose of education is to train students to be well adjusted in their emotional life. Human beings have the capacity to adapt to new situations, they do not only adapt to physical demands, but also adapt to emotional pressure, as such emotional pressure plays an important role in the choices students make (Elliot, 2005).

However, a home can either be stable or broken. A stable home is the one in which both parents (mother and father) live together with their children while a broken home is the one in which one or both parents are not living together with the children. It is the level at which the home operates that determines the emotional adjustment of the child in school. Broken homes influence to a very large extent the adjustment of the child. Children that have suffered from neglect or lack of love (in a broken home) are known to be emotionally imbalanced to face the realities of life. When there is disunity in the family, or a conflict between a mother or father, the child is caught up in the middle and will be at disadvantage/receiving end. According to Blackby (1999), adequate research needs to be conducted in this direction to ensure smooth transition of children from early stages to adulthood.

Abdulganiyu (1997), for example added that researches have shown that children differ in various ways as a result of variables of their home background such as socio-economic status, parental attitude to school and child rearing practices. These home background variables as listed above are also found to be positively related to children's academic achievement. Similarly, Giwa (2005), has investigated the factors within the student's home background or family that influence their performances in school; variables such as socio-economic status, family size, birth order, parental attitude, child rearing practices, parental absence or presence have been found to affect social and intellectual learning experiences of children in schools. This is so,

because children are born with some emotional and intellectual needs such as need for love and security, the need for new experiences, the need for praise and recognition and the need for responsibility. Many of these needs are not offered to the children from broken homes as such affect their emotional adjustment. The extent to which these needs are met during the formative years of children between birth and the age of six or seven has a significant influence on their success in school. Emotional aspects of schooling.

Adjustment is associated with what is called living system, like system of organs. Group of individuals and social systems such as organization; such system as open system (Baker & Sriyk, 1984). In the process of adjustment, force is balanced naturally within the system with force originally from the environment. In this regard, adjustment is served as a state of equilibrium, a form of balance in the person's own internal system. The equilibrium concept is related to the idea of tension reduction, and lead to the definition of adjustment as a process rather than a satisfaction of need, reducing tension particularly when usual ways of meeting the need are blocked (Elliot, 2005).

1.2 Statement of the Problem

In Nigerian society, children are sometimes exposed at an early age to all sorts of dangers arising from malnutrition, diseases and various temptations of surviving due to the absence of one or both of their parents. Student's life in broken homes is observed by research to be associated with emotional stress that can impair intellectual development, thereby giving way for such children to grow up without being trained properly.

However, the absence of one or both parents deprives young children of the stable love, care, security and total support they have been accustomed to. They also tend to make children different in the eyes of their peer group. If children are asked where the missing

parent is or why they have a new parent to replace the missing parents, they become embarrassed and ashamed. They may also feel guilty and may think they are unwanted by the society. Such stressful situations can lead to emotional and intellectual imbalance in growing children. Hence, it becomes necessary to investigate the relationship between broken homes and emotional adjustment with a view to minimizing them for emotional wellbeing of children in our society.

Furthermore the study examines the relationship between broken home and emotional adjustment among secondary school students in Gusau metropolis. In this regard, there is the need to establish a conducive and qualitative environment, where there is collective responsibility and effect interpersonal relationship at home and school. However, it is observed by the researcher that absence of one or both parent deprives the young children ‘from having love, care, security and support, which also lead them to emotional anxiety. This situation may in-turn have effect on their emotional adjustment especially at secondary school level where collective and cardinal academic relationships are to be created and to enhance learning among the young children. As such, the need for empirical study becomes pertinent to find-out the relationship between Broken Homes and Emotional Adjustment among Secondary School Students in Gusau Metropolis, Zamfara State, Nigeria.

1.3 Objectives of the Study

The following are the objectives of the study, that is to:

1. Determine the Relationship between Parental Separation and Emotional Adjustment among Secondary School Students in Gusau Metropolis.
2. Determine the Relationship between single Parenting and Emotional Adjustment among Secondary School Students in Gusau Metropolis.

3. Determine the Relationship between parental divorce and Emotional Adjustment among Students in Gusau Metropolis.

1.4 Research Question

The following are the research questions of the study

1. What is the Relationship between Parental Separation and Emotional Adjustment among Secondary School Students in Gusau Metropolis?
2. What is the Relationship between Single Parenting and Emotional Adjustment among secondary school in Gusau Metropolis?
3. What is the Relationship between Parental divorce and Emotional Adjustment among Secondary School in Gusau Metropolis?

1.5 Null Hypotheses

The following hypotheses guided the study:

1. There is no Significant Relationship between Parental Separation and Emotional Adjustment among Secondary School Students in Gusau Metropolis.
2. There is no Significant Relationship between Single Parenting and Emotional Adjustment among Secondary School in Gusau Metropolis.
3. There is no Significant Relationship between Parental divorce and Emotional Adjustment among Secondary School Students in Gusau Metropolis.

1.6 Basic Assumptions

1. It is assumed that Relationship may exist between Parental Separations and Emotional Adjustment among Secondary School Students in Gusau Metropolis.

2. It is assumed that Relationship may exist between Single Parenting and Emotional Adjustment among Secondary School Students in Gusau Metropolis.

3. It is assumed that Relationship may exist between Parental divorce and Emotional Adjustment among Secondary School Students in Gusau Metropolis.

1.7 Significance of the Study

The findings from the study will be of immense benefits to students, teachers, counselors and psychologists, curriculum planners, policy makers, Government and the society at large. The findings of the study will be of great help to students of divorced homes to see how broken homes affect their emotional wellbeing and about the need for them to share their problem with other family members and social welfare officers for assistance instead of indulging in any anti-social behavior like: drug abuse, delinquency, cultism, teenage pregnancy and many more. It will be of help to the teachers so as to understand the student with emotional adjustment problems as a result of broken home and how they can help those students through enlightenment on the effect of broken home.

At the same time the community will know how they can render help to the affected children of divorced homes. By organizing public lecture, symposium and conferences for the community in order to know the effect of broken homes on school children. Furthermore, it will create the awareness of the school counselors and psychologists on the relationship between broken home and emotional adjustment of student by organizing seminar presentations on the effect of broken homes to the students' emotional wellbeing and to develop appropriate counselling strategies to counsel the victim of broken homes on how they can adjust.

It is also hoped the findings will help the government to know the strong influence of divorce is effecting the children and there is need for the government to provide help for these children out of the problems by giving out means and support to schools in other to provide counselors and the necessary assistance. The curriculum planners will understand the need to

incorporate the negative effect of broken homes on emotional adjustment of students, and the coping strategies from such problems into curriculum, and the education policy makers will also be of great help to impalement special educational programs and services, for example family life educational programme (FLEP), should be given more priority in secondary schools.

1.8 Scope and Delimitation of the Study

The study will cover all the secondary school students in Gusau metropolis, but due to the time factor it will be delimited to JSS11 students who came from broken homes. The study involve both males and females students across the eight schools in Gusau metropolis. The study focus on Relationship between Broken Homes and Emotional Adjustment among Secondary School Students.

CHAPTER TWO

REVIEW OF RELATED LITERATURES

2.1 Introduction

The chapter reviews the related literature In accordance with the variables of the study. It also deals with review. The following are the areas of the review.

- Concept of Home
- Concept of Broken Home
- Concept of Emotional Adjustment
- Causes of Broken Home
- Relationship between Broken Home and Emotional Adjustment Among Secondary School Students

2.2 Theoretical Framework

2.2.1 Social Conflict Theory by Carl Marx

2.2.2 James- Lange Theory of Emotional Development

2.2.3 Cannon Bard Theory of Emotional Development

2.3 Review of Empirical Studies

2.4 Summary

2.2.1 Concept of Home

The home comprised of the father, mother, children sometimes with any other member of the extended family. The child's home and his family offer the best education since his parents serve as teachers. The parents lay the foundation for the desired emotional, social, moral, spiritual and intellectual well-being of the child, hence the saying that charity begins at home. The training received from home is of great importance in the child's total personality formation

and his/her adjustment mechanism (Moris, 1999). It can also be observed that the pattern of life in the home (stable or broken), the economic and social status of the family in the community and many other conditions that give the home a distinctive character; can influence the emotional adjustment of children and other family members.

2.2.2 Concept of Broken Home

Many attempts have been made to provide a generally acceptable explanation of Broken Homes. This has been mainly due to the fact that each scholar advances his own definition based on his ideological affinity or historical allegiance and interaction. Longman dictionary of contemporary English defines a Broken Home as family that no longer lives together because the parents have divorced. The definition extends to broken marriage which is a marriage that has ended because the husband and wife do not live together anymore. In the family structure, the family is one of the primary groups of society concerned with face to face relationship throughout man's history, however, throughout the world both the family and the institution of marriage display a considerable culture variability, but whatever from such institution, the fact is that the human child is for a long time independent for its biological survival upon the adult members of those institutions. In general terms, it is sufficient to note here that marriage provides a certain secure frame work for the process of reproduction and the family affords a medium for primary socialization (Moris, 2001).

Broken home is defined as one in which one of the partners loses his/her spouse by death, separation, divorce, desertion or single parenting (Conk line, 2006 Deborah, 2002) in the same vein sees broken homes as a situation where two spouses separate leaving the children to the hazard of the society. Broken home is a home torn apart (Momoh, 2011). Broken homes occur when husband and wife separate from each other, leaving the care and responsibility of the

children to one parent. Divorce could be temporal or permanent. It is temporal when there is still hope of coming together after the relevant 'laws must have been put in place. This is to ensure that created the temporal separation are settled. But if the divorce is permanent, it means there is no hope of coming together, Divorce has to do with either one of the partners or saying 'bye bye' to his/her spouse as a result of infidelity, pride, superstition, religion, disagreement, in-laws interferences, alcoholism, and disrespect for one another or bullying (violence).

The scope and nature of broken home became a central part of many human personality theories and basis of numerous programmes in education. According to Homeby (1991), broken home is a home in which the parents are separated or divorced or are no more together as a result of death. Children from such homes lack proper care and security. Other research studies carry out on broken homes seem to agree that broken home are associated with increase aggressive and Juvenile delinquency in children. In assessing the above definition such as a situation (broken home can result to emotional adjustment that can lead to poor academic performance in schools as once child misses such opportunities of guide, securities affection and assistant where necessary. The latest, most methodologically sound studies on the effect of divorce on children demonstrate that, many children emerge from the period of transition following divorce. Psychologically health and perhaps even stronger, more independent and excellent having successfully mastered the challenges associated with divorce. The new findings are well relief to the former dooms day forecasts, that significantly affect the way we perceived children of divorce homes.

However, the existence of this negative relationship between broken home and emotional adjustment cannot generally tell us very much of the nature of the casual relationship that exist between the variables. Further investigation and understandings shows that parents have no time

for their children, so they indulge in bad behaviour like stealing, truancy, alcoholism .The students may in approximately be one of these situation. In the first instance, the student may find himself being brought up in a single parental family there is likely to be increased financial hardships. During time parental illness there may be few additional social resources to call upon. All these will mean in the school, the student may have to withdraw due to non payment of school fees or in cases when he is not withdraw. He may not be able to catch up with his mates.

Fosku n(2008), argued that serious conflict will be arise between the home and the school with this category of children lack of motivation, the parent are unable or refused to provide the basis needs of the children, subsequently due to emotional disturbances, their academic achievement will be adversely affected. In the school for instance the student live with neither of the parent but lives with a guardian, unless the guardian is keenly interested in his ward progresses, there might be a complete absence of contact between the guardian and the school in a situation where a teacher need to submit report and to discuss the academic progress of the students with the parents. On the outcome of the divorce for children series of indication shows that conflict between parents has a greater impacts on students' behaviours, grades and self-concept.

Studies also show that lowered socio-economic circumstances of many women following divorce (custodian parent) is a significant effect, because lack of money means moving to new neighborhood, less advantage school and possible decreased availability of access to parents due to the strains of balancing work, home and child care responsibilities.

When a home becomes broken it implies that either one parent is absent leaving the child in the care of a guardian absence of such parents could be caused by divorced or death. According to Rohner (2014), body contact is the most important requirement for the infant

attachment to wrath. It has adverse effect on intelligence and the creativity of the student, to them a student from such a home will face a problem of learning disability, he is aggressive and unable to obey school rules. Many children from broken homes often feel inferior to others, sometimes people around are ignorant and ask questions? Where is your father today? Or how can you sometimes be contacted with this number and other times at another number? These innocent question often forces the child pain. However, in general none custodian parents whether they are mothers or fathers experience lesser stress. Today child rearing by the parents fell more dissatisfied, deficiently, powerless and shut out in parents relation with their children. On the side of the student from divorce family it should be noted that in every home the parent student relationship is based on acceptance.

It is based on hostility the student would welcome the separation and prefer to live with one of the parent whom he or she like most, the student will only develop emotional feeling if separation is through court of law and the decision is such that the student handed to the appropriate manner, one of the parent the child least preferred. The choice or custody can adversely affect his emotions and definitely school performance; certainly parents are not very responsible and in most cases fail in their parental obligation. For example some fathers are drunkard, some other are selfish, are always afraid to carry out the fatherly functions. The same applied to certain mothers who fail to provide warm affection that are necessary for the student proper development.

Asaju (2005), suggested that to avoid the non-win pain of custody fight, more and more parent are turning to Joint Custody, equal right for children. The process seems to work except for one confusion the student was not sure where he lived. Experience has shown too that, some parents are not tolerant of others, the custodian parent so as far as banning the other parent from seeing

the children. The carried parent will then resort to seeing the children secretly. Each of the parents will not speak well to the other and they may resort for using the children as tool for blackmail of the other. A student under such atmosphere is clouded with fears, lack love and sense of direction.

In the society, school, home and with friends, such student bound to be drastically affected as he lives in the world of confusion and received no moral backing from home. The strongest argument against divorce are frequently made on behalf of the children of divorced parents. It has been believed that children are damaged by the divorce of their parents and that this predisposes them to delinquently and emotional mal adjustment. But when another crucial comparison was made between children from broken home forced better in every comparison less delinquent behaviour better adjustment to parent when the adolescents from intact but unhappy homes. For children the absence of emotional supports on effective role model agent of socialization, trainer or skills disciplinarian and better agent.

However, in marriage where the father has been distant, uninvolved and non supportive, there may be little to lose and much to gain from opportunities for new relationship, self sufficiency and relief from conflict. From the evidence available it can no longer be maintained that divorce is entirely detrimental to children. It may be said that marital conflict and disruptions are disturbing to children and disorganized their lives. If divorce removed the sources of conflict then divorce is better for the children than living in conflict.

2.2.3 Concept of Emotional Adjustment

Emotional adjustment is the maintenance of emotional equilibrium in the face of internal and external stressors; this is facilitated by 9cognitive process of acceptance and adoption such as maintaining emotional control and coping behavior in the face of an identity crisis

(Mallinckrodt, 1992) frequently intense and apparently unjustified emotional outburst lead other to judge the individual as “immature; suppression of emotional expression result in moodiness, which tends to make the individual rude uncooperative and preoccupied with self a satisfactory state of personal and emotional, adjustment may be said to exist when an individual physical and psychological needs can be satisfied by socially acceptable patterns of behavior. Child’s emotion exercise a potent influence upon his attitude and behavior unbridled emotional reaction may there, interfere seriously with young person’s power to use the freedom of decision making and behaviour, those adolescent who are satisfied with their lifestyle, whose urges and desire are met with satisfaction tend to enjoy life to the fullest and become emotionally adjusted.

Some student adjusts well to the secondary school students where as other struggle with the transition, some leaving school entirely (Holmbek&Wandrei2012).

According to Shaffer (2015), Emotional Adjustment as a means or reaction to the demands and pressures of environment imposed upon an individual coping with maintenance of both internal and external equilibrium of individual personality. The ultimate aim of psychologist is to train to youth to make proper adjustment to the different types of environment in which they have to live. Psychologist have brought to light on the basis of their research that making proper adjustment to the changing nature of the environment is the most important prerequisite condition for a happy and successful life. An individual is not born adjusted or maladjusted. It is his physical, mental and emotional potentialities that are influenced and directed by the factor and environment in which he finds himself adjusted.

Sing (2006), examined the effect of social, emotional and socio-emotional climate of the school and sex and the adjustment of students along with their interactions effects boys were significantly better than girls in their health adjustment at different levels of socio-emotional

climate of the school. Similarly Raju and Rahamtullah (2007), intended to examine the adjustment capacity of school students and found that adjustment of school children is primarily depends on the school variables like the class in which they are studying, the medium of instructions, and the type of management of the school.

Maureen (2011), made a study on school adjustment relation to academic achievement and gender which reveals that there were no significant differences between girls and boys in school adjustment. However Kaur (2012), investigated the problems of adjustment in relation to achievement, sex and locality. He found that girls have more adjustment power than boys while locality does influence adjustment power.

Mathur and Pareek (2003), state that emotional adjustment is a process in which the personality is continuously striving for greater sense of emotional health, both intra-physical and intra-personality. An emotionally matured person has the capacity to withstand delay in satisfaction of need. He has the ability to tolerate a reasonable amount of frustration; he believes in long-term planning and is capable of delaying or revising his expectation in term of demand of the situation. It has been found that those emotionally well-adjusted people are quick to establish affectionate relationship with others. A relationship between depressed emotional state and ineffective teacher or parenting has been supported by Radke, (1998), emotional adjustment is a prerequisite for long term happiness while emotional maladjustment is associated with entanglement transference and unsatisfying shallow relationship. Key to emotional adjustment are clarity, a stable sense of integrity and self-acceptance. Parent teachers who are emotionally healthy and are mature enough to handle various emotional states without disturbing their relationship with children follow authoritative style of parenting. Teachers with emotional adjustment are better able to handle problem of student and hence better relationship with the

student in classroom environment. Teachers who use low level of assertion and high level of warmth and inductive discipline and who encourage participation in classroom discussion have the ability to adjust (Boyes & Allen 1993; Parikh 1980).

Problem of Emotional Adjustment

Emotional Adjustment is a complex problem of human behavior; no single factor can be pinpointed as its cause. It is therefore the outcome of multifactor interacting with the developing personality of the student. There are numerous factors in home, society and school which lead to social and emotional adjustment. Several problem have been identify to be affecting social and emotional adjustment of student such as physique, long sickness, poverty, broken home, personal inadequacies, parental attitude adoption and emotional shock and others.

The physique and appearance of an individual play an important role in the social development of the student. If the individual or student is handicap he may be shunned by others. Even parents make comparison in the children. Commands by parents, siblings and stranger affect the behaviour of ugly, weak, handicapped children. They develop a number of social and emotional problems such as drug abuse, anxiety, delinquency and so on. Which lead to maladjustment? Long sickness of a student affects his social, emotional development and academic achievement in school. Poverty is one of the adjustment problems of students. There is a positive correlation between poverty and maladjustment of students. The highest percentage of maladjustment student came from low socio-economic background.

Research studies have established beyond doubt that students who comes from broken home either by the death of parents, divorce or separation, are often more of social and emotional problem than student from stable homes. Students from broken homes do not get the affection, love and sympathy they required, instead they are socially and emotionally disturbed. Stable

home in which there is constant conflict between parents or other members of the family also provide conditions which affect the security, affection, mental stability and fulfillment of needs of students, also personal inadequate. In additions to physical appearance, there are certain other inadequacies in student which frustrate their needs and create constant emotional anxiety. The parent who are ambitious and set high goals for their children irrespective of their physical and mental abilities, create frustration in their children.

Parental attitude is one of the important factor which affects student social and emotional adjustment towards their children. The parents may reject the child. The rejected child develops feelings of insecurity, helplessness and loneliness. Rejection and lack of affection may lead to maladjusted behaviour. Over protection of the child on the other hand may lead to lack of responsibilities, lack of socialization, aggressiveness, selfishness and general infantile behavior which may put the child into trouble in a social environment.

Adoption, generally adopted children are maladjusted when they come to know the fact. If a child is adopted in early childhood and facing some discrimination, that child may have emotional imbalance. In addition to the above factors, there is many other factors which contribute to the problem of maladjustment such as relationship among brothers, sisters, position of the child in the family.

Emotional shock, children who experience emotional shocks such as death, accident, riot, flood etc. May manifest maladjustment in their behavior. Lack of clubs, playgrounds and libraries; children need physical and mental recreational activities to fulfill their physical and mental needs. If these needs are not catered, they lead to emotional tensions which are manifested in maladjusted behavior. Mobility; children whose family move from one place to

another, have to face a number of problems. Their territorial migration may be one of the factors which cause maladjustment.

Inadequate training of teacher, who are not properly trained in educational psychology can have problem in handling children and their problem, out of ignorance of child behavior, which may lead to maladjustment. Teachers' partially and automatic attitude are also important factors which create tension and anxiety in children's. Lack of recreational facilities, children who do not get facilities after classroom in the form of play, library, debates, discussions. May manifest maladjustment.

Restrained relationship between administrator-teacher and student-teacher. The pattern of relationship among the inmates of school plays an important role in creating a conducive environment on the campus. If there is cooperation, mutual understanding and brotherhood then definitely it will improve the mental health of the inmates. Hardly, there are schools where such climate exists. Their favor, partial treatment on the basis of caste, creed, region and religion, open criticism, leg pulling and authoritarian administration, the mental health of the child is affected in a negative direction.

Here are seven tips that are the major causes of broken homes as itemized by (Library for your Academics and General Knowledge, 2016).

2.2.4 Causes of Broken Home

The following are the causes of broken home:

Wrong Choice in Marriage: How do you know that you marry the wrong spouse? When both partners are not in good terms most of the time. When one partner always regret marrying the other partner these are all signs of wrong choice. Disagreement is the only language they understand. They could be likening to two captains in the same boat heading to different

destination. In this kind of situation, hatred, unfaithfulness, fighting, anger, suspicion and cheating becomes the order of the day and break-up is the end result.

Parental or Friends Influence: This is very common these days. Many broken homes today are caused by undue influence and interference of parents, friends and relations in the private affairs of the family. When a man or woman allows these third parties to be their advisers and confidants such a home is heading to break.

Lack of Genuine Sacrificial Love: This is one of the major reasons many couples have fallen apart today. Love, they say does not fade. If truly you love your spouse, it will be very difficult to break away from such a person. The truth is that, when one of the spouses find a new love elsewhere he or she becomes desperate and start looking for any means to breakaway. All you need is to water or renew the love you have for your spouse sooner or later it will grow to become a full tree of love with many branches.

Communication Breakdown: This is also a major impediment to successful marriage. To avoid it, there should be freedom of speech among the couples. Every problem should be talked over or discussed to find a lasting solution to it.

Sexual Unfaithfulness among Spouses: Whatever you fancy in another man or woman that makes you attracted to him or her, you can get it for your spouse. One should be content with one's spouse. Sex is good, but excess of it with many partners is very dangerous. Be satisfied with your spouse. This is the antidote to this menace.

Meanness and Extravagant Money Management: This is equally not good for any home. Give to your spouse; meet his or her needs within one's means. If for some reasons, there is a delay, it should be kindly talked between the couples.

Time Consuming Jobs: This is also one of the obstacles of a successful marital home. One's spouse needs one's presence. It does not mean staying at home always with one's family. Undue attachment to one's work at the expense of the family has caused a lot of havoc in many homes. When a man or woman stays too long at work, the other partner will start feeling lonely, neglected, abandoned and sometimes frustrated and ultimately suspicion may crop in. Striking a balance will be a good idea.

The rate of broken homes in marriage is becoming alarming as the number of people from broken homes is increasing by the day. The home is meant to be a place filled with joy, happiness with lot of guaranteed security and comfort but it is rather pitiful that the home is neglected its primary functions thereby causing lots of psychological challenge in the mind of the people.

Arowolaje (2013) also itemized the following 5 causes of broken home and how they can be corrected:

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. One can't imagine homes that care less about their kids because the pillars (parents) are too busy. Everyone is busy but the ability to map out a good plan schedule makes a perfect home.

Strange Partners: In the home, some partners are very secretive in their attitude and way of life. They smile when you expect them to do something you know that hurt them. They never share their feelings about any issue with their partners. Some may even go to the extent of over monitoring the schedule of their partners. This shows the lack of trust and confidence in the home.

Learn to overlook some issues and learn to be conversational with one another. "Money is good but interaction will never let a family down".

Slavery Mindset: The word "help-mate" in the home is fast losing its meaning as most people are now over-conscious of the meaning of this word. Some spouses see their partners as slaves putting all duties especially the house chores on them. I see no evil if a man decides to help his wife where necessary. But over-consciousness of being called a fool is affecting the mentality of most people.

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. Some people over react irrationally to some issues that need to be settled amicably. When the man is angry, what is expected of the wife is to be quiet and vice versa because two mad people cannot build a house.

Multi-Party Peacemaker: Since there is bound to be disagreement in the home, the best thing to do is to settle it amicably in the four corners of the house and not calling on outsiders or members of the extended family because it will not always work out that way. The best way is to settle it between you.

2.2.5 Relationship between Broken Home and Emotional Adjustment among Secondary School Students

In Nigeria, the existence of broken homes was unknown and where they existed they are ignored as exceptional cases. However, nowadays, they are fast growing family patterns both inside and outside Nigeria. In Nigeria, among Hausas for example, the parental roles are culturally determined and distributed. The maternal roles are that of child-rearing, home training and playing of complementary roles, while the paternal roles are that of economic responsibilities and disciplines of children. The child is morally, mentally upright and emotionally balances

when the caring responsibilities are carried out by both parents. Family is the first primary social group that the child first belongs to, come in contact with, and this group has a greater influence on the child's physical, mental and moral development. The family is the foundation of education before the child goes to school and the personality that the child takes to school is determined by the home (Maduewesi and Emenogu, 1997). What makes up a family are the father, mother and kids, not father and mother alone. Fadeiye (1985) pointed out that both parents have their own roles to play in child's education. The father is to provide every necessary tool for the education advancement while the mother is expected to supplement the effort of the father. But in the case where the father is absent and the mother is not privileged enough to cater for all the necessary and basic needs as well as supervising the academic performance of the child, by checking the academic records of the child or by going through their class and lesson notes or books every day, as well as giving of counselling supports when needed, these will affect the educational state or level of the child. So also, if a child is not well nurtured and mentally assisted, it will also affect his/her educational outcome. If it were to be a male child, there is every likelihood for the child to be anti-socials in nature by joining gangs. Also, if it were to be a female child, there is likelihood for her to become wayward.

Broken home has more impact on the academic performance of student in schools in urban area than in remote villages. This is because; those students from broken homes in the cities are affected by change of school due to inadequate financial resources, poor study habit and low self-concept. Parents from broken homes are usually found in low status jobs because; they enter work place early with few skills and little or no experience. They begin parenting in poverty and likely to remain in poverty which has an impact on academic performance of their

children (Dowd, 1997). Fatherlessness constrains students to poverty; students whose home is headed by father are six times better than students whose homes are without parental care (Murphy, 2002). Students from broken homes in remote villages have nothing to challenge them. The existence of extended family will not allow them to feel the impact of poverty as those in the cities. They have much to occupy them selling with, like farming and petty trading and so on. The environment (location) in which the students come from can greatly influence his/her performance at school (Ichado, 1998). However, the findings on gender difference in children's response to marriage separation (broken homes) have been contradictory. Some researches point to more adjustment problem for boys *in* broken homes or families than for girls (Guidubaldi and Perry, 2005). While Farber (2003); Kinard and Reihertz (2004) observe negative effect on girls than boys. In terms of crime, boys are affected by divorce very deeply than girls.

Children belonging to lower socio-economic group after divorce experience greater hardship. These hardships translate into adjustment problem. Some researchers argue that this decline in socio-economic status is directly linked to a variety of problems experienced by the children, such as psychological maladjustment and behavioural difficulties in school. However, research has also found that across the economic spectrum, 75% of long terms prison inmate who grew up in the broken homes are boys (Ross, 2005). Also, most male juvenile criminals who are threat to the public are from separated families.

In term of self-esteem, truancy and social network, girls from separated homes are victims. They have lower self-esteem, more behavioral problem than adolescent boy (Farber, 2003); Clinical director's collage mental health counseling centres said that female adolescent had more difficulty than males in adapting to divorce. Guidubaldi and Perry (2005)

found that boys in divorce household exhibit more adverse than girls in terms of behavioral work effort and happiness.

Family separation has more impact on younger children's academic performance than the older children (Hetherington, 1999). The reviewed literature indicated that there is an awareness of the importance of the home environment (family) on the students' academic performance. The home has a great influence on the students' psychological, emotional, social and economic state. The family is supposed to be the fundamental segment of a lasting society and economic state. The family supposed to be the fundamental segment of a lasting society and civilization. Families that fall apart decline into social, cultural and education problems. Thus, if any country is to advance educationally, culturally and socially, effort should be made to keep families intact so as to create room for healthy growth of children educationally, physically and mentally. The aim of this study is therefore to examine the influence of broken homes on the academic performance of secondary school students in Esan West Local Government Area of Edo State, Nigeria.

According to Nwachukwu (1998), children from single parent homes are more hostile, hyperactive and aggressive in nature. Many of the problems that single parents have are similar to those with two parents' family, but these problems seem more difficult to bear or manage when the home is being tutored by only one person. For example, all children feel hostile towards their parents as they grow up and try to be emancipated or independent. But in a situation, where the anger and rebellion are all directed towards one person, it may seem worse, if there is no one to bear it, not for the two to share. These are some problems that are exceptional, which are only faced by the single-parents, which make it somewhat difficult to raise children. These problems include: bitterness towards the absent spouse, loneliness, poverty and insecurity about raising

children alone without a help. For these and some other reasons, single parents sometimes cling to their children or over-include them.

It is widely believed that children from broken homes have higher incident of academics, emotional and behavioral problems than other children from intact homes. An analysis of data by National Association of Educational Procurement (NAEP) (2011) indicated that third graders living with one parent score considerably lower than third graders living with both parents (Natriello, McDilland Pallas, 1990).

In case of divorce, separation or death of a parent, children are somewhat greater risk for symptoms of poor psychological adjustment, behavioral and social problems, low self-esteem and poor performance in school. Johnson and Medinans as cited on Ortesse (1998) found that most learners whose fathers had been absent while they were at ages one to five of life were more psychiatric, psychological and criminal in nature than those whole parents were present during this period. According to Ortesse (1998), a child from intact homes will be well taken care of and well socialized as possible. This is due to the fact that the process of socialization depends on both parents playing complementary roles in bringing up the child.

Truancy is a term used to describe any intentional unauthorized absence from compulsory school. The term truancy, typically refers to absence caused by learners of their own free will, and usually does not refer to legitimate excused absence, such as ones related to a medicated conditions. Truancy is the term referring to an absence that is associated with the most brazen learner's irresponsibility and results in the greatest consequences. It also refers to learners who attend schools but do not attend classes. Atkinson, Hasley, Wilkin and Kindler (2000) pointed to differences in the extent of absence, from avoidance of single lesson to absence of several weeks. The definition is designed to cover the long term absence of a depressed school refuse or a

teenage mother, the gesture of bravado of an occasional truant, the child kept at home by a parent to help care for siblings, and the child taken out of school for an out-of-season family holiday.

A recent report from OFSTED (Office for Standard in Education) as cited in Oluwatosin and Joseph (2011) noted that some of the plausible or at least practically irrefutable explanations which schools received for absence, which they then classify as authorized are questionable (OFSTED 2011). The audit Commission (1999) noted that at least 40,000 out of the 400,000(10%) pupils absent from school each day are truanting or being kept off schools by their parents without permission. Separating these two categories of absence statistically is clearly impossible, both for schools and for researchers, unless detailed study of each case is undertaken. According to Bryant in Library Law Blog (2006) said; Truancy occurs when a student between the age 6 and 17, missed a certain number of days from school within a specific period and times, as defined by the statute of the state that the learners resides in. truancy usually apply to those learners that are minors, because in most state, the age of an adult is deemed 18, however, these can be exceptions based on the state statute.

Absenteeism is detrimental to learners' achievement, promotion, graduation, self-esteem, and employment potential. Clearly, learners who miss school fall behind their peers in the classroom. This, in turn, leads to low self-esteem and increases the likelihood that at-risk learners will drop out of school. In a longitudinal study by Robins and Ratcliff (2011) found that of those learners who were often truant in elementary school and truant in high school, 75 percent failed to graduate. Failure to graduate, in turn, is associated with diminished earning potential in adulthood and other poor outcomes.

Tenibiaje (2009) highlighted causes of poor performance in Nigerian schools, he said poor performance have been attributed to a lot of indictors, such as learners factors, like learners

attitudes to school, approach to learning and academic self-concept. Apart from learners factors, school factors and parents' factors, there are other indicators that affect poor performance. On the part of the parents, there are certain factors which influence children's success, such as: parents' social class, parents' educational status as well as parental inputs and other exogenous variables. The views of professional in school and education welfare service collected and analyzed by Kinder, Harland, Wilikin & Wakefield (2013) also included those personal factors; family and community factors and school factors amongst the causes of truancy. Individual (Personal) factors include: lack of self-esteem, social skills, confidence, poor peer relationship, lack of academic ability, special needs and lack of concentration/self-management skill and self-interest which can be caused by broken home.

Family and community factors: these include; parentally condoned absence from school, not valuing education, domestic problems, inadequate or inconsistent parenting, economic deprivation and lack of self-esteem. Within the school, professionals identified the case with which some pupils could slip away unnoticed if school systems were not in place to defer them, relationship with teacher's and peers, and problems relating to the relevance of school and the curriculum to these truants. The possibility of this is vague for children from broken home.

2.3 Theoretical Framework

The following are the theories reviewed for the purpose of this study;

2.3.1 Social Conflict Theory

Social conflict theory encompasses the work of Marx and Engels as well as Weber, Habermas, Foucault, and Domhoff. Conflict theory focus on social conflict and inequality, and as such, can be thought to include feminism. Feminism focuses on gender inequality as one form of social inequality.

Cosor, (1959) explained conflict as fundamental part of social life through which change necessary for development would occur, this is actually what is in his mind when he postulate that conflict at home environment ultimately adds to progress of society. In other words society can hardly progress without conflict among its elements.

Social Conflict theory was originated by Carl Marx (1848), which argues that individuals and group within society interest on the basis of conflict rather than consensus. Through various forms of conflicts, group will tend to differing amount of material and non material resources, e.g. the wealthy vs. the poor. More powerful group will tend to used their power and exploit group with less power. Conflict theorist view conflict as an engine of change, since conflict produces contradictions which are sometimes resolved, creating new conflict and contradictions in an ongoing dialect.

Engels (1884) theorized that the nuclear family was the result of the rise of private property, which brought with it the problem of inheritance. Males, who wished to pass their wealth to their legitimate heirs, owned property. Engels argued that monogamous marriage, enforced by the state to varying degrees, was a means of controlling women and ensuring the paternity of their children.

Foucault's contribution to sociology included theories of history, science and power, and much of his work is relevant to themes within the sociology of the family. Foucault argued that all social relations are produced by "power," with groups or classes in power creating themselves by constituting other groups as "Other."

Thorne (1992) argues that feminism has contributed to sociological theories of the family in five broad themes. First, feminists have challenged the ideology of "the monolithic family," which has elevated the nuclear family with a breadwinner husband and a full-time wife and mother as

the only legitimate form (Thorne 1992). In addition, rather than starting with “the family” as a unit of analysis, feminists have focused upon underlying and encompassing structures of gender, generation, sexuality, race and class. Thirdly, feminists have recognised that structures of gender, generation, race and class result in widely different experiences of family life, which are obscured by the glorification of the nuclear family, motherhood, and the family as a loving refuge. Feminists have voiced experiences that this ideology denies.

Fourthly, feminism has challenged traditional dichotomies between private and public, raising questions about family boundaries and showing that family isolation is in part illusory, given the close connections between the internal life of families, and the organisation of paid work, state-organised welfare and legal systems, schools, childcare and other institutions. Finally, the public/private dichotomy is linked to ambivalence embedded in feminism since the 19th century and strongly evident today. The ambivalence moves between values of individualism and equality—values that women have historically been denied and are now claiming—and values of nurturance and community, which are symbolically associated with women. Feminists have affirmed these latter values as a basis for broader social change, and within that, the tension between individualism and community is seen as basic to the politics of family change.

Social conflict theory implies that social life at home is basically characterized by conflict which takes various forms and expressed in different ways, such conflict occur within the context of a given socio-cultural milieu. However, but lead to broken home which affect the emotions of students and brings about poor academic outcomes. Therefore, the causes and possible solution to such conflict lie within the normative structure of a given society. Conflict may arise over access

to valued and scarce resource (economic, political and social) in a society with differences in opinion or perspective, belief system, prejudice and discrimination.

Marxist feminists have made a strong contribution to theories of the family. While Marxist theories have focused on the forces and relations of production, Marxist feminist theories of the family centre on the forces and relations of reproduction. Like Marxist theory generally, Marxist feminism focuses on relations of exploitation, examining how the nuclear family leads to the exploitation of women under capitalism, which in turn helps consolidate the capitalist system. Marxist feminists see the situation of women as grounded primarily in class oppression with gender oppression taking a secondary role (within this tradition, socialist feminists see class and gender oppression as equally important) (Jagger and Rothenberg 1993,).

While sociology does not offer any predictive theory about the forms the family will take, it does highlight the role of social norms in determining categories of people suitable for forming families with. However, norms of family structure have changed over time, with a number of authors arguing that economics and anthropology no longer adequately explain the variety of family forms. These changes in the structure of the family are sometimes defined in terms of the emergence of the “post-modern” family. For example, Weston (1991: 3) argues that “Familial ties between persons of the same sex that may be erotic but are not grounded in biology or procreation do not fit any tidy division of kinship into relations of blood and marriage”.

Sociologists have focused on the increasing variation in family types, arguing that the male-breadwinner family no longer provides the central experience for the vast majority of children. However, the nuclear family has not been replaced by any new modal category but rather, people move in and out of a variety of family types over the course of their lives (Coontz 1992). Sociologists have studied various types of families in detail, including families headed by a

divorced parent, non-married couples raising children, two-earner families, same-sex couples, families with no spouse in the labour force, blended families and empty-nest families (see for example Hochschild and Machung 1989, Stacey 1991, Stack 1974, Wallerstein and Blakeslee 1989, Weston 1991).

Coontz (1992) argues that central to the variation in family structures is the decline of the centrality of marriage and childrearing. She contends that these core family relationships now define less of a person's social identity, exert less influence on people's life-course decisions, and are less universal, exclusive and predictable than ever before. Other research has identified changing values as contributing to the diversity of family forms, with Wilkinson and Mulgan (1995) arguing that recent generations have significantly greater freedoms—freedom for women to work and control their own reproduction, freedom of mobility for both sexes, and freedom to define one's own style of life (Wilkinson and Mulgan, 1995). Wilkinson and Mulgan present the negative side of affective individualism, highlighting that while such freedoms can lead to greater openness, generosity and tolerance, they can also produce a narrow, selfish individualism, and a lack of trust in others.

Gender discrimination is a key theme in feminist sociology, explaining the behaviours of men and women within families, as well as behaviour in society more generally. For sociologists, and feminist sociologists in particular, “gender” refers to socially constructed behaviours that are learnt, while “sex” refers to the biological person and their physical characteristics. As such, gender discrimination is a cultural phenomenon based on acquired behaviours, rather than the result of innate differences between men and women. The distinction between sex and gender has relevance for many aspects of family behaviour, not least because, simply put, it attributes

differences in behaviour and choices of men and women as influenced by cultural forces rather than innate drives or differences.

Chodorow (1978, 1989) argues that because women, rather than men, tend to care for children, existing gender roles are reproduced. She argues that children become emotionally attached to their mother as she is the dominant influence in early life, but that this attachment has to be broken at some point to allow the child to develop a separate sense of self. How this breaking process occurs is different for boys and girls. Girls remain closer to the mother, imitating what she does, and as such, because there is no sharp break, girls develop a sense of self that is more continuous with other people. Chodorow contends that this produces characteristics of sensitivity and emotional compassion in women. Boys, however, gain a sense of self through a more radical rejection of the mother, and forge their understanding of masculinity from defining what is “not feminine”. Boys learn not to be “sissies” or “mummy’s boys” and, as a result, are relatively unskilled in relating closely to others, repressing the ability to understand their own feelings and emphasizing achievement over feeling.

Giddens (1997) notes that Chodorow reverses Freud’s emphasis to define masculinity, rather than femininity, as a loss—a loss of the close attachment with the mother. Male identity is formed through separation; thus, men later in life unconsciously feel that their identity is threatened if they become involved in close emotional relationships with others. By contrast, women feel that the absence of such a relationship threatens their identity. Chodorow argues that these patterns are passed between generations because of the primary role women play in the early care and socialisation of children.

Sociology includes a consideration of the meaning of marriage and the stigma associated with divorce that originates in part from the moral blame that was necessarily attributed to one

party in order to obtain a divorce. Giddens (1997) notes that the rising rates of divorce are due in part to the drop in this stigma resulted, in part, from changing social norms and the rise of no-fault divorce laws. However, he argues more strongly that, in line with the rise in affective individualism, the growing tendency to evaluate marriage in terms of the levels of personal satisfaction it offers is key. Rising rates of divorce reflect escalating attention to personal fulfillment and an increased determination to engage in rewarding and satisfying relationships.

There is a considerable body of sociological research on the effects of divorce on families, particularly on women and children. Wallerstein and Blakeslee (1989) argue that the impact of divorce on children lasts significantly beyond the immediate period of parental separation, and affects the intimate relationships of the children as adults. While Wallerstein contends that nearly half of her sample group entered adulthood as “worried, underachieving, self-deprecating, and sometimes angry young men and women,” she identifies a number of factors that reduce this legacy, among them the importance of a continued relationship with the non-custodial parent (usually the father).

Many sociologists argue that the classic nuclear family has a dark side, which includes violence, sexual abuse and mental illness. Laing and Esterson (1982) argue that the nuclear family structure exacerbates mental illness. Barrett and McIntosh (1982) claim that the family is what they call “anti-social”, and that because we have been socialised to invest so much in it, family ties prevent us from extending caring relations to those outside our immediate family circle.

Giddens (1997) contends that family violence occurs most often towards children, followed by spousal abuse of women. Questioning the prevalence of family violence, he argues that the family fosters both emotional intensity and personal intimacy and that these elements can be a

dangerous combination. Citing a history of social approval of violence between spouses, Giddens notes that while some violence is tolerated within many families (such as smacking children), strong emotions combined by intimate knowledge can spill over into assault. Giddens cites the provocative example of smacking children, arguing that while a parent smacking a child is socially legitimate, a stranger hitting a child in exactly the same manner would be classed as assault.

But beyond the idea of conflict as disagreement or lack of consensus, social theories call for attention on the fact that what passes for consensus most time is the coercion of the underpowered (by the formal agencies of social control) to comply with the rules established by those in or with power.

2.3.2 Theory of Emotional Development

One of the first psychologists to attempt a scientific explanation of emotion was a Harvard professor, William James. Incidentally a few years later in 1885 a Danish physiologist Carl Lange also arrived at the same conclusion as propagated by James and consequently, the theory is jointly named as James-Lange theory who suggests that emotions occur as a result of psychological reactions to events.

According to James-Lange theory, witnessing an external stimulus lead to a psychological response, your emotional reactions depends on upon how you interpret those physical reactions. The perception of a stimulus causes our body to undergo certain physiological changes and will experiences emotion. This theory, however, reversed the old common notion about the sequence of arousal or adjustment of emotion. The previous sequence was we see a bear, we feel afraid we run, according to the new theory, the order is changed to we see a bear, we run, we feel afraid.

James Lange theory, view Adjustment as a bodily changes follow directly the perception of the exciting fact; and that our feeling of the same changes as they occur is the emotions. According to James and Lange we experience bodily changes in reaction to events in the environment. These psycho physiological changes, then lead to the feeling we identify as emotions rather than the other way around.

Emotional also have damaging effects on the behavior of an individual. The most damaging effects of emotion is a physique of the individual. Constant emotional tension may cause lack of sleep, restlessness, headache, chronic fatigue, insomnia and lack of appetite which in turned to have effect an academic achievement of the individual if he is not properly adjust. Kuhlén in 1952 conducted research on the effects of continuous emotional tension he reported that emotional tension affect the efficiency of the individual, adjusted or shifts moods and inconsistency in behavior. It also affects the memory. Forgetfulness increases in emotional state. The individual cannot reason, think and concentrate on a problem. Constant emotional pressure disturbs learning ability, fear and anger, etc. because of the most powerful effect on through process. Moodiness and irritability etc bring adjustment or change in our attitudes toward life, negative emotional experience for a long period disturb the total personality of an individual and may lead to maladjusted behavior developing proper emotions and adjusting it is, very essential objective towards adolescence academic achievement, meeting social demand as well as to eliminate the damaging effects of the emotions and attitudes. Habits behavior and physical wellbeing adjustment of emotions is essential. Adjustment does not mean repression but learning to approach a social situation with rational attitude and repression of those emotions which are socially unacceptable. Emotions serve as an effective media of communication between individuals and guide an individual to adjust or modify his behavior in order to confirm to social

standards. Unguided emotions may prove harmful to the individuals they may indulge in maladjusted or destructive behaviour.

2.3.3 Theory of Emotional Development

Cannon view adjustment as physiological responses that occur simultaneously, not one another. For example when we encounter a frightening stimulus like a bear, the sequence of adjustment or arousal of emotion takes the form as, we perceive the bear, we run and are afraid, with neuter reaction that is emotional response and emotional experience, preceding the other.

Cannon proposed that the lower brain centre, specifically the thalamus and hypothalamus, are responsible for inciting emotional reactions. After perceiving a stimulus, the sensory impulses reach those internal organs of the body and the cerebral cortex. The cerebral cortex therefore, receives and experience emotions at the same time when physical adjustment or changes occur in the body. Cannon proposed that different emotions are often associated with the same psycho physiological states within the body. We can recognize better the differences in the psycho physiological states corresponding to various emotions, in additions, the organs of the body do not provide the kinds of information that people would need to distinguish one emotion from another. Cannon propose instead that the brain, the thalamus in particular, controls emotional behaviour. Bodily reactions alone do not. However, bard (1999) later elaborated cannon's view, so it is to a reaction on the part of the brain, which in turn leads to identification of an emotion.

Psychologists now believe that some aspects of both the James-Lange theory and the cannon theory are correct. Cannon was correct in recognizing that emotions are largely governed by the brain, especially by several parts of the limbic system. E.g. the hypothalamus.

James and Lange were also correct, however, in noting that physiological adjustment or change contribute to people's perception of their emotions. (Robert, 2002).

2.4 Review of Empirical Studies

In a study published in the March 2013 edition of *Public Health*, researchers at the University of Toronto found that both sons and daughters of broken home are significantly more likely to begin smoking than peers whose parents are married. In an analysis of 19,000 Americans, men whose parents divorced before they turned 18 had 48 percent higher odds of smoking than men with intact families. Women had 39 percent higher odds of picking up the habit. Lead author Esme Fuller-Thomson as cited in Oluwatosin and Joseph (2011) called the link "very disturbing."

(Robert, 2011) at the University of Wisconsin-Madison found that children of broken home often fall behind their classmates in math and social, and are more likely to suffer anxiety, stress, and low self-esteem. The reason is that math skills are affected is likely because learning math is cumulative. "If I do not understand that one plus one is two," lead researcher Hyun Sik Kim says, "then I cannot understand multiplication." Kim says it is unlikely that children of broken home will be able to catch up with their peers who live in more stable families.

Jane (1990), of the University of California at Berkeley found that children of divorce run a 35 percent risk of developing health problems, compared with a 26 percent risk among all children. Mauldon suggest their susceptibility to illness is likely due to "very significant stress" as their lives change dramatically. Broken home can also reduce the availability of health insurance, and may lead to a loss of certain factors that contribute to good health, including constant adult

supervision and a safe environment. The risk of health problems is higher than average during the first four years after a family separation, but curiously, can actually increase in the years following. This has immense negative impact on academic performance of pupils in primary schools.

Jane (2010) study found that more than 78 percent of children in two-parent households graduated from high school by the age of 20. However, only 60 percent of those who went through a big family change including divorce, death, or remarriage graduated in the same amount of time. The younger a child is during the divorce, the more he or she may be affected. Also, the more change children are forced to go through, like a broken home followed by a remarriage, the more difficulty they have finishing school.

Mishcon (2009), the law firm polled 2,000 people who had experienced divorce as a child in the preceding 20 years. And the results did not paint a positive picture of their experiences. The subjects reported witnessing aggression (42 percent), were forced to comfort an upset parent (49 percent), and had to lie for one or the other (24 percent). The outcome was one in 10 turned to crime, and 8 percent considered suicide, need.

University of Utah research Nicholas H. Wolfing in 2005 released a study showing that children of divorce are more likely to divorce as adults. Despite aspiring to stable relationships, children of divorce are more likely to marry as teens, as well as marry someone who also comes from a divorced family. Wolfinger's research suggests that couples in which one spouse has divorce parents may be up to twice as likely to divorce. If both partners experienced divorce as children they are three times more likely to divorce themselves. Wolfing said one of the reasons is that children from unstable are more likely to marry young.

Ogbeide, Odiase, & Omofuma (2013) conducted a study on influence of broken homes on secondary school students' academic performance in Esan West local government

area of Edo state, Nigeria. This study uses a survey research design with population of all students in public secondary school (Junior and senior) in Esan West Local Government Area of Edo state. It was found that, there is significant difference in the academic performance of the students from broken homes and those from intact families. The result further shows that those from intact homes performed better academically than their counterpart from broken homes. Also, the study reveals that, there is significant difference in the academic performance of students in rural area and those from urban area. The result further shows the students from the urban areas perform better academically than their counterpart from rural areas. Finally, the study shows that, there is no significant difference in the effect of broken homes on the academic performance of students between age 10-15 years and those between ages 15-20 years.

Uchenna (2013) in a structured survey questionnaire on single-parenting, psychological well-being and academic performance of adolescents in Lagos, Nigeria discovered that, there is significant differences in the psychological wellbeing of adolescence raised in single-parent home and those raised in intact homes. Also, the study reveals that, there is significant difference in academic performance of adolescents raised in single-parents homes and those raised in intact homes.

Oluwatosin and Joseph (2011) conducted a survey method of research that is aimed at collecting data for the purpose of knowing the effects of single-parenthood on the academic performance and truancy behaviour of secondary school students. The population of this study was drawn from secondary schools in Ado-Ekiti Local Government. The students used were all the students of senior secondary school I and senior secondary school II in Ado-Ekiti Local Government Area. Based on the findings of this study, the hypothesis which states that, there is no significant difference between the academic performance or achievement of adolescent

students from single parenting homes and those from intact parenting homes. The result obtained in this study shows that, there is no correlation or relationship between the types of home through which a student come from and his/she academic performance in the school.

Othman, (2014) conducted a study on influence of psychological Adjustment on academic performance of international students: The moderating role of social support. The study was conducted to investigate the dimensions of psychological adjustment that might contribute to students' academic performance looking at the moderating effect of social support. The data was collected via questionnaire survey from 498 international students studying in four universities in Malaysia. The results of hierarchical regression analyses indicate that cognitive adjustment is the most significant predictor of academic performance with p-value of 0.000. Therefore, family support was found to enhance the relationship between affective adjustments and academic performance. Friends support on the other hand, moderates relationship between attitudinal adjustments and academic performance.

Ajika, Edosa & Samon (2012) conduct a study on relationship between broken home and academic achievement of secondary school in Oredo Local Government Area of Edo State, Nigerian. That the effects of broken home can impact greatly on the family and by extension, affects child's emotion, personality and academic achievement. The population of the study is all SSIII students in secondary school bin Ondo Local Government Area in Edo State. It is found that there is no significance relationship between broken home and academic performance of secondary school students: there is no significant relationship between gender and academic achievement of secondary school students from broken home: there is no significant relationship between socio-economic status of parents and academic achievement of students from broken home: the study was correlation design because the study sought to establish the extend of

relationship between the independent and dependent variables, correlation studies investigate. The sample comprises of 150 students from broke home, the researcher adopted the use of stratified random sampling by sharing the schools on this basis into three groups and then selected two schools from each group. This was done to maintain an equal distribution of sample. The result of this study shows that when academic achievement was correlated with broken home of secondary school students, academic achievement had an r value of 125 at $p < 0.05$ which was a negative significant relationship. The r value indicates that there was a negative significant relationship between academic achievement and broken homes.

Consequently the null hypothesis is rejected. This indicates that broken home negatively determine academic achievement. This finding is agreement with that of scales and Roehlkepartain (2003) who found that the family and its structure play a great role in students' academic performance. A broken home could be a great obstacle to a student, his ability maturation to succeed academically. Moreover, this finding is in agreement with that of Ayodele (2006) who asserted that the environment where a child finds himself goes a long way in determining his learning ability and ultimately his academic performance in school. The study also reveals that there was a significant relationship between gender and academic achievement of students from broken homes. It was found that a higher percentage of male from broken home have a low academic achievement when compared to females from such homes with high academic performance. The study also revealed that the socio-economic status of parents with low economic status did not perform well academically. This finding is in line with the findings of Bliss (2004) who found that many students from low socio-economic homes respond incomprehensively to the lessons teachers try to develop in the classroom, because home environment has not exposed them to the kinds of materials used in schools.

2.5 Summary

This chapters covers review of related literature on Relationship Between Broken Home and Emotional Adjustment among Secondary School Students in Gusau Metropolist, Zamfara State. This review was sub-divided into Concept of Home, Theoretical framework and Review of Empirical Studies. The concept review under Concept of Home include: Concept of Home, Concept of Broken Home which said is a situation where one of the partners loses his/her spouse by death, separation, desertion or single parenting which consequently lead to emotional, social and academics problem of the growing children. Concept of Emotional Adjustment, Causes of Broken Home such as parental/friends influence, communication breakdown, time consuming job strange partners, over-reaction and Relationship between Broken Home and Emotional Adjustment among Secondary School Students. The theories reviewed under the Theoretical Framework include: Social Conflict Theory by Carl Marx (1848), Theory of Emotional development by James-Lange (1885), and Theory of Emotional Development by Cannon-Bard (1999). Some of the Empirical Studies related to this topic were carefully selected and reviewed.

In the review of empirical studies, it was discovered that many of the studies were reviewed on influence of Broken Home on Academic Performance and others on influence of Emotional Adjustment on academic Performance' Relationship between Broken Home and Academic Performance, Effect of single-parenthood on Academic Performance. The researcher discovered that studies above were not conducted in Zamfara State, more especially in Gusau Metropolis. Therefore researcher intends to focus on the Relationship between Broken Home and Emotional Adjustment among Secondary School Students in Gusau Metropolis, Zamfara State.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

In this chapter, the research design, population of the study, sample and sampling technique, instrumentation validity and reliability of the instruments, procedure for data collection and analysis were discussed.

3.2 Research Design

The research employs correlational design in investigating The Relationship Between Broken Home And Emotional Adjustment Among Secondary School Students in Gusau Metropolis. This correlational design according to Abdullahi (as cited by Razak, 2009) is a form of descriptive research undertaken when dealing with systematic collection of data using interview, observation or questionnaire.

3.3 Population of the Study

The population of the study consisted of secondary school students from J.S.S II, who come from broken homes, selected from eight schools in Gusau metropolis. A total population of 902 students from broken homes made up of (491 males) and (411 females) constituted the population. The eight schools comprised of three female schools only, three male schools only and other two are coeducational schools. Details of the population are shown in table 3.1.

Table 3.1: Distribution of the Population of J.S.S II Student in Gusau Metropolis according to their School.

S/No	Name of School	Divorced	Separated	Single Parenting	Total Population
1.	Danturai Sec Sch.	65	45	40	150
2.	Govt day Sec Sch. Janyau	45	20	41	106
3.	Govt Girls Arabic Sec Sch.	48	21	35	104
4.	Sarking Kudu Sec Sch.	67	43	40	150
5.	Govt Day Sec Sch. Damba	51	24	34	109
6.	Govt Day Sec Sch. UnguwarDanbaba	49	26	26	101
7.	GovtSci Sec Sch.	50	12	38	100
8.	Govt. Day Sec Sch. Samaru	35	17	30	82
	Total	410	208	284	902

Source: School Record Zonal Education Zamfara State (October, 2016).

3.4 Sample and Sampling Technique

The sample size of the study was two hundred and seventy four students (274) selected from the total number of 902 students from broken homes. This is in line with the provision of Krejeieand Morgans (1970) that a sample of 274 is appropriate for the population of 902, the researcher used proportional sampling in selecting the 274 students within the eight secondary schools that came from broken homes since only limited number of people can serve as primary data sources in the study.

Table 3.2: Sample Distribution per School

S/No	Name of School	Divorced	Separated	Single Parent	Sample Size
1.	Danturai Sec. Sch.	22	10	18	50
2.	Govt day Sec. Sch. Janyau	16	9	11	36
3.	Govt Girls Arbic Sec. Sch.	15	6	12	33
4.	Sarking Kudu Sec. Sch.	28	12	18	58
5.	Govt Day Sec. Sch. Damba	10	5	7	22
6.	Govt Day Sec Sch Unguwar Danbaba	10	10	10	30
7.	GovtSci Sec. Sch.	10	5	8	23
8.	Govt. Day Sc. Sch. Samaru	8	6	8	22
	Total	119	63	92	274

Instrumentation

The instruments adapted for the study were two: Broken Home Inventory (BHI) by Schultz (2013), to measure students with Broken Homes problems, and Emotional Adjustment Inventory (EAI) by Thoulacius (2015) to measure the students with Emotional Adjustment problems. It comprises of three sections, section A-Bio data of the student with eleven (11) items, section B Instrument on Broken Home with 20 items and Emotional Adjustment Inventory which consists of 19 items.

Scoring guide for emotional Adjustment

<29- low adjustment

30-59-averagely adjusted

60-100 highly adjusted

The scoring guide shows that students with 1-29 have low emotional adjustment, meaning they have little or no emotional problems. Also those with 30-59 shows that they have

average emotional problems, and could be reduced with proper counseling. Similarly those with 60-100 indicate a very severe emotional adjustment that need proper attention from counsellors, teachers and parents, which if care is not taken can prove dangerous to those students.

3.5.1 Validity of the Instrument

To find out validity of the instrument, copies of the adapted instruments on Broken Homes and Emotional Adjustment were submitted to the 3 lectures in the Department of Educational Psychology and Counseling, Ahmadu Bello University, Zaria to obtain the content validity of the instrument and their relevance and appropriateness to the study. All the observations raised was that Emotional Adjustment Inventory only is not enough, as such it was concluded that Broken Homes Inventory should be included in order to have a valid result, and the researcher go ahead in using Broken Home Inventory.

3.5.2 Pilot Testing

Forty copies of questionnaires were distributed to respondents at Government Girls Day Secondary School Gada Biyu Gusau, which is not within the selected schools which were used for the final study but share similar characteristics in almost all respects. These questionnaires were distributed and personally retrieved by the researcher. Emotional Adjustment Inventory was used with the internal consistency of 0.816 and this reliability measures were determined by the use of Cronbach's Alpha, it shows that the instrument is reliable to collect data for the researcher.

3.5.3 Reliability of the Instrument

The data obtained from the pilot study, was statistically analyzed for the purpose of reliability. Cronbach Alpha reliability coefficient was used to test the questionnaire. This reliability coefficient was considered adequate for the internal consistencies of the instruments.

The result of Cronbach Alpha reliability co-efficient of emotional adjustment scale is 0.81, this was a confirmation of test of reliability which according to Spiegel (1992) that an instrument is considered reliable if it's reliability coefficient lies between 0 and 1, and that the closer the calculated coefficient is to zero, the less reliable is the instrument, and the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. This therefore confirmed the instruments used for the study were highly reliable.

3.6 Procedure for Data Collection

A letter of introduction was collected from the Department of Educational Psychology and Counseling, A.B.U, Zaria, for the student's field research which was handed to the principals of sampled schools and also another one attached to the questionnaire which introduced the researcher to the respondents, his purpose and how important the studies is to them. After permission from the principals, the researcher administered 274copies of questionnaires. Two weeks were used to administer the questionnaire to JSS11 students. With the help of three more Research assistants a total of two hundred and seventy four (274) questionnaires were distributed and retrieved two hundred and seventy two (272) from the respondents.

3.7 Procedure for Data Analysis

The data collected was analyzed using descriptive and correlation statistics. The descriptive statistics was used to analyze Bio-data of the subjects, frequency count and simple percentage mean and standard deviation was used to answer the research questions raised while the correlation statistics was used to test the hypotheses. For the study, Pearson product Moment Correlation (r) was used to test the hypotheses one-three (1-3) respectively. All the hypotheses were tested at 0.05 alpha levels of significances. SPSS version 20.0 was used for data analysis.

CHAPTER FOUR
RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the bio data variables of the respondents. These include the gender, class, who the respondents live with, whether both parents are alive, who pays their school fees and who visits the respondents most among the two parents. The second section answers the three research questions, and also produced frequencies and mean table for all the items in the two tables of marital separation and emotional adjustments. The third section tested the hypotheses using the PPMC_r. All the hypotheses were tested at 0.05 alpha level of significance. The summary of the major findings, as well as the summary of findings and discussions were also provided.

4.2 Presentation of Demographic Variables in Frequencies and Percentages

Table 4.1: Distribution of Respondents by Gender

Sex	Frequency	Percent
Male	128	47.1
Female	144	52.9
Total	272	100.0%
Class		
JSS II	272	100.0%

On the table below it showed the total of male respondents as one hundred and twenty eight (128) or 47.1% while we have the total number of female as one hundred and forty four 144 or 52.9 which the total of the male and female is 272 or 100.0.%

Also it shows the class of the respondents that is the JSS II classes which are the target sample form of the study

4.2 Research questions

Question One: What is the relationship between Parental separation and students emotional Adjustment?

Table 4.2: Mean and Standard Deviation on Parental Separation and Students Emotional Adjustment

VARIABLES	N	Mean	Std.dev
Parental Separation	272	66.3493	14.37605
Emotional Adjustment	272	64.3750	12.35391

The table showed that significant relationship exist in emotional adjustment of students from broken home. The calculated mean emotional adjustment and parental separation are 64.3750 and 66.3493 respectively, that parental separation has negative effect on students emotional adjustment.

Question Two: What is the Relationship between Single Parenting and Students Emotional Adjustment?

Table 4.3: Mean and Standard Deviation on Single Parenting and Students Emotional Adjustment.

VARIABLES	N	Mean	Std.dev
Emotional Adjustment	272	64.3750	12.35391
Single Parenting	272	33.7059	8.97320

The above table also showed that there is significant Relationship between Single Parenting and Emotional Adjustment. The calculated mean single parenting 33.7059 and emotional adjustment 64.3750 indicates the relationship.

Question Three: What is the Relationship between Parental Divorce and Emotional Adjustment of student?

Table 4.4: Mean and Standard Deviation on Parental Divorce and Emotional Adjustment of Student

VARIABLES	N	Mean	Std.dev
Emotional Adjustment	272	64.3750	12.35391
Parental Divorce	272	32.6434	6.96496

This table also showed that significant relationship exist between parental divorce and students emotional adjustment. The calculated mean of students from broken home and their emotional adjustment are 32.6434 and 64.3750 respectively.

4.3 Test of Hypotheses

Hypothesis One: There is no Significant Relationship between Parental Separation and Students Emotional Adjustment

Table 4.5: Pearson Product Moment Correlation (r) Statistics on the Relationship between Parental Separation and Students Emotional Adjustment

VARIABLES	N	Mean	Std.dev	Df	r	P
Parental Separation	272	66.3493	14.37605	270	-0.739**	0.002
Emotional Adjustment	272	64.3750	12.35391			

***.* Correlation is significant at the 0.05 level (2-tailed)

Results of the Pearson product moment correlation (r) statistics showed that significant relationship exist between parental separation and students emotional Adjustment. This is because the computed p value of 0.002 is lower than the 0.05 alpha level of significance at a correlation index r level of - 0.739. The relationship between the two variables is inversely proportional, implying that the separation of parents has negative effect on students emotional adjustment . Therefore the null hypothesis which state that there is no significant relationship between separation and students emotional Adjustment is hereby rejected.

Hypothesis Two: There is no Significant Relationship between Parental Separation and Students Emotional Adjustment

Table 4.6: Pearson Product Moment Correlation (r) Statistics on the Relationship between Emotional Adjustment and Single Parenting

VARIABLES	N	Mean	Std.dev	Df	r	P
Emotional Adjustment	272	64.3750	12.35391			
Single Parenting	272	33.7059	8.97320	270	-0.633**	0.004

***.* Correlation is significant at the 0.05 level (2-tailed)

Results of the Pearson product moment correlation (r) statistics showed that significant relationship exist between Single Parenting and students emotional Adjustment. This is because the computed p value of 0.004 is lower than the 0.05 alpha level of significance at a correlation index r level of - 0.633. The relationship between the two variables is inversely proportional, implying that the Single parenting of parents has negative effect on students emotional adjustment. Therefore the null hypothesis which state that there is no significant relationship between Single parenting and students emotional Adjustment is hereby rejected.

Hypothesis Three: There is no Significant Relationship between Emotional Adjustment of Student and Parental Divorce

Table 4.7: Pearson Product Moment Correlation (r) Statistics on the Relationship between Emotional Adjustment of Student and Parental Divorce

VARIABLES	N	Mean	Std.dev	Df	r	P
Emotional Adjustment	272	64.3750	12.35391			
Parental Divorce	272	32.6434	6.96496	270	-0.855**	0.001

***.* Correlation is significant at the 0.05 level (2-tailed)

Results of the Pearson product moment correlation (r) statistics showed that significant relationship exist between Emotional Adjustment of student and Parental Divorce . This is because the computed p value of 0.001 is lower than 0.05 alpha level of significance at a correlation index r level of - 0.855. The relationship between the two variables is inversely

proportional, implying that Parental Divorce has negative effect on students emotional adjustment . Therefore the null hypothesis which state that there is no significant relationship between Parental Divorce and students emotional Adjustment is hereby rejected.

4.4 Summary of the Major Findings

The followings are the summary of the major findings of the study

1. significant relationship exists between Parental separation and students emotional adjustment of secondary school students in Gusau Metropolis.
2. Significant relationship exists between Single parenting and students emotional adjustment of secondary school students in Gusau Metropolis.
3. There is significant relationship between parental divorce and Emotional Adjustment of secondary school students in Gusau Metropolis

4.5 Discussion of Findings

The research, Relationship between Broken Home and Emotional Adjustment among Secondary School Students in Gusau Metropolis, has the following findings of the hypotheses.

The first result indicated that significant relationship exists between separation and students emotional Adjustment of JSS II secondary school students. The findings agree with that of Othman (2014) who conducted a study to investigate the dimensions of psychological adjustment that might contribute to students' academic performance looking at the moderating effect of social support. The results indicate that cognitive adjustment is the most significant predictor of academic performance. Therefore, family support was found to enhance the relationship between affective adjustments and academic performance. Friends support on the other hand, moderates relationship between attitudinal adjustments and academic performance.

Similarly, the findings of this study also agree with Ajika, Edosa and Samon (2012) who conducted a study on relationship between broken home and academic achievement of secondary school in Oredo Local Government Area of Edo State, Nigeria.. It found no significant relationship between broken home and academic performance of secondary school students: and no significant relationship between gender and academic achievement of secondary school students from broken home: and lastly no significant relationship between socio-economic status of parents and academic achievement of students from broken home. The result of this study shows that when academic achievement was correlated with broken home of secondary school students, academic achievement had a negative significant relationship. This indicates that broken home negatively determines academic achievement.

Also, this finding agree with the work of Oluwatosin and Joseph (2011) who conducted a survey method of research aimed at collecting data for the purpose of knowing the effects of single-parenthood on the academic performance and truancy behaviour of secondary school students. The result obtained shows that, there is no correlation or relationship between the types of home through which a student come from and his/she academic performance in the school.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the following summary, Conclusion, Recommendations, contribution to knowledge and suggestions for further studies.

5.2 Summary

Student's life from Broken home is observed to be associated with emotional stress that can impair intellectual development, thereby giving way for such children to grow up without being trained properly. The researcher intend to focus on the relationship between broken home and students emotional adjustment of secondary school students. To guide the research, three objectives and three research questions together with three hypotheses were stated. The study will be beneficial to the teachers, government, curriculum planners, because it will provide awareness on how these students from broken home needs assistance and they should be assisted.

Literature related to this study was reviewed. The key variables of the study broken home and students emotional adjustment, were thoroughly reviewed. Three theories related to the study were reviewed. Social conflict theory, James – Lange theory of emotion, Canon – Bard theory of emotion were all discussed with their relevance to the study. Also many empirical studies related to the work were revealed.

The study adopts the correlational design. The population of study was 902 and Krejcie and Morgans table was used to determine the sample size of 274 students who came from broken home. The researcher used purposive sampling technique in selecting the sample. Two instruments were used for data collection, it is emotional adjustment inventory questionnaire.

The pilot study was conducted on 40 students of Gada Biyu Day Secondary School and the result showed that the instrument is reliable.

Data collected for the study were analysed using (r). the bio data variables were analysed using frequency and percentage while mean and standard deviation were used to answer research question. The three null hypotheses were tested at 0.05 Alpha level of significance indicating that Broken Home has negative effect on Students Emotional Adjustment.

Significant relationship exist between parental separation and students emotional adjustment also, single parenting has negative effect on students emotional adjustment. Similarly, parental divorce affect students emotional adjustment.

5.3 Conclusions

Based on the findings of the study, the following conclusions were made:

1. It was concluded that the relationship that exist between the two variables is inversely proportional, this implies that the separation of parents has negative effect on students emotional adjustment
2. It was concluded that relationship between the two variables is inversely proportional, this implies that the Single parenting of parents has negative effect on students emotional adjustment.
3. It was also concluded that relationship between the two variables is inversely proportional, this imply that Parental Divorce has negative effect on students emotional adjustment .

5.4 Contribution to Knowledge

1. significant relationship exist between Parental separation and students emotional adjustment, implying that the separation of parents has negative effect on students emotional adjustment .
2. Significant relationship exist between Single parenting and students emotional adjustment implying that the Single parenting of parents has negative effect on students emotional adjustment.
3. There is significant relationship between parental divorce and Emotional Adjustment implying that Parental Divorce has negative effect on students emotional adjustment.

This research work has contributed toward re- addressing students with emotional adjustment problems in secondary school and it has given more light on how students are facing much problem as a result of parental separation, single parenting and parental divorce.

5.5 Recommendations

The following recommendations are given on the basis of findings of the research

1. Since the findings shows that parental separation has significant relationship on Students Emotional Adjustment, Zamfara State Ministry of Education should have functional psychological testing and counselling centres in all secondary schools in re-addressing students with emotional problem for proper adjustment. Also the non governmental organisations (NGO) Universal Basic Education Commission (UBEC) should assist in organising workshops, local conference, public awareness in order to re-address students with emotional adjustment problem. However students who often come from broken homes, are sometimes associated with emotional anxiety which can lead to bully,

aggression behaviour, and poor academic outcome. Therefore establishing such centers will be a better way of addressing the problem in Zamfara State ministry of education.

2. Also since the findings indicated that Single Parenting has negative effect on Students Emotional Adjustment, school authority should organize conference that would include parent, stakeholders, the clergy men of the society in order to enlighten the society about the effect of single parenting, divorce and separation on students. Teachers and administrators should therefore pay more attention to secondary school students who come from single parenting home and refer them to the school counselling centres when they are experiencing problem. This will reduce the emotional challenges because most students exhibit certain abnormal behaviours in class or school environment which is not in- line with the ethics of school. Therefore teachers and administrator should pay attention, and observe such unwanted behaviour from students and refer them to counselling centre.
3. Similarly since the findings stated that significant Relationship exists between Parental Divorce and Emotional Adjustment, Parent should give more social support to their children in re- addressing emotional adjustment problem as well as those that come from broken home respectively. This will enable the students to be emotionally stable and adjust to the school environment. Because the study found out that many students are coming to school hungry, again most students are often sent out of class as a result of non-payment of PTA fees, hostel fees etc. This can lead to truancies and other forms of mal-adaptive behaviour. Therefore parents should provide social support to their children.

5.6 Suggestions for Further Studies

Further research on a number of areas related to the general problems on Broken Homes will provide a rewarding research experience. Based on these conclusions and recommendations, there is need to further investigate the following:

- i. That further studies could be undertaken on Influence of Broken Homes on Delinquency Behaviour.
- ii. And also further studies could be carried out on relationship between Broken Homes and Truancy Behaviour.
- iii. Similarly, other studies could be carried out on the Influence of Broken Homes on Stealing among Students.

REFERENCES

- Abdulganiyu B (1997), *Measuring Socio – economic status in school education*, Eds.
- Agulana, G.G (1990), *Family Structure and prevalence of Behavioural Problems among Nigerian Adolescents*. The Counsellor. 17 (1) 154-161
- Ajika H, and Ogboro, S. (2012) *Relationship between homes and Academic Achievement. College student journal: project innovation (Alabama) audience: Academic format magazine* vol: 46 issue: 2
- Asaju R, (2005) *Cognitive Development and parental loss among the gifted, the exceptionally gifted and the creative psychological report* pages 29
- Ayodele S.O. (2006) *Educational opportunities for Nigeria learner, how do we fare thus far? A paper presented at the workshop Organise by Network for Gender Sensitive Educational Management In African and British Council*
- Baker, R.W., and Siryk, B. (1984b). *Measuring Adjustment College of Counselling Psychology*, 31, 179-189.
- Blackby H. (1999), *Marriage God's way*, Lynx publication Lagos *The Home and School*, and the Children of Kaduna State Problems and Needs, Gaskiya Co-operation of Zaria, Kaduna State.
- Barrett. M. (1988) *Women's Oppression today*. The Marxist/feminist encounter. (London: verso)
- Blackwell, Debra L & Daniel T. U. (2000) "Mate selection among married and cohabiting couples" *Journal of family Issues* 21 (3): 275-302
- Bliss .I. (2004). *Social Class differences in conception of the use of Toys*. London Macqibbenkee, 45-47
- Boyes M. C. And Allen, S.G. (1993). *Style to parent-child Interaction and Moral Reasoning* Merrill Palmer Quar, 39: 551-576.
- Clarck, C. and Lesser, A. (1963) *Educational disturbance and school learning, journals of science research Association* Vol.(4) and (5). 105 – 130
- Cannon W.B (1927) *The James-Lange theory of Emotion: A Critical Examination and an Alternative Theory*. American Journal of Psychology; 39:10-124.
- Chodorow, M. (1989) *feminist and psychoanalytic theory*. (New Haven; Yale University Press)

- Cohen, L. (1987) "marriage, divorce, and quasirent; or "I gave him the best tear of my life"
Journal of legal studies 26: 267-303.
- Coontz, W. A (1997) *The sociology of childhood*. (Thousand Oakz: pine Forge Press).
- Conkline, J. (2006), *Introduction to Criminology*, New York: Macmillan.
- Davidson R. J, Jackson D. C, & Kalin N H. (2000) *Emotion, Plasticity, context, and Regulation: Perspectives from Affective Neuroscience, Psychological Bulletin* (890-909)...
- Deborah, A.D. (2002), *Family Structure and Children Heath and well Being*. Journal of Marriage and Family. 5(2), 571-679.
- Dawd, I. (1997)*Marriage Divorce Remarriage*. Cambridge: Harward University Press.
- Domhoff, G.W. (2011) "power in America: wealth, income and poor", URL: [http:// sociology.Ucsc.Edu/whoru/emerica/power/wealth.html](http://sociology.Ucsc.Edu/whoru/emerica/power/wealth.html).
- Ducan, S. (1973) *Principled of teaching spectrum books limited*, Jubilee House King Road, P.M.B 5612 Ibadan.
- Eisenberg N, and Reiser M, (2009) *Longitudinal Relations f Children's Effortful control, Impulsivity, and Negative emotionality to their Externalizing, Internalizing and co-occurring Behavior Problems*. Developmental psychology.
- Elliot, A.J. (2005). *Achieve mental Goals Performance Contingency and Performance Attainment*. An experimental test. Journal of Education Psychology Vol. 9(15-28).
- Engels, C. and Fredrick R. (1884) *The origin of the family, private property and the state*. (Hottingen-Zurich)
- Fadeiye J.D. (1985). *A text of Social studies; socialization and Political Culture International Organization for N.C.E and Undergraduates*. Ibadan: Etori.
- Fausto S. A. (1995). Children's Defence Fund, *The State of American's Children*. Years book, Washington D.C 21 Myths of Gender New York: Basic Books.
- Ferber, S. (2003). *Old Adolescent and Parental Divorce: Adjustment problems and Mediator of Coping*. Journal f Divorce, 7(2) 59-75.
- Foskum, B. K (2008)*psychology applied to Teaching* Boston Highten Midfin Company.
- Guddens, A. (1997) *sociology*, (Cambridge: polity Press).
- Guidubaldi, J and Perry, J.D. (2005), *Divorce Socio-Economic Status and Children Cognitive Socio-competence at School entry*. American Journal of Orthopsychiatry. 54(3), 458-468.

- Hertherington, E.M. (1999). *Coping with Family Transition Winners, Loser and Survivor*. Child Development 60(1), 1-4.
- Hartmann, H. (1981) “*The family as locus of gender, class and political struggle; the example of housework signs* 6(3) 143-169.
- Homeby Y. U. (1999) *Educational and conventional Guidance in Nigerian Secondary School* Jos, Savana Press ltd.
- Hochschild, A. and Anne K. (1989). *The second shift: working parents and the revolution at home*. (New York: Vicking)
- Holmbeck; G.N and Wandrie M.S. (2012) *Individual and – Rational Predictors of adjustment in the first Year College Students of Counseling Psychology* Vol. 40(73-78).
- Ichado, S.M. (1998). *Impact of Broken home on Academic Performance of Secondary School Students in English Language*. Journal of Research in Counseling Psychology. 4(1), 84-87.
- Isaken, H.I, (1963) *Counselors’ place in the guidance process*.
- James, W. (1884). *What is Emotion?* , Mind, ix189
- Kemberg. O. F. (1976) *Object relations theory and dinval psychoanalysis*. (New York Aronson)
- Kinard, E.M. and Recherz, H. (2004). *Marital Disruption Effect of Behaviour and Emotion Functioning in Children*. Journal on Family Issues, 5(1) 90-115.
- Krejie M. (1970), In Cohen M. A. and Marison, K, (2000) *Research Methods in Education*.
- Lang, R. D. and Esterson J (1982) *Sanity, Madness and the family*. (London: verso)
- Langes, C. (1887), Ueber Gemuthsbew Gungen, 3,8. *Theory of emotional Development*
- Maduwesi E.J. and Emenogu. S. (1997), *Nurturing the Adolescents in Nigeria Today: the Role of the Family, the School and the Government*. The Nigerian teachers Today (TNNT), A Journal of teachers education, 5(1 and 2) 39-48.
- Mallinckrodt, B. (1992). *Childhood emotional Bonds with parents, development of Adult social Competencies, and the availability of Social support*. Journal of Counseling Psychology, 34, 453-461.
- Mathur M. and Pareek M. (2003) *Adolescent Problems Behavior: a Study of Family Risk Factor*. Indian Journal of Educational Psychology, 35: 59-66.

- Moris, R. (2001) *The evolutionists: The struggle drawn's soul*. New York NY: WH Free man& co)
- Marx, K. and Engels. F (1948) "*manifesto of the communist party*" progress publishers: Moscow 1969.
- Murphy, B. (2002). *Children from Broken homes lagging behind*. Journal of Marriage and Family, 60 (1), 101-105.
- Nwachukwu, F.J. (1998), *Influence of Single Parenting on the Academic Achievement of Adolescent in Secondary School: Implication for Counseling Single Family and Emerging Family Pattern in Nigeria*. The Counselor, 16(1), 137-146.
- Oakley, A. (1974) *The sociology of housework* (bath: The pitman Press
- Ortese P.T.(1998). *Single-Parenting in Nigeria; Counseling Concerns and Implications, the Counselor*, 16(1) (1998). 61.
- Radke Y. Richachters M.J., & Wilson W. (1988). *Child Development in Network of relationship in Ra Hinde, JS Hinde* (Eds.): Relationship between families and Mutual influences. New York: Oxford University Press. (48-64).
- Rohner, B. (2014) *Patterns of anxiety among Uganda adolescents journal or applied Cross Culture psychology* P. 120 – 124
- Ross, M. (2005).*The Invisibility of Male Violence in Canada Child and Access Decision Making*. Canada Journal of family Law, 4(1), 31-60.
- Stacy, J. (1991) *Brave New families; stories of domestic upheaval in late – twentieth century, America*. (USA: Basci books)
- Stack, C. (1974) *all our Kin: strategies for survival in black community*. (New York: Harper and Row)
- Schultz, G. (2006). *Broken family Structure Leads Educational Difficulties for Children*. Journal of Educational Psychology. 27, 70-80
- Shaffer, L.F. (2015) *Foundation of Psychology* New York: p511.
- Tagger, A., Paula S. & Rothenberg A (1993) *Feminist Framework*. (New York: McGraw- Hill)
- Thorne, B A. (1992) "*Feminism and the family; two decades of thought*" in Barrie Thorne and Marilyn Yalomeds Rethinking the family; some feminist question (Ann Arbur: N or the eastern University Press).

Walker, L.J. And Taylor J.H. (1991), *Family Interaction and Development of Moral Reasoning*, *Child Development* 62: 264-283.

Western, J. and Sandra, B (1989) *second chances: men Women and children a decade after divorce*. (New York: Tickner and fields).

Wilkinson, R. (2013) *Mind the gap: Hierarchies, health and human evolution*. (London: Well identified and Nichloson).

Appendix A

Department of Educational Psychology and
Counseling

Faculty of Education

Ahmadu Bello University Zaria.

Date: 14/11/2016

Dear Respondent

QUESTIONNAIRE OF BROKEN HOME AND EMOTIONAL ADJUSTMENT

I am a master's student of Department of Education Psychology and Counseling ABU Zaria currently conducting a research on Relationship between Broken Home and Emotional Adjustment among Secondary School Students in Gusau Metropolis, Zamfara State. I write to solicit for your co-operation to respond to the items of this questionnaire to enable me collect data for the study.

I however, wish to inform you that any information collected from you will be treated confidentially and will only be used for the purpose of this research only.

Thank you for cooperation.

Yours faithfully

Saratu Ibrahim BIRNIN TSABA.

INSTRUCTION

This questionnaire is divided in to three sections. A-Bio-Data, Section B- Broken Home Inventory, Section C- Emotional Adjustment Inventory questionnaire respectively. In each of the section, list of questions are provided with corresponding boxes. Simply tick (√) at the appropriate box that represent your feelings. The following options are orderly provided: SA- (Strongly agree), A-(Agree), SD-(Strongly disagree) DA-(Disagree), UD- (Undecided) which represents your feeling on each question.

SECTION A: BIO DATA OF THE RESPONDENT

The information given below will be strictly confidential and strict for research purpose only. Please go through the questions carefully and then tick () besides the answer.

1. Sex _____
2. Name of school _____
3. Class _____
4. Resident address _____
5. Are your parent alive? Yes () no ()
6. If yes, do you live with both of them?
7. Who do you live with?
 - a. I live with father alone
 - b. I live with mother alone
 - c. I live with father and stepmother
 - d. I live with mother and step father
8. Why are your parents not living together?
 - a. Because father and mother are separated
 - b. Because father and mother are divorced
 - c. Because father and mother are
 - d. Is working in another town
 - e. Because father and mother are
 - f. Is attending a course
9. Who pays your school fees?
 - a. Father alone
 - b. Mother alone

- c. Other relations
 - d. Both parents
10. With whom do you spend your holiday
- a. With father alone
 - b. With mother alone
 - c. I spend some with father and half with mother
 - d. With relations
11. If you live with a relation who visit you often?
- a. My father
 - b. My mother
 - c. Both of them
 - d. None of the them

SECTION B: Questionnaire for Broken Home

Instruction: please tick () from the option 1-20 which you feel is most appropriate

- a. Father only ()
- b. Mother only ()
- c. My relation only ()
- d. Both parents ()

s/no	Items					
		SA	A	NS	D	SD
1	Pay my school fees regularly					
2	Pay my school fees late					
3	Respond to my problems in school promptly					
4	supply me with enough study materials					
5	provided adequate school uniforms to me					
6	Show a lot of interest and concern about my academic work					
7	Respond to my success with commendations					
8	Visit and attend functions taking place in our school very often					
9	Supervise my academic work					
10	React harshly to my failure					
11	Show understanding to my failure					
12	Replace my materials only after long time					
13	Want me to continue with my study					
14	Help me performed well in school					
15	Did not bother about my education and I performed poorly					
16	Did not bother about my breakfast and I cannot comprehend well in school					
17	Help me, so am always punctual in school					
18	Do not attend PTA meetings in our school					
19	Check my exercise books and my progress at home					
20	Help me with pocket money to go to school					

Adapted by Schultz (2013)

EMOTIONAL ADJUSTMENT INVENTORY (EAI)- Revised (1994)

Please indicate by ticking [√] the item that best describe you where: SA=Strongly Agree, A=Agree, NS=Not Sure, D=Disagree SD=Strongly Disagree

s/no	Items					
		SA	A	NS	D	SD
1	I feel there has been a lack of real and affection and love at home					
2	I have difficulty in getting to sleep even when there are no noises					
3	I easily moved to tears					
4	I have trouble with shyness					
5	I have been frequently depressed because of low marks in school					
6	I get discouraged easily					
7	I get angry easily					
8	I often feel miserable					
9	I have trouble with feelings of inferiority					
10	I consider myself rather a nervous person					
11	I easily feel hurt					
12	I get disturbed greatly with criticism					
13	I felt my friends have happier homes					
14	I worry too long over humiliating experience					
15	I lost weight recently					
16	I feel things often go wrong from no fault of my own					
17	I envy others happiness sometimes					
18	I feel am not given a chance to say my worries					
19	I feel unwanted from my family					

Adapted by Thoulacius O. (2015)

APPENDIX B

Determining the size of a random sample

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1,000	278	75000	382
210	136	1100	285	100000	384

Source: Krecjic and Morgan, 1970. In: Cohen, L. Manion, A.L. And Marrison, K. (2000). Research methods in Education (5th Edition) London: Routledge Falmer. Chapter 4 page 9

Appendix C

Result of the Cronbach Alpha Reliability test for Emotional Adjustment Scale Case Processing Summary

Cases	Valid	40	100.0
	Excluded	0	.0
	Total		
		40	100

Reliability Statistics

Cronbach's Alpha	Cronach's Alpha Based On Standardized Items	N of Items
816	834	20

Items Statistics

	Mean	Std. Deviation	N
Question 1	3.6600	1.61495	40
Question 2	3.5333	1.55605	40
Question 3	2.4000	.56997	40
Question 4	3.1333	1.06620	40
Question 5	3.4400	1.32146	40
Question 6	2.9333	.08066	40
Question 7	2.1000	.80301	40
Question 8	3.4667	1.27135	40
Question 9	3.0667	1.01483	40
Question 10	2.4333	.77385	40
Question 11	2.2000	.84690	40
Question 12	2.8667	.33608	40
Question 13	2.6667	.72444	40
Question 14	2.3000	.78755	40
Question 15	3.6667	.71116	40
Question 16	3.2333	.89763	40
Question 17	3.1333	.68145	40
Question 18	3.6667	.54667	40
Question 19	3.2667	.9443	40
Question 20	2.4333	.60630	40

Summary Item Statistic

Item Means	1.902	.600	3.660	1.250	1.836	.065	20
Inter-Item Correlation	.216	.517	.931	1.435	1.453	.056	20

**APPENDIX D
RESULT OUTPUT**

Frequency Table

Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	128	47.1	47.1	47.1
	Female	144	52.9	52.9	100.0
	Total	272	100.0	100.0	

Name of school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	272	100.0	100.0	100.0

Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Class 2	272	100.0	100.0	100.0

Resident address

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	96	35.3	35.3	35.3
	1	176	64.7	64.7	100.0
	Total	272	100.0	100.0	

Are your parents alive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	265	97.4	97.4	97.4
	No	7	2.6	2.6	100.0
	Total	272	100.0	100.0	

If yes, do you live with both of them

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no response	24	8.8	8.8	8.8
	Yes	177	65.1	65.1	73.9
	No	71	26.1	26.1	100.0
	Total	272	100.0	100.0	

Who do you live with

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no response	15	5.5	5.5	5.5
	I live with father alone	99	36.4	36.4	41.9
	I live with mother alone	73	26.8	26.8	68.8
	I live with father and step mother	41	15.1	15.1	83.8
	I live with mother and step father	44	16.2	16.2	100.0
	Total	272	100.0	100.0	

Why are your parents not living together

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no response	63	23.2	23.2	23.2
	because father and mother are separated	76	27.9	27.9	51.1
	because father and mother are divorced	83	30.5	30.5	81.6
	because father or mother is working in another town	13	4.8	4.8	86.4
	because father or mother is attending a course	37	13.6	13.6	100.0
	Total	272	100.0	100.0	

Who pays your school fees

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	father alone	232	85.3	85.3
	Mother alone	37	13.6	98.9
	other relations	3	1.1	100.0
	Total	272	100.0	

With whom do you spend your holiday

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no response	3	1.1	1.1
	with father only	80	29.4	30.5
	with mother only	110	40.4	71.0
	spend some with father, and half with mother	67	24.6	95.6
	with relations	12	4.4	100.0
	Total	272	100.0	

If you live with a relation, who visit you more often

	Frequency	Percent	Valid Percent	Cumulative Percent
no response	42	15.4	15.4	15.4
My father only	49	18.0	18.0	33.5
My mother only	52	19.1	19.1	52.6
both of them	117	43.0	43.0	95.6
None of them	12	4.4	4.4	100.0
Total	272	100.0	100.0	

Who pays your school fees

	Frequency	Percent	Valid Percent	Cumulative Percent
no response	82	30.1	30.1	30.1
FATHER only	104	38.2	38.2	68.4
Mother only	31	11.4	11.4	79.8
My relation only	9	3.3	3.3	83.1
Both parents	46	16.9	16.9	100.0
Total	272	100.0	100.0	

CORRELATIONS

FREQUENCIES VARIABLES=s1 s2 s3 s4 s5 s6 s7 s8 s9 s10
 /STATISTICS=MEAN
 /ORDER=ANALYSIS.

Separation 1

Frequencies

		Statistics									
		1	2	3	4	5	6	7	8	9	V10
N	Valid	272	272	272	272	272	272	272	272	272	272
	Missing	0	0	0	0	0	0	0	0	0	0
	Mean	4.10	2.65	3.56	3.48	4.12	3.45	2.94	3.04	3.36	3.01

4.10 2.65 3.56 3.48 4.102 3.45 2.94 3.04 3.36 3.01

Frequency Table

		Pay my school fees regularly			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	18	6.6	6.6	6.6
	D	27	9.9	9.9	16.5
	UD	3	1.1	1.1	17.6
	A	85	31.3	31.3	48.9
	SA	139	51.1	51.1	100.0
	Total	272	100.0	100.0	

Pay my school fees late

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	116	42.6	42.6
	D	31	11.4	54.0
	UD	9	3.3	57.4
	A	65	23.9	81.3
	SA	51	18.8	100.0
	Total	272	100.0	100.0

Respond to my problems in school promptly

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	57	21.0	21.0
	D	12	4.4	25.4
	UD	11	4.0	29.4
	A	107	39.3	68.8
	SA	85	31.3	100.0
	Total	272	100.0	100.0

supply me with enough study materials

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	72	26.5	26.5
	D	6	2.2	28.7
	UD	10	3.7	32.4
	A	87	32.0	64.3
	SA	97	35.7	100.0
	Total	272	100.0	100.0

provided adequate school uniforms to me

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	1.1	1.1
	D	4	1.5	2.6
	UD	21	7.7	10.3
	A	173	63.6	73.9
	SA	71	26.1	100.0
	Total	272	100.0	100.0

Show a lot of interest and concern about my academic work

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	32	11.8	11.8
	D	39	14.3	26.1
	UD	45	16.5	42.6
	A	86	31.6	74.3
	SA	70	25.7	100.0
	Total	272	100.0	100.0

Respond to my success with commendations

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	108	39.7	39.7
	D	6	2.2	41.9
	UD	19	7.0	48.9
	A	72	26.5	75.4
	SA	67	24.6	100.0
	Total	272	100.0	100.0

Visit and attend functions taking place in our school very often

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	66	24.3	24.3
	D	37	13.6	37.9
	UD	45	16.5	54.4
	A	68	25.0	79.4
	SA	56	20.6	100.0
	Total	272	100.0	100.0

Supervise my academic work

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	59	21.7	21.7
	D	15	5.5	27.2
	UD	20	7.4	34.6
	A	126	46.3	80.9
	SA	52	19.1	100.0
	Total	272	100.0	100.0

React harshly to my failure

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	87	32.0	32.0
	D	23	8.5	40.4
	UD	28	10.3	50.7
	A	69	25.4	76.1
	SA	65	23.9	100.0
	Total	272	100.0	100.0

FREQUENCIES VARIABLES=s11 s12 s13 s14 s15 s16 s17 s18 s19 s20
/STATISTICS=MEAN
/ORDER=ANALYSIS.

**Separation 2
Frequencies**

Statistics

	V11	V12	V13	V14	V15	V16	V17	V18	V19	V20
N	272	272	272	272	272	272	272	272	272	272
Mean	3.32	2.83	3.78	3.36	3.21	3.21	3.27	2.83	3.13	3.69

3.32 2.83 3.78 3.36 3.21 3.21 3.27 2.83 3.13 3.59

Frequency Table

Show understanding to my failure

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SD	69	25.4	25.4	25.4
D	13	4.8	4.8	30.1
UD	43	15.8	15.8	46.0
A	56	20.6	20.6	66.5
SA	91	33.5	33.5	100.0
Total	272	100.0	100.0	

Replace my materials only after long time

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SD	104	38.2	38.2	38.2
D	7	2.6	2.6	40.8
UD	43	15.8	15.8	56.6
A	66	24.3	24.3	80.9
SA	52	19.1	19.1	100.0
Total	272	100.0	100.0	

Want me to continue with my study

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SD	24	8.8	8.8	8.8
D	3	1.1	1.1	9.9
UD	55	20.2	20.2	30.1
A	116	42.6	42.6	72.8
SA	74	27.2	27.2	100.0
Total	272	100.0	100.0	

Help me performed well in school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SD	64	23.5	23.5	23.5
D	8	2.9	2.9	26.5
UD	25	9.2	9.2	35.7
A	116	42.6	42.6	78.3
SA	59	21.7	21.7	100.0
Total	272	100.0	100.0	

Did not bother about my education and I performed poorly

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SD	50	18.4	18.4	18.4
D	44	16.2	16.2	34.6
UD	26	9.6	9.6	44.1
A	103	37.9	37.9	82.0
SA	49	18.0	18.0	100.0
Total	272	100.0	100.0	

Did not bother about my breakfast and I cannot comprehend well in school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SD	30	11.0	11.0	11.0
D	53	19.5	19.5	30.5
UD	45	16.5	16.5	47.1
A	117	43.0	43.0	90.1
SA	27	9.9	9.9	100.0
Total	272	100.0	100.0	

Help me, so am always puntual in school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	72	26.5	26.5
	D	10	3.7	30.1
	UD	19	7.0	37.1
	A	115	42.3	79.4
	SA	56	20.6	100.0
	Total	272	100.0	100.0

Do not attend PTA meetings in our school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	83	30.5	30.5
	D	31	11.4	41.9
	UD	37	13.6	55.5
	A	90	33.1	88.6
	SA	31	11.4	100.0
	Total	272	100.0	100.0

Check my exercise books and my progress at home

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	83	30.5	30.5
	D	6	2.2	32.7
	UD	37	13.6	46.3
	A	84	30.9	77.2
	SA	62	22.8	100.0
	Total	272	100.0	100.0

Help me with pocket money to go to school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	45	16.5	16.5
	D	3	1.1	17.6
	UD	27	9.9	27.6
	A	114	41.9	69.5
	SA	83	30.5	100.0
	Total	272	100.0	100.0

FREQUENCIES VARIABLES=E1 E2 E3 E4 E5 E6 E7 E8 E9 E10
 /STATISTICS=MEAN
 /ORDER=ANALYSIS.

Emorion
Frequencies

		Statistics									
		1	2	3	4	5	6	7	8	9	10
N	Valid	272	272	272	272	272	272	272	272	272	272
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		3.79	3.24	3.79	3.36	3.23	3.60	3.63	3.53	3.04	

Frequency Table

I feel there has been a lack of real and affection and love at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	25	9.2	9.2	9.2
	D	17	6.3	6.3	15.4
	NS	24	8.8	8.8	24.3
	A	129	47.4	47.4	71.7
	SA	77	28.3	28.3	100.0
	Total	272	100.0	100.0	

I have difficulty in getting to sleep even when there are no noises

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	18	6.6	6.6	6.6
	D	93	34.2	34.2	40.8
	NS	13	4.8	4.8	45.6
	A	103	37.9	37.9	83.5
	SA	45	16.5	16.5	100.0
	Total	272	100.0	100.0	

I easily moved to tears

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	11	4.0	4.0
	D	13	4.8	8.8
	NS	40	14.7	23.5
	A	166	61.0	84.6
	SA	42	15.4	100.0
	Total	272	100.0	100.0

I have trouble with shyness

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	25	9.2	9.2
	D	62	22.8	32.0
	NS	38	14.0	46.0
	A	83	30.5	76.5
	SA	64	23.5	100.0
	Total	272	100.0	100.0

I have been frequently depressed because of low marks in school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	26	9.6	9.6
	D	81	29.8	39.3
	NS	23	8.5	47.8
	A	88	32.4	80.1
	SA	54	19.9	100.0
	Total	272	100.0	100.0

I get discouraged easily

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	22	8.1	8.1
	D	31	11.4	19.5
	NS	43	15.8	35.3
	A	113	41.5	76.8
	SA	63	23.2	100.0
	Total	272	100.0	100.0

I get angry easily

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	22	8.1	8.1	8.1
	D	34	12.5	12.5	20.6
	NS	27	9.9	9.9	30.5
	A	128	47.1	47.1	77.6
	SA	61	22.4	22.4	100.0
	Total	272	100.0	100.0	

I often feel miserable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	27	9.9	9.9	9.9
	D	11	4.0	4.0	14.0
	NS	47	17.3	17.3	31.3
	A	154	56.6	56.6	87.9
	SA	33	12.1	12.1	100.0
	Total	272	100.0	100.0	

I have trouble with feelings of inferiority

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	22	8.1	8.1	8.1
	D	24	8.8	8.8	16.9
	NS	49	18.0	18.0	34.9
	A	141	51.8	51.8	86.8
	SA	36	13.2	13.2	100.0
	Total	272	100.0	100.0	

I consider myself rather a nervous person

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	73	26.8	26.8	26.8
	D	22	8.1	8.1	34.9
	NS	62	22.8	22.8	57.7
	A	51	18.8	18.8	76.5
	SA	64	23.5	23.5	100.0
	Total	272	100.0	100.0	

REQUENCIES VARIABLES=E11 E12 E13 E14 E15 E16 E17 E18 E19
 /STATISTICS=MEAN
 /ORDER=ANALYSIS.

**Emotional 2
 Frequencies**

Statistics

		11	12	13	14	15	16	17	18	19
N	Valid	272	272	272	272	272	272	272	272	272
	Missing	0	0	0	0	0	0	0	0	0
Mean		3.70	2.97	3.80	3.56	3.04	3.56	2.76	3.41	2.80

3.70 2.97 3.80 3.56 3.01 3.56 2.76 2.41 2.80

Frequency Table

I easily feel hurt

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	31	11.4	11.4	11.4
	D	12	4.4	4.4	15.8
	NS	22	8.1	8.1	23.9
	A	150	55.1	55.1	79.0
	SA	57	21.0	21.0	100.0
	Total	272	100.0	100.0	

I get disturbed greatly with criticism

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	75	27.6	27.6	27.6
	D	20	7.4	7.4	34.9
	NS	74	27.2	27.2	62.1
	A	45	16.5	16.5	78.7
	SA	58	21.3	21.3	100.0
	Total	272	100.0	100.0	

I felt my friends have happier homes

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	33	12.1	12.1
	D	3	1.1	13.2
	NS	27	9.9	23.2
	A	132	48.5	71.7
	SA	77	28.3	100.0
	Total	272	100.0	100.0

I worry too long over humiliating experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	24	8.8	8.8
	D	35	12.9	21.7
	NS	39	14.3	36.0
	A	113	41.5	77.6
	SA	61	22.4	100.0
	Total	272	100.0	100.0

I lost weight recently

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	71	26.1	26.1
	D	16	5.9	32.0
	NS	61	22.4	54.4
	A	80	29.4	83.8
	SA	44	16.2	100.0
	Total	272	100.0	100.0

I feel things often go wrong from no fault of my own

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	18	6.6	6.6
	D	18	6.6	13.2
	NS	79	29.0	42.3
	A	109	40.1	82.4
	SA	48	17.6	100.0
	Total	272	100.0	100.0

I envy others happiness sometimes

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	99	36.4	36.4
	D	23	8.5	44.9
	NS	34	12.5	57.4
	A	76	27.9	85.3
	SA	40	14.7	100.0
	Total	272	100.0	100.0

I feel am not given a chance to say my worries

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	39	14.3	14.3
	D	26	9.6	23.9
	NS	29	10.7	34.6
	A	141	51.8	86.4
	SA	37	13.6	100.0
	Total	272	100.0	100.0

I feel unwanted from my family

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	116	42.6	42.6
	D	9	3.3	46.0
	NS	13	4.8	50.7
	A	82	30.1	80.9
	SA	52	19.1	100.0
	Total	272	100.0	100.0

Hypo 1
Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Parental_Separation	66.3493	14.37605	272
Emotional_Adjustment	64.3750	12.35391	272

Correlations

		Parental_Separation	Emotional_Adjustment
Parental_Separation	Pearson Correlation	1	-.739**
	Sig. (2-tailed)		.002
	N	272	272
Emotional_Adjustment	Pearson Correlation	-.739**	1
	Sig. (2-tailed)	.002	
	N	272	272

** . Correlation is significant at the 0.05 level (2-tailed).

COMPUTE Single_parenting=s1+s2+s3+s4+s5+s6+s7+s8+s9+s10.

EXECUTE.

COMPUTE Parental_Divorce=s11+s12+s13+s14+s15+s16+s17+s18+s19+s20.

EXECUTE.

CORRELATIONS

/VARIABLES=Emotional_AdjustmentSingle_parenting

/PRINT=TWOTAIL NOSIG

/STATISTICS DESCRIPTIVES

/MISSING=PAIRWISE.

**Hypo 2
Correlations**

Descriptive Statistics

	Mean	Std. Deviation	N
Emotional_Adjustment	64.3750	12.35391	272
Single_parenting	33.7059	8.97320	272

Correlations

		Emotional_Adj ustment	Single_parenti ng
Emotional_Adjustment	Pearson Correlation	1	.633**
	Sig. (2-tailed)		.004
	N	272	272
Single_parenting	Pearson Correlation	.633**	1
	Sig. (2-tailed)	.004	
	N	272	272

** . Correlation is significant at the 0.01 level (2-tailed).

CORRELATIONS

```

/VARIABLES=Emotional_AdjustmentParental_Divorce
/PRINT=TWOTAIL NOSIG
/STATISTICS DESCRIPTIVES
/MISSING=PAIRWISE.

```


Hypo 3
Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Emotional_Adjustment	64.3750	12.35391	272
Parental_Divorce	32.6434	6.96496	272

Correlations

		Emotional_Adjustment	Parental_Divorce
Emotional_Adjustment	Pearson Correlation	1	.855**
	Sig. (2-tailed)		.001
	N	272	272
Parental_Divorce	Pearson Correlation	.855**	1
	Sig. (2-tailed)	.001	
	N	272	272

** . Correlation is significant at the 0.01 level (2-tailed).