

**INFLUENCE OF BROKEN HOME ON ACADEMIC
PERFORMANCE AMONG PRIMARY SCHOOL PUPILS IN
PAIKORO, NIGER STATE, NIGERIA**

BY

Abbas Paiko YAKUBU

NCE (Bus. Edu. C.O.E Minna, 2004), B.SC Ed (Counselling Psychology

IBBUL, 2010)

P13EDPC8073

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND
COUNSELLING,**

FACULTY OF EDUCATION,

AHMADU BELLO UNIVERSITY,

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MAY, 2017

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

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND
COUNSELLING,**

FACULTY OF EDUCATION,

AHMADU BELLO UNIVERSITY,

ZARIA

MAY, 2017

DECLARATION

I hereby declare that the work in this Dissertation entitled “**Influence of Broken Home on Academic Performance among Primary School Pupils in Paikoro Local Government Area of Niger State, Nigeria**” has been carried out by me in the Department of Educational Psychology and Counselling. The information derived from the literature has been duly 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

Abbas Paiko YAKUBU
Name of Student

Signature

Date

CERTIFICATION

This dissertation entitled “Influence of Broken Home on Academic Performance among Primary School Pupils in Paikoro Local Government Area of Niger State, Nigeria” by Abbas Paiko YAKUBU (P13EDCP8073) meets the regulations governing the award of the master degree of the Department of Educational Psychology and Counselling, Faculty of Education, Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my late father, Alh. Yakubu ETSU-DOBWA who waited too long but could not see this work completed in his live time. He was a constant source of aspirations, belief and love. Rest in the Aljannah Firdausi. To my mother, Hajiya Fatimah, and all the people who will have the chance of using this work for the advancement of knowledge and development of humanity.

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OPERATIONAL DEFINITION OF TERMS

For the purpose of clarity, the following terms are operationally defined:

Academic performance: the pupils' academic scores obtained in English Language and Mathematics tests.

Broken home: refers to a home that is characterized with a single parent as a result of: Death, Separation or Divorce

Parental Death: refers to parents of the children that are not alive

Parental Separation: refers to parents of the children that are living apart whether as a result of nature of their job or others reasons

Divorce: refers to end of legal union between husband and wife

ABSTRACT

This research work investigated the influence of broken home on academic performance among primary school pupils in Paikoro Local Government Area of Niger State. The study employed descriptive survey design. A total of 300 primary six pupils from broken home took part in the study; out of which sixty-nine (23%) pupils whose parents are dead, one hundred and eleven (37%) pupils from separated parents and one hundred twenty (40%) pupils from divorced parents. Academic Performance Test score on English Language and Mathematics (APTELM) was used for data collection. Three research questions were answered with mean and standard deviation and three hypotheses were tested using t-test statistics at 0.05 level of significance. Results of the analysis indicated that parental death had no significant differential influence on the academic performance of primary school Boys and Girls. Similarly, result also showed no significant differential influence of parental separation and divorce on academic performance of primary school pupils in the study area. Finally result of analysis also revealed a significant differential influence of parental care on academic performance of primary school pupils brought up by either the fathers or the mothers. Based on these findings, it was recommended that Counsellors, School Psychologists, Teachers and school authorities should pay attention to set of pupils that lost their parents through proper counselling and other supportive services, in order to make them focused on their academic activities. Pupils from separated and divorce parents should be encouraged and given all support to enhance their academic performance irrespective of gender through counseling interventions.

TABLE OF CONTENTS

Title Page	i
Declaration	ii
Certification	iii
Dedication	iv
Acknowledgements	v
Operational Definition of Terms	vii
Abstract	viii
Table of Contents	ix
List of Tables	xii
CHAPTER ONE: INTRODUCTION	
1.1 Background to the Study	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	5
1.4 Research Questions	5
1.5 Hypotheses	6
1.6 Basic Assumptions	6
1.7 Significance of the Study	6
1.8 Scope and Delimitation	8
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
2.1 Introduction	
2.2 Broken Home	9
2.2.1 Concept of Broken Home	9
2.2.2 Causes of Broken Home	11
2.2.3 Ways of Minimizing Broken Homes	15
2.3 Concept of Academic Performance	16
2.3.1 Measurement of Academic Performance	20
2.4 Theoretical Framework	26
2.4.1 Abraham Maslow Hierarchy of Needs	26
2.4.2 Aguilera Psychological Model (2008)	28
2.4.3 Social Learning Theory by Albert Bandura	29

2.4.4 Learned Helplessness Theory by Martin Seligman (1970)	31
2.5 Review of Empirical Studies	33
2.6 Summary	39

CHAPTER THREE: METHODOLOGY

3.1 Introduction	40
3.2 Research Design	40
3.3 Population	40
3.4 Sample and Sampling Techniques	41
3.5 Instrumentation	42
3.5.2 Validity of the Instrument	43
3.5.3 Pilot Testing	43
3.5.4 Reliability of the Instrument	43
3.6 Procedure for Data Collection	44
3.7 Procedure for Data Analysis	44

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1 Introduction	45
4.2 Demographic Variable of the Respondents	45
4.3 Answer to Research Questions	46
4.4 Testing of Research Hypotheses	49
4.5 Summary of Major Findings	51
4.6 Discussion of Findings	52

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction	63
5.2 Summary	63
5.3 Conclusion	65
5.4 Recommendations	65
5.5 Suggestions for Further Studies	66
5.5 Contributions to Knowledge	66
References	67
Appendices	74

LIST OF TABLES

Table 3.1 Distribution of Pupils from Broken Homes across Primary School In Paikoro Local Government Area	41
Table 3.2 Distribution of Sample of Pupils from Broken Homes across Primary School in Paikoro Local Government Area	42
Table 4.2.1 Gender distribution of Respondents	45
Table 4.2.2 Distribution of Respondents from Broken Homes	46
Table 4.2.3 Distribution of Respondents based on type of Care giver	46
Table 4.3.1 Means and standard deviation of parental death on academic performance of Boys and Girls primary school pupils	47
Table 4.3.2 Mean and standard deviation of academic performance of primary pupils whose parents are separated and divorce	48
Table 4.3.3 Mean and standard deviation of academic performance of parental care of pupils brought up by father or mother	48
Table 4.4.1 t-Test on differential influence of Parental Death on Academic Performance of Primary school Boys and Girls	49
Table 4.4.2 t-Test on differential influence of parental Separation and Divorced on academic performance of primary school Pupils whose	50
Table 4.4.3: t-test on differential influence of parental care on academic performance Pupils brought up by Fathers and Mothers	51

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Family is the child's first place of social organization. The children as a result acquire initial education and socialization from the parents and other significant persons in the family. Family lays the psychological, moral and spiritual foundation in the overall development of the child. Where and when there is harmony within the family, it translates to a happy home for the child. In happy homes, healthy and peaceful coexistence prevail amongst family members, which in turn breed healthy and happy children. Very often, chances are that some homes are broken that is the members are not living/staying together either as a result of death, separation, divorce or the like. A broken home in this context, refers to a home that is characterized with single parent, as result of divorce, separation, death of one of the parents.

Hammond as cited by Alhassan, (2008) discovered that pupils of broken homes exhibit much negative measures such as distractibility, acting out, with time received from others, these go a long way to influence their academic performance in the schools. Kenkel as cited by Alhassan, (2008) indicated that a child in the incomplete family is socially and psychologically deprived of a father-figure either to emulate directly or to look for a model of the opposite sex. "In terms of other long-term consequences for children, parental disruption has been shown to be associated with lower socio-economic and academic attainment". Wiseman, as cited by Abbas (2010), It can be deduced/inferred that broken homes may affect the development of the children in all aspects of their life. Thus, children of broken homes may be emotionally imbalance and psychologically depressed.

A broken home can also be viewed as to be separated from mother or father, and is like to lose part of the body (Landuccias cited by Igbinosa, 2014). Life in a broken home can be stressful for both the child and the parent, and such families are faced with challenges of inadequate financial resource. Schutts (2006) noted that if children from broken homes are to be compared with those from intact homes, it would be seen that the former have more social, academic and emotional problems. Rochlkepart (2003) is of the opinion that the family and its structure play a great role in children's academic performance. Ayodele (2007) stated that the environment where a child finds himself goes a long way in determining his learning ability and ultimately his academic performance in school.

Broken homes may bring about stress, tension, lack of motivation and frustration obviously these manifestations may act negatively on a Pupil academic performance. Johnson as cited in (Igbinosa, 2014) indicated that children of unmarried parents or separated families often fail and are at risk emotionally. However, this may not be completely applicable in all cases of broken homes. Some children irrespective of home background or structure may work hard and become successful in life. Poor academic performance has over the years become rampant, more pronounced and a peculiar feature in the institutions of learning. This has generated a lot of concern among parents, teachers, counselors, educational administrator, as well as in government circle. Broken homes, while being a problem of couples are largely a problem of the nation as a whole. Therefore, the influence of broken homes on pupil academic performance is the major concern of this study and the need to know the influence of broken homes on pupil academic performance in the study area. The researcher wants to ascertain the influence

of broken home on the academic performance of primary school pupils in Paikoro local government area, Niger State.

1.2 Statement of the Problem

The history of broken homes in Paikoro Local Government Area dates back to the traditional days when there were no legally constituted courts to settle the disputes among couples. Thus differences were taken to the council of elders in the extended family system. The woman stressed her grievance and the husband is called upon by the eldest person in the family or village head for amicable settlement. In a situation where the unwanted behavior continued then the woman could report grievances to her parents. The parents of the woman or herself, has the sole responsibility to seek for divorce or separation. During these olden days, broken homes were not pronounced and where there were few of such cases it was considered as taboo; as such the rates of broken homes was minimal in the study area. But in present modern age, particularly in Nigeria, where women are expected to shoulder effectively domestic responsibilities, but due engagement in place of work, which prevent them from discharging their responsibilities, in most case tend to create conflict that may lead to broken homes.

It is worthy to note that majority of the families in Paikoro Local Government Area predominantly operate polygamous family system. This has a lot of implications to the stability of the marriage of many couples in the study area. For instance, a man who is not economically viable to maintain one wife but yet gets married to two or more wives through parental and peer group influence may definitely not be able to cater for the family.

However, there is a global awareness on the importance of home environment and parental care on pupils' academic performance. The family being the most important

social unit that provides security, socio-economic and psychological services to its members (children inclusive) is prone to threat due to rising cases of broken homes such as divorce, separation, or death of a parent. Hence, schools are likely to have more pupils whose parents have been divorced, dead or separated now more than ever before. The rate of broken homes as a result of collapse marriage is becoming alarming, thus increasing number of children from broken homes day in, day out. The home is meant to be a place filled with joy, happiness with lots of guaranteed security and comfort but it is rather pitiful that average home today neglects its primary functions thereby causing a lots of psychological challenge in the mind of the school pupils.

The emotional and social stress of broken homes may cause hardship, such as inability to resume classes as at when due, inability to purchase necessary learning materials, nonpayment of dues and levies, lack guidance and counselling, monitoring and supervision, insecurity, lack of freedom from oppression, denial of early education. The presence of a broken home condition may adversely affect pupil`s concentration on their studies and regular attendance in school, it may also lead to exams failures and also impede academic performance as the pupil is unable to take advantage of learning opportunities at school and at home, for these pupils to be in school with various psychological home conditions will no doubt be in disequilibrium state of mind. It is against this background, the researcher examined influence of broken homes on academic performances of the pupils (male and female) in public primary schools in paikoro local government area of Niger State.

1.3 Objectives of the Study

The study sets out to achieve the following objectives,

1. To ascertain the differential influence of parental death on academic performance of primary school Boys and Girls in Paikoro Local Government Area.
2. To find out the differential influence of parental separation and parental divorce on academic performance of primary school pupils in Paikoro Local Government Area.
3. To investigate the differential influence of parental care on academic performance of primary school pupils brought up by either the mother or father in Paikoro Local Government Area.

1.4 Research Questions

For the purpose of this study, the following research questions guided the study.

1. What is the differential influence of parental death on academic performance of primary school Boys and Girls in Paikoro Local Government Area?
2. What is the differential influence of parental separation and parental divorce on academic performance of primary school pupils in Paikoro Local Government Area?
3. What is the differential influence of parental care on academic performance of Primary school pupils brought up by either the mother or father in Paikoro Local Government Area?

1.5 Hypotheses

For the purpose of this research work, the following hypotheses were tested;

- HO₁ There is no significant differential influence of parental death on academic performance of primary school Boys and Girls in Paikoro Local Government Area.
- HO₂ There is no significant differential influence of parental separation and divorce on academic performance of primary school pupils in Paikoro Local Government Area.
- HO₃ There is no significant differential influence of parental care on academic performance of primary school pupils brought up by either the mother or the father in Paikoro Local Government Area.

1.6 Basic Assumptions

This study has the following basic assumptions:

1. That parental death may have differential influence on academic performance of primary schools Boys and Girls in Paikoro Local Government Area.
2. That parental separation and parental divorce may have differential influence on academic performance of primary school pupils in Paikoro Local Government Area.
3. That parental care either by the mother or the father may have differential influence on academic performance of primary schools pupils in Paikoro Local Government Area.

1.7 Significance of the Study

The essence of this research work could be seen from its scope. The study had attempted to provide empirical research findings on the influence of broken home on

pupil academic performance. The findings of this study may led to a possible reduction in this social ill (broken home) act in the society. The result of the study will complement government effort in reducing rate of broken home among families. Counsellors, Teachers, educational administrators, policy makers, curriculum developers and other stakeholders will find this work indispensable. The study had also contributed to the body of knowledge on the influence of the home environment on academic performance. In addition, it would serve as a measure to the problem of poor academic performance amongst primary school pupils in the country. It will also attract future researchers in a similar field in order to give a better understanding of the problem at hand. The findings of this study will uplift the quality of education in the following ways.

Curriculum planning; Curriculum Planners will find it handy and would benefit them by knowing that the general and rigid curriculum that is one – size – fits- all would no longer meet the needs of every learners. The study has provided valid information to curriculum planners on learners from broken homes and it will be employed in simplify existing curriculum.

Counsellors; the study has provided the school guidance counsellors with vital information that will help them to guide their clients from broken homes, as well as educational administrators and regulators. It will also serve as a reference material for further studies in the field. The findings of this study serve as useful information that will be used for theory formation in marital counseling.

Students; The study provide students with needed information on home background and academic performance, and this will go a long way to facilitate his/her preparation to excel in academic pursuit and life in general (economically, physically/spiritually, socially, as well as morally).

Religious Institutions; the study also provide religious leaders with needed information

1.8 Scope and Delimitation

The scope of this study covered class six pupils from selected public primary schools in Paikoro local government area of Niger state Nigeria, this enables the researcher to make certain generalization concerning the home and the school on one hand and the home and academic performance on the other hand. The study is delimited to Pupils from broken home in class five down to class one in public primary school and private primary school in Paikoro Local Government Area of Niger State.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents a review of related literature on the influence of broken homes on pupil academic performance under the following sub-headings: concept of broken home, causes of broken homes, concept of academic performance and empirical studies.

2.2 Broken Home

2.2.1 Concept of Broken Home

The concept of broken home is defined by Hurlock (as cited by Frank, 2012), as a home where one of the parents is dead, separated, divorce or a vocation that necessitate long absence of one or both parents. Broken homes are defined as one in which one of the partners loses his/her spouse by death separation, divorce, desertion or single parenting (Conkline, 2006). Deborah as cited by Ogbeide, Odiase&Omofuma, (2002), See broken homes as a situation where two spouses separate leaving the children to the hazard of the society. Momoh (2011) Sees broken home as a home torn apart by separation of parents. Aremu (2011), described broken home as the integral part of the setting that is father and mother, the integral part is not available either by dead, separation or divorce.

Broken home occur when husband and wife separate from each other through either natural causes (death) or by human cause (divorce), leaving the care responsibility of the children to one parent. Broken home 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. According to Oxford Advanced Learner`s Dictionary (2010) defined Broken Home as a family in which parents are divorced or separated. This is to ensure that issues

that created the temporal separation are settled. But if the broken home is permanent, it means there is no hope of coming together. Broken home has to do with either one of the partners quitting 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). Death is natural cause of why homes tear apart. It is unpredicted phenomenon that has gone beyond any body`s control. It can occur as a result of war, illness, accident, and through natural disaster such as flooding, earthquake, and plane crash or bomb blast.

According to Hurlock (as cited by Frank, 2012), "The home is the place the child comes back to with his experiences. It is the place where he retreats to lick his wounds, the stage to which he returns to parade the glory of his performance the refuge he finds in which to brood over his ill-treatment, real or fancied. The home in other words is the place to which one brings the everyday run of social experience to sift, to evaluate, to appraise, to understand or to be twisted, to foster, to be magnified or ignored as the case may be". There is always cordial existence in the home when both husband and wife play their parental roles satisfactory but turns emotional when one parent neglects his or her parental role. When both husband and wife are disenchanted with the parents' role, the financial relationship would be intensified resulting in a further deterioration in family relationship. A study conducted by Craig, Donald and Suzanne (1997) indicates that divorce is a product of broken homes, therefore children in single – parents families are more likely to drop out of school than in two parents' families. In actual fact, causes of broken homes are varied and numerous as revealed by contemporary empirical research and also from others observation. Some of the possible causes include; Socio-

economic status, early marriage, pre-marital pregnancy, lack of communication, incompatibility, adultery, external influence, differences in value especially Nigeria.

According to Nabaitu and Bachengan (as cited by Abbas, 2010 p-45), the divesting consequences of broken home include:

- (1) Changes in the life style and tradition of the family
- (2) Changes in the economic and financial status of the family
- (3) The child is psychologically, social and educational development is affected adversely.
- (4) The couples face so many challenges varying from insecurity; depression; emotional and psychological trauma among other (Imoge, 2002)
- (5) It promotes single parenthood
- (6) It can lead a divorced woman into prostitution and a divorced man into sexual promiscuity.
- (7) It has negative impact on the children of the separated couple. This is because the children may not receive adequate and collective attention from their parent.
- (8) It breeds miscreant such as prostitute, drug addicts and armed robbers.
- (9) HIV/AIDS is more prevalence among divorced or separated persons than the marriages ones.

2.2.2 Causes of Broken Home

There are several reasons to broken homes, Sondashi (as cited by Frank, 2012) asserted that the followings are most general reasons for broken home in African and Nigeria particular, these are:

- (i) Selfishness – Uninhibited pursuit of selfish gratification is a serious cause of broken. People who are impatient and seek quick results and instant gratification give little or no thought to the consequence of broken home.
- (ii) Adultery – Marital unfaithfulness is a universal cause of broken home. It brings with it the possibility of being exposed to a number of sexually transmitted diseases, it also create lack of trust among spouse.
- (iii) Wife or husband battering – Physical and verbal abuse are two types of pain that can be inflicted on one spouse by the other. Men are often known with the manner of beating their wives, although there are some women who also beat their husband. Such action may terminate marriage.
- (iv) Wrong choice of partners – Most people gets married to the wrong person simply because they are carried away by their physical looks, material wealth and not minding their character. This is why many marriages turn out to be unhappy.
- (v) Barrenness – Another most shattering problem in marriage is failure to have children. According to Wieland (1980), the supreme purpose of marriage according to Africa people is to bear children, to build a family, to extend life and hand down the living torch of human existence.
- (vi) Parental interference – Some parents involve themselves with their children’s marriage. They sometimes make demands which are excessive and certainly very difficult to meet. Some are domineering and would like to rule their children’s marriage.
- (vii) Social and economic pressure- Female employment are opposed by many men, they will not allow their wife take any employment, when the wife insist marriage collapse. Broken home occurs for so many different cause and reasons

in Africa and particularly Nigeria, the following are known to be the causes of broken homes, alcohol addition, abandonment, physical abuse, emotion abuse, irreconcilable differences, financial problems, interferences from parents or in-laws, lack of maturity, sexual incompatibility, religions conversion, cultural and life style differences, criminal behaviors and incarceration for crime among others (Frank, 2012 p-51).

According to Olatunde and Abisola (2010), Broken home is believed to exercise some detrimental effect on the emotional status of pupils. The center for marriage and families at the Institute for American Value (2005) notes that marital breakup (broken home) is associated with a higher incidence of antisocial behaviors as the parent appears less able to supervise and monitor their children and these will go a long way to influence on pupils' academic performance.

MBA (as cited by Ibegwam, 2013 p-14) outlined some of the cause of broken home in the traditional marriage system in Nigeria to include the following:

Changing family functions: Many things done by the family such as education and recreation have been taken over by outside agencies.

- (i) **Casual marriage:** This bring about hasty marriage and quick broken homes
- (ii) **Job for women:** Women are no longer dependent on men for their livelihood and they feel freer to leave when difficulties arise in the marriage.
- (iii) **The philosophy of happiness:** The main goals of marriage are personal satisfaction and happiness when these goals are not met the marriage is dissolved new mates are sought.

Therefore, broken home (separation) is a legal agreement by which husband and wife chosen not live together. Broken home is the removal of children from a care giver (s) to

whom they are attached. Separation free parents from the burden of child rearing. Caye (as cited by Ibegwan, 2013). Broken homes have both positive and negative influence. The broken home limits can be established for parental behaviors and the child will get the message that the society will protect him or her even if the parents will not. Broken home is a legal way of dissolving a marriage between two people. This broken home is a family as well as personal crises. Aprons (as cited in Ibewan 2013), describes it as a process that entails psychological risk as well as opportunity for the development of the stakeholders. Broken homes are associated with heart rending emotions, unspeakable sadness, depression anxiety and much more. It leads to the creation of two households rather than one, with consequent increases cost and all parties involves may suffer these effect.

Mismatch between Theory and Practice in Religious Undertakings

Recent statistics have shown a sharp increase in the cases of separation among couples (Broken Home) due to behavioral modification from one or both parties. These behavioral modifications are the deviations from the norms and religious obligations. During marriage contraction Imams or Pastors will make it clear to the couples that marriage should be seen as God confined and every marital activities must be taken to preserve it. It must not be reduced to a mere formality, but the sacredness of marriage must be maintained in accordance with the teaching of doctrine of marriage in two noble religious: Islam and Christianity and any form of modification/ or deviation from marital doctrine as a result of civilization will lead to broken home.

Religious Incompatibility is situation where the husband and wife do not belong to the same religious or a situation where the two are of the same faith, but one is more obedient in the practice of the faith while the other may not be religious. The level of

religiosity affect, decision making, problem solving, daily practices and fulfillment of religious obligation, the incongruity in matrimonial practice by the couples and their religious teachings will give ways to broken home.

2.2.3 Ways of Minimizing Broken Homes

According to Nabaitu and Bachengan (as cited by Abbas, 2010 p-16), the consequences of broken homes especially on the academic performance of a pupil cannot be overemphasized. The following are therefore the ways of reducing the occurrence of broken homes in Nigeria and elsewhere, these are;

- A couple can significantly improve their chances of marital success by devoting as little as 15 minutes a day exclusively to each other. For instance you could wake up a little earlier and spend the extra time in bed cuddling, and reaffirming your love for each other. Take time each day to have meaningful conversation with each other.
- Compliment your spouse regularly both in private and in front of others.
- Love your spouse in the way he/she wants to be loved; we often make mistake of assuming that the things that touch our hearts the most deeply will affect our partner in the same way. If you don't already know, find out what your spouse yearns for, and then deliver it with love.
- Take care of your appearance; Look your best for your spouse. Lose the ratty sweat pants or frayed sweater he/she hates so much you can find other comfortable clothes that aren't a complete turn-off for your partner.
- Remain faithful; Alford-cooper (as in Abbas, 2010) studies 576 couples who had been married for 50 years or more in 1998, she released her findings in the book for keeps: marriages that last a lifetime in her study, she found that 95% of the spouse agreed that fidelity was essential to a successful marriage and 94 percent agreed or

strongly agreed that marriage is a long-term commitment to one person. 90 percent of the couples she surveyed said that they were happily married after 50 plus years.

- Do things together; It is a common factor of Long-term happy marriage that the spouses regularly do things together that they find fun and exciting.
- Spend time apart; You take a pottery course while your spouse plays hockey, you play bridge and your partner collects stamps. You don't have to love everything your partner loves, but you do have allowed him/her the freedom to pursue cherished hobbies.
- Be friends with your partner; Gottman (as cited by Salihu, 2008) a psychologist who claims his research will predict with 91 percent accuracy whether a couple will stay together-says the key to marital happiness and success is friendship. Gottman based his findings on 25 years of marital research which he presented in his book the seven principles for making marriage work.
- The terms of endearment; Top Los Angeles divorce attorney Phillips (as in Salihu, 2008) says flowers, candy, cards and gift are all wonderful tokens of love, but if you really want your romance to last, you must practice some marriage-saving steps. She advises coupled to spell out the basic of their relationship in a yearly contract
- Says "I love you" every day. This is especially important when you are not feeling the sensation of love, at these times; you have to actively generate it. Saying those three little words and performing loving gestures, will warm both you and your spouse's hearts.

2.3 Concept of Academic Performance

Issue of Poor Academic Performance in Nigeria has been of much concern to all and sundry. The problem is that, it has led to the widely acclaimed fallen standard of

education in paikoro and Nigeria at large. Pupils' academic performance is an objective score of attainment after a specified instructional program. Academic performance is the seen as the knowledge attained or skills, shown in the school subject. To indicate such achievement, test scores or marks are assigned by the teachers. It is the school evaluation of the classroom work on the basis of the grades awarded. Academic performance according to Akinboye (2004) is of two types that is positive and negative (poor) performance.

Academic performance as a variable in pupils learning has been a matter of concerned in the present day research. Busari (in as cited Ogunduku, &Adeyemo, 2010) defined Academic performance as the display of knowledge attained or skills developed by pupils in the school subject. It is the level of performance in the subject as exhibited by a pupil. Academic performance is the exhibition of knowledge attains or skills developed by learners in the school subject usually designed by test scores or by marks assigned by teachers which can be low or high. Academic performance means how well one does in school. Poor grades are considered bad academic performance.

According to Cambridge University Report (2003), Academic performance is frequently defined in terms of examination performance. Academic performance refers to what skills the student has learned as is usually measured through assessment like standardized test, performance assessments and portfolio assessment. Santrock(2006). The assessment provide information of the student`s academic performance across time. Academic performance which is measure by the examination result is one of the major goals of the school. Hoyle (1986) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance.

Academic performance really means three things; the ability to study and remember facts, being able to study effectively and see how facts fit together and form larger patterns of knowledge and being able to think for yourself in relation to facts and thirdly, to be able to communicate (Coulson. 2008). According to Pruet (2010) is the level of performance attain via the combination of inputs from pupils motivation and conduct.

Adediwura and Tayo (2007 p-40) asserted that academic performance is generally referred to how well a pupil is accomplishing his or her tasks and studies, but there are quite a number of factors that determine the level and quality of pupils` academic performance. This no doubt supports the view of Nicholas (2004) that the most current information on improving academic performance shows that there are three conditional influences linked to levels of academic performance among school pupils.

These influences according to the information include:

- 1 High quality parenting (the degree to which a young star is provided with an enriched, warm and responsive learning and home environment)
- 2 High quality child-care environments (stimulating activity and nurturing as reflected in high quality parenting)
- 3 High quality first-grade classrooms (with a focus on literacy instruction, evaluative feedback, instructional conversation, and encouraging child responsibilities).

Academic performance Index (2010) revealed that academic performance is how pupils deal with their studies and responsibilities given to them by their teachers. Louis (2012) indicated that academic performance is the ability of students to obtain high

grades and standard test scores in school courses, especially courses that are part of the core academic curriculum.

Lavin (2001) gives a valuable definition of the term academic performance as traditionally used, the term 'academic performance' refers to some method of stating or expressing a student's academic rank. Generally this is a grade for a course in a particular subject area, or an average for all courses expressed on a 0-to-100 or other quantitative scale. Ijaiya (2004) noted that academic standard refers to what students should be able to know and be able to do. It should provide explicit expectations for students at each grade level along with explicit description of the content knowledge and academic skills that are required. Also, Oloyede (2006) noted that academic performance is the actual performance of students in academic subjects and basic knowledge.

Bello (2006) stated that examination is the most viable instrument to measure students' academic performance. Oleyede (2006) opined that the outcome of the examination result will determine who gets promoted to the next class or otherwise. Abdul (2002) defined academic performance as the students' level of attainment in the grade point average of courses offered in his/her year examination. Adefila (2004) had written answers to graded questions or exercise in one of most popular, reliable and convenient methods of assessing student's progress and achievement. He further asserted that questions and exercises reflect the content of lesson and help considerably towards objective assessment of the student's academic output. Oke (2003) stated that the students' academic performance is germane to their performance in academic endeavors. He asserts that students' academic performance is measure of how well they have mastered the learning tasks presented to them, the way they handle controversial issues and pass relevant judgment and the level at which they pass examination.

In the same vein, Oloyede (2006) asserted that students' academic performance is the main focus in the overall educational performance. Academic performance is referred to as educational outcome. It is a yardstick used to determine how far a student has mastered a course of study within a given period of time. Academic performance is a veritable tool that can be used to determine and predict the standard of any educational system in Nigeria in terms of its efficiency and effectiveness. It portrays the quality of education offered in Nigeria.

2.3.1 Measurement of Academic Performance

Determining academic performance serves as a source of motivation for students' learning. Pupils are encouraged to learn more seriously when they know that their learning will be evaluated and when they realize that their efforts and performances are being recognized. Elsevier (2010) asserted that evaluation or determination of academic performance is concerned more fundamentally with deciding on the value or worthwhile of a learning process as well as the effectiveness with which it is been executed. He maintains that usually two basic areas are evaluated. First is the academic performance of the students in relation to the philosophy and objectives of education he/she is receiving. The second is how well the curriculum goals are been realized for the level of education. According to Lehman (2007) evaluation is the systematic process of determining the extent to which instructional objectives are achieved by students. Consequently, examination results and teacher's judgment are used to categorize or classify students. Irreversibly decisions are made regarding the students' worth and his future in the educational system. By this system of categorizing students, some are made to feel that they are deficient, performing low academically, while others feel that they are able,

good and desirable academically. This labeling of individuals may likely have some unfavorable influence on a persons` self-concept.

According to Guga (2011) Evaluation is concern with his process of determined the extent to which instructional objectives have been achieved. This is basically what teachers do when the set tests or give assignments. This is the main job of examination bodies like the WAEC, NECO etc.

Yusuf (2012) described evaluation as the collection and use of information as a basis for rational decision making on the subject topics which need to be improved, modified. It is a quality control exercise to ensure that resources are used maximally. It is true that the process will yield information regarding the worthiness, appropriateness, validity of something for which a reliable measurement or assessment has been made.

However, various assessment or measurement tools and techniques may be used in evaluating or determining teaching-learning process as well as the outcomes associated with it. Yusuf (2012 p-23) has identified the following instruments to be used in evaluating teaching-learning process:

- 1 Test
- 2 Observation
- 3 Project
- 4 Questionnaire
- 5 Interview
- 6 Checklist
- 7 Sociometric Technique or Sociometry

Alabi (2011) asserted that test is an important aspect of the educational process. It is the stage at which the learners` knowledge, skill, ability and competencies are assessed,

and judgment is made about such performance. The outcomes of such judgment are used in diagnosing as well as placement of students.

Kobowu and Alao (2010) defined test as the assessment of a person's performance when confronted with a series of questions, problems, or tasks set for him/her. In order to ascertain the amount of knowledge that he has acquired, the extent to which he/she is able to utilize it, or the quality and effectiveness of the skills he has developed. Scott (2001) stated that measuring academic performance can occur at multiple levels and serves multiple purposes. For example, classroom -teachers often conduct formative and summative tests to evaluate students' mastery of course content and provide grades for students and parents. States tests are designed primarily to measure progress of the school and school level.

Megan (2011) suggested that standardize observational assessment can guide teachers and administrators in promoting effective teaching and learning, enhance students social and academic development as well as assessing their level of academic outcomes. Centre for American Progress (CAP) advanced that students' performance can be measured through administering achievement test, analyzing stated testing results, use informal surveys to measure academic achievement and look at grade report.

According to Lavin (1965), academic performance is commonly measured by examinations, cumulative gross point (CGPA) or continuous assessment, but there is no general agreement on how it is best tested or which aspects are most important. Accurately measuring academic performance is an important part of planning for a child's education. However, no one source of information should be used to assess academic performance. A student may demonstrate knowledge on one instrument and not on another. Using good strategies to assess academic performance from multiple

sources will ensure good information and the best possible educational planning.

Academic performance of students can also be measured in the following ways:

- a. Administer a standardized achievement test.** A standardized test has to be given by someone who meets the qualifications required in the testing manual. Usually that is a person who has coursework in administering that type of assessment. Standardized achievement tests compare the students being tested with the average student of the same age in a sample of students across the country. The advantage of these types of standardized tests is that they are well researched and usually have pretty good validity and reliability. The disadvantage is that they do not tell where that child is at given what they have actually been taught in their classroom in their school district
- b. Analyze state testing results.** Each state chooses its own standardized test to measure achievement and each defines its own level of proficiency” on that test,” according to the Center for American Progress. State testing results – if that student has taken a state test can be a good guideline for seeing what that students has actually learned given what they have been taught. However, a student could have guessed well on the test or they could have had a bad day on the day of the test. This is one good way of telling what a student has learned but it should be considered along with other sources of information (Lavin, 1965).
- c. Use informal surveys to measure academic performance.** Teacher surveys based on what has actually been taught in the classroom can be a good indicator of academic achievement. These are sometimes included in textbooks or they can easily be made up. They are a good tool to use to see what has been learned, what

has been retained over time, and what has not been mastered and needs to be re-taught.

- d. Look at grade reports.** Grades are one tool to use to measure academic performance. They are a great indicator of academic success and short-term learning. However, grades do not necessarily measure long-term learning or mastery. For example, some students may do well on tests because they can memorize information and relate it at test time. However, it may be questionable if it was actual learning if they forget it right after the test and cannot demonstrate that knowledge at a later time. Grades are partially based on short-term knowledge that comes from weekly tests and homework, and only part of the grades is more long-term knowledge (Lavin, 1965).

In educational institutions, success is measured by academic performance, or how well a student meets standards set out by local government and the institution itself. As career competition grows ever more fierce in the working world, the importance of students doing well in school has caught the attention of parents, legislators, and government education departments alike (Udoh & Ajala 2005). Academic performance is what you have shown you can do in a certain subject. Ability is what you can do, given ideal circumstances. You can think of it as being internal and hidden until you show what you can do with your performance. Performance is the external and what people see. Academic achievement or (academic) performance is the outcome of education. It is the extent to which a student, teacher or institution has achieved their educational goals.

The tracking of academic performance fulfills a number of purposes. Areas of achievement and failure in a student's academic career need to be evaluated in order to foster improvement and make full use of the learning process. Results provide a

framework for talking about how students fare in school, and a constant standard to which all students are held. Performance results also allow students to be ranked and sorted on a scale that is numerically obvious, minimizing complaints by holding teachers and schools accountable for the components of each and every grade. According to Von-Stumm, Hell, Chamorro-Premuzic and Tomas (2011), academic performance is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is commonly measured by examinations or continuous assessment or Cumulative Grade Point Average (CGPA) of pupils.

Poopola, (2010) defined Academic performance as an expression used to present student scholastic standing and which is a function of a various factors such as method of teaching, teachers qualifications, child home background, school environment, attitude, interest among others.

Academic Performance is described as the quality and quantity of a student`s work Mariam Webster dictionary (as cited by Akanni, &Feyisetan, 2011) Steinberg (as cited by Akanni, & Feyisetan, 2011) defined academic performance as what encompasses the student`s ability and achievement. According to him, he expresses the outcome of learning that has been acquired by the learner which may be in form of poor academic performance or good academic performance. He further expresses the delivering of the skills knowledge that has been learnt under the school setting and this can be known through the testing of the school pupils, by giving them some questions to respond to either in writing or oral form, from which the academic performance can be ascertained or determined. Academic performance is an objective score of attainment after a specific instructional programmed. (Yara & Tunde-Yara.2010)

2.4 Theoretical Framework

2.4.1 Abraham Maslow Hierarchy of Needs

According to humanist Psychologist Abraham Maslow, our actions are motivated in order to achieve certain needs. Maslow first introduced his concept of a hierarchy of needs in his 1943 paper “A Theory of Human motivation” and his subsequent book *Motivation and personality*. This hierarchy suggests that people are motivated to fulfill basic needs before moving on to other, more advanced needs. While some of the existing schools of thought at the time (such as psychoanalysis and behaviorism) tended to focus on problematic behaviors, Maslow was much more interested in learning more about what makes people happy and the things that they do to achieve that aim. As a humanist, Maslow believed that people have an inborn desire to be self-actualized, to be all they can be. In order to achieve these ultimate goals, however, a number of more basic needs must be met first such as the need for food, safety, love, and self-esteem, from basic needs to more complex needs. This hierarchy is most often displayed as a pyramid. The lowest levels of the pyramid are made up of the most basic needs, while the more complex needs are located at the top of the pyramid. Needs at the bottom of the pyramid are basic physical requirements including the need for food, water, sleep, and warmth. Once these lower-level needs have been met, people can move on to the next level of needs, which are for safety and security. As people progress up the pyramid, needs become increasingly psychological and social. Soon, the need for love, friendship, and intimacy become important. Further up the pyramid, the need for personal esteem and feelings of accomplishment take priority. Like Carl Rogers, Maslow emphasized the importance of self-actualization, which is a process of growing and developing as a person in order to achieve individual potential.

Types of Needs

Maslow believed that these needs are similar to instincts and play a major role in motivating behavior. Physiological, security, social, and esteem needs are deficiency needs (also known as D-needs), meaning that these needs arise due to deprivation. Satisfying these lower-level needs is important in order to avoid unpleasant feelings or consequences. Maslow termed the highest-level of the pyramid as growth needs (also known as being needs or B-needs). Growth needs do not stem from a lack of something, but rather from a desire to grow as a person.

Maslow (1943) Five Levels of the Hierarchy of Needs

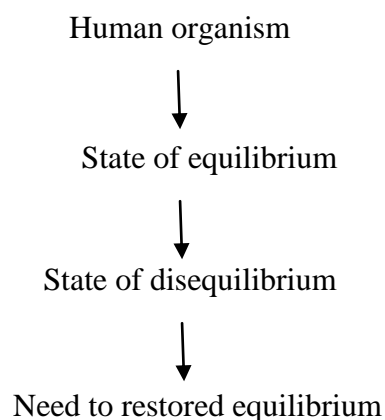
These are five different levels in Maslow`s hierarchy of needs:

1. **Physiological Needs:** These include the most basic needs that are vital to survival, such as the need for water, air, food, and sleep. Maslow believed that these needs are the most basic and instinctive needs in the hierarchy because all needs become secondary until these physiological needs are met.
2. **Security Needs:** These include needs for safety and security. Security needs are important for survival, but they are not as demanding as the physiological needs. Examples of security needs include a desire for steady employment, health care, safe neighborhoods, and shelter from the environment.
3. **Social Needs:** These include needs for belonging, love, and affection. Maslow described these needs as less basic than physiological and security needs. Relationships such as friendships, romantic attachments, and families help fulfill this need for companionship and acceptance, as involvement in social, community, or religious groups.

4. Esteem Needs: After the first three needs have been satisfied, esteem needs becomes increasingly important. These include the need for things that reflect on self-esteem, personal worth, social recognition, and accomplishment.
5. Self-actualizing Needs: This is the highest level of Maslow`s hierarchy of needs. Self-actualizing people are self-ware, concerned with personal growth, less concerned with opinions of others, and interested fulfilling their potential

2.4.2 Aguilera Psychological Model (2008 p-25)

Aguilera described four (4) processes of how mental health concerns in human are being generated with his psychological model.



1. Human organism is an individual person.
2. State of equilibrium: a balanced state of mind when individual is free from physical, psychological, emotional and social problems.
3. State of disequilibrium: is when individual is in a state of physical, emotional, psychological and social problems.
4. Need to restore back to equilibrium state of mind devoid of mental health concerns for effective and efficient mental stability for coping with life challenges.

In respect to the theory cited above, if learning is accepted to be cognitive process then, good mental health is very crucial to achieving effective learning. The Aguilera psychological theory explained how mental health conditions can be enhanced. When human mind is at equilibrium state, it implies that pupil has good mental health and the ability for effective learning is there for such an individual but if the mind of a pupil is at disequilibrium state, it means that such a pupil has find him/herself in bad state of mental health and such a mind can-not ready for effective learning, as such parents should create psychological friendly home environment for their children.

2.4.3 Social Learning Theory by Albert Bandura

One of the most influential learning theories, the Social Learning Theory (S.L.T), was formulated by Albert Bandura. It encompasses concepts of traditional learning theory and the operant conditioning of B.F Skinner.

Basic Concepts of Social Learning Theory

The Social Learning Theory also known as observational Learning says that people can learn by watching other people performing the behavior. Observational learning explains the nature of children to learn behaviours by watching the behavior of the people around them, and eventually, imitating them. With the BoboDoll experiment(s), Bandura included an adult who is tasked to act aggressively toward a BoboDoll while the children observe him. Later, Bandura let the children play inside a room with the Bobo Doll. He affirmed that these children imitated the aggressive behavior toward the Doll, which they had observed earlier. After his studies, Bandura was able to determine 3 basic models of observational learning, which include:

A Live Model, which includes an actual person performing a behavior. It concerns physical performance of the body and not verbal instruction or the use of symbols

A Verbal Instruction Model, which involves telling of details and descriptions of a behavior.

A Symbols Model, which includes either a real or fictional character demonstrating the behavior via movies, books, television, radio, online median and other median source.

The state of mind (Psychological well-being) is crucial to learning. In this concept, Bandura stated that not only external reinforcement or factors can affect learning and behavior. There is also what he called intrinsic reinforcement, which is in a form of internal reward or a better feeling after performing the behavior (e.g sense of accomplishment, confidence, satisfaction, etc.). Learning does not mean that there will be a change in the behavior of an individual.

Modeling Process of Social Learning Theory

The Modeling Process developed by Bandura (1986 p-32) helps us understand that not all observed behaviors could be learned effectively, nor learning can necessarily result to behavioral changes. The modeling process includes the following steps in order for us to determine whether social learning is successful or not:

Step 1: Attention

Social Cognitive Theory implies that you must pay attention for you to learn. If you want to learn from the behavior of the model (the person that demonstrates the behavior), then you should eliminate anything that catches your attention other than him. Also, the more interesting the model is, the more likely you are to pay full attention to him and learn.

Step 2: Retention

Retention of the newly learned behavior is necessary. Without it, learning of the behavior would not be established, and you might need to get back to observing the model again since you were not able to store information about the behavior.

Step 3: Reproduction

When you are successful in paying attention and retaining relevant information, this step requires you to demonstrate the behavior. In this phase, practice of the behavior by repeatedly doing it is important for improvement.

Step 4: Motivation

Feeling motivated to repeat the behavior is what you need in order to keep on performing it. This is where reinforcement and punishment come in. You can be rewarded by demonstrating the behavior properly, and punished by displaying it inappropriately.

It could be noted from Bandura's theory that children's first few years of life are crucial to the development of language and social skills. Social Learning Theory has been useful in explaining how people can learn new things and develop new behaviours by observing other people, when the parents are well behaved and fully aware that their children will look onto them as a role model, they should possibly manage their home for benefit of their children. This will facilitate children's attention, retention, reproduction and as well as a source of motivation for them in school.

2.4.4 Learned Helplessness Theory by Martin Seligman (1970)

Kenyon (2006) revealed that the theory had a major influence on psychological research onto depression in the 1970s when Martin Seligman was investigating the effects of inescapable shock on active avoidance learning in dogs.

Seligman applied the theory of Pavlovian classical conditioning and administered several shocks. Unconditioned Stimulus (US) paired with a Conditioned Stimulus (CS) the experiment was carried out by putting the dogs in a conditioned shuttle-box where they could avoid shock by jumping over a barrier. The shuttle-box was proposed to study the role of Skinner's operant conditioning in learning. Unfortunately most of the dogs failed to

learn how to avoid shock. Seligman opined that prior exposure to inescapable shock interfered with the ability of avoidance. Seligman used learned helplessness to describe the concept.

Yen (1998) reported that the conditioning dog was shocked and nothing happened. The dog laid there. The experimenter placed a normal dog into the shuttle-box. This dog neither had nor experienced escapable shock, when the experimenter applied the shock the dog jump over the fence to other side of the box. Obviously, what the conditioned dog learned in the hammock was that trying to escape from the shocks is futile, the dog learned to be helpless. The learned helplessness was extended to human behaviour, providing a model for explaining depression, a condition which is characterized by a lack of affect and feeling. Individuals who are depressed go through similar experience, because they learn to be helpless.

Yen (1998) revealed that the assumption of the theory is that people who are depressed learned that whatever they did is futile. Because they feel they have no control over the environment. Seligman observed that a depressed person thought about bad event in more pessimistic ways than a person who did not experience depression.

For example, let's say you fail an Eng. Exam. How do you explain why? You could think: (1) I am stupid (2) I am not good in Eng. (3) I was unlucky, it was Friday the 13th (4) The Eng. Teacher is prejudiced (5) The Eng. Teacher grades hard. (6) I was feeling ill that day (7) The Eng. Teacher gave an especially hard test this time (8) I didn't have time to study (9) The teacher grades on a curve.
(Kenyon, 2006)

Yen (1998) reported that Seligman found these explanations could be dichotomized into three dimensions; personalization, internal and external pervasiveness; specific Vs.

universal and permanent; temporary Vs. permanent. The finding revealed that the most pessimistic explanatory style is correlated with the most depressed, and permanent this reaction means a sense of discouragement, helplessness and despair, on the other hand the optimistic person would blame something else like the Eng. Teacher gave me a hard test this time. The most optimistic explanatory style is external, specific and temporary. The explanatory style reverses. For a good test result on Eng., the depressive would say I was lucky that day, disregarding his intelligence. The optimistic would say in a way which is more encouraging, such as "I am smart".

The relationship of this theory to the study is that, individuals who are depressed feel that since the condition is uncontrollable, they lose hope because they learned they are helpless. Pupils whose two parent are not together to create supportive and friendly environment for their holistic development feel depressed and helpless, because the environment is not favorable to facilitate their academic success. Moreover, if proper care or support is provided by the professional trained guidance counselors, the child may recover from the depression and others psychological problems.

2.5 Review of Empirical Studies

Olatunde and Abisola (2010) conducted a research on broken homes and academic performance of adolescents in secondary schools in Ibadan, Nigeria. Data were collected from 200 subjects comprising 100 male and 100female students whose ages range between 11 and 21 years. The study adopted descriptive survey research design due to the nature of the problem investigated and was conducted in 25 secondary schools in Ibadan, Nigeria. The instrument for data collection was a structured questionnaire that reflected the research questions. The collected data were analyzed using spearman correlation co-efficient to ascertain the statistical relationship in the hypotheses tested at

0.05 level of significance. Findings among other revealed that there is a significant difference between the academic performance of junior and senior adolescents from broken and intact homes.

Ogbeide, Odiase and Omofuma,(2013) worked on Influence of broken homes on secondary school student`s academic performance in Esan West Local Government Area of Edo State, Nigeria. A stratified random sampling method was employed to select four schools from the population of schools and also 25 students were selected from each sampled school which cut across JSS1 to SS2. Five students where again selected from each class making a total of 100 respondents used for the study. The respondent comprised of 48 students from broken homes and 52 from intact homes.

The instrument for data collection was a questionnaire entitled: Influence of Broken Homes on Secondary School Students Assessment Test (IBHSSAST). The questionnaire was administered to the 100 respondents and data collected were analyzed using t-test statistical method. The result indicated that there is a difference in the academic performance of the students from broken homes and those of intact homes. The result further shows that those from intact homes performed better academically than their counterpart from broken homes.

Akomolafe and Olorunfemi-Olabisi (2011) conducted a research on Impact of family type on secondary school students` academic performance in Ondo State, Nigeria. Three hypotheses were formulated. The study adopted descriptive research design of ex-port facto. The researcher did not manipulate the students` academic performance which is the dependent variable of the study. Three hundred secondary students were randomly selected as the sample of the study. Their age ranged between 13 and 20 years. Out of the 300 students who participated in the study, 122(40.67%), 111(37%), 67(22.33%)

were from monogamous, polygamous and single-parent families respectively. Data collected were analyzed using the t-test statistical analysis and Analysis of Variance (ANOVA). Academic performance was determined by the average score of each student in all his/her subjects. The findings of the study revealed that family type significantly influence academic performance of secondary school students. This implies that, monogamy, polygamy and single-parenthood are important determinants of academic success in schools.

Igbinosa (2014) carried out a research on Influence of broken homes on academic performance and personality development of the adolescents in Lagos State Metropolis. The target population of the study comprised adolescents from all junior secondary school students in Lagos Metropolis. The accessible population consists of students in government owned junior secondary school in Kosofe local Government Area of Lagos State. The sample size for this study consisted of two hundred (200) adolescents randomly selected with the use of stratified and simple random sampling technique. Fifty students comprising twenty five male and twenty five female were selected from each of the school. The age of the participant range between 15-21 years.

The researcher adopted descriptive survey research design. Hypothesis one and two were tested with t-test statistics and three was tested using Pearson Product Moment Correlation statistical method. The three hypotheses were tested at 0.05 level of significance. The result shows that significant different exist between single parenting and academic performance, also educational attainment of parent has significant different on academic performance and the result also revealed positive between broken home and academic performance.

Frank (2012) focused on the influence of broken homes on pupil academic performance in selected schools in Mbala District; Lesson for school Managers; University of Zambia. A case study design was used which combined both qualitative and quantitative method in data collection and analysis.

The researcher was aware and knew who to interview to collect the required information. The following was the sample that was selected and interviewed; 3 high school head-teachers, 30 high school teachers, 30 high school pupils, 3 high school Guidance teachers etc. A total number of ninety one respondents were interviewed the instrument mainly used a four point likert scale in order to get the levels of agreement or disagreement on a series of statement. Descriptive statistics were used in the analysis of quantitative data. Numerical data were manually summarized using frequency distributions, percentages and table. The study found that broken homes contributed to poor pupil performance in most cases. Difference was found in performance with pupils from intact families out performing pupils from broken families in the subject they were tested. The study noted that pupils from broken families, experiences a lot of emotional difficulties as they try to cope with changes brought about by their parents divorce or separation. However, it was noted that not all children from broken families performed poorly in class. The study found that the home environment was critical in the academic performance of pupils, as learning whether at home or school occurred through the environment.

Uwaifo (2008) conducted study on effects of family structure and parenthood on the academic performance of Nigerian University students. The survey design was employed in investigating the effects of family structure and parenthood on the academic performance of Nigerian University students, the instrument used for data collection

were academic performance test on Biology and Agric (APTBA), three null hypotheses were tested used t-test at 0.05 alpha level. The total of 250 respondents took part in the study. Study found significant difference between the academic performance of students from single parent family and those from two-parent family and those from two-parent family structure.

Edebor (2015) conducted research on the Influence of post-traumatic stress disorder on academic performance among junior secondary school students in River State. The study employed Expo-factor design. Four research questions were answer and four null hypotheses were tested at 0.05 alpha level. Pearson product moment correlation coefficient (r) was adopted in the study. The population of 2,200 junior secondary school (JSS III) students in five local government areas in River State constituted the population for the study. The sample of the study was 327 students identified as traumatized students from their responses in the instrument. The aggression scale, anxiety scale and depression scale was used to elicit information on the relationship between aggression, anxiety, depression and academic performance was obtained using their mean scores on the three subjects English, Mathematics and Social Studies. The findings revealed significant relationship exists between level of aggression, anxiety and depression and academic performance of junior secondary school students of River State. This implies that, the level of aggression, anxiety and depression students face are significantly related and also affect their Academic Performance.

Salihu (2008) conducted research on the Relationship of divorce, social adjustment and academic performance among junior secondary school in Kuje Area Council Abuja. The study adopted descriptive survey design. The total of 350 respondents from divorce homes took part in the study. Academic Performance Test on Social Studies and

Integrated Science was used for data collection (APTSSIS). Four hypotheses were tested using Pearson product moment correlation (r) at 0.05 alpha level. Based on the result obtained, significant relationship exist between divorce, level of social adjustment and academic performance among junior secondary school students` in Kuje Area Council Abuja, Nigerian

Bello (2006) focused on Relationship between teacher`s disciplinary style and students` academic performance in East Local Government Area Secondary Schools Kwara State. The study adopted Correlational design to investigating relationship between these two variables. Four research questions were addressed by the study, three null hypotheses were tested at 0.05 level of significance. Pearson product moment correlation coefficient (r) was adopted for the study, the population of 8950 teachers and students in East Local Government Area in Kwara State. The sample of 320 respondents took part in the study with 160 as teachers and 160 as students. The teacher disciplinary style questionnaire was used to elicit information on the relationship between teacher` disciplinary style and students` academic performance. The findings revealed that there was significant relationship between teacher`s disciplinary style and students` academic performance. This implies that, teacher`s disciplinary style in regard to school activities go a long way to influence students` academic performance.

Mustapha (2016) investigates the influence of broken home on school adjustment and academic performance among secondary school students in Zaria metropolis, Kaduna State, Nigeria. The study employed an ex-post factor design. The total population for the study was 23,094 students. 259 respondents took part in the study. Questionnaire and academic performance test in English Language and Mathematics were used for data collection. Four research questions and hypotheses were formulated to

guide the conduct of the study. Independent t-test and ANOVAN were used to test the hypotheses. It was found that there is no significant difference in school adjustment among students whose parents are dead, divorce and separated ($f = 1.106$, $p = .342$), it also reveals that there is significant difference in academic performance among students whose parents are dead, divorced and separated ($f = 4.015$, $p = .027$), among other study also indicates that there is no significant difference between academic performance of male and female students from broken home ($t = .261$, $p = .796$).

2.6 Summary

The chapter two has highlighted conceptual frame work: concept of broken home, concept of academic performance, and measurement of academic performance of pupils' were discussed. Theoretical framework include: Abraham Maslow Hierarchy of Needs, Aguilera psychological Model Theory, Social Learning Theory, Learned helplessness Theory by Martin Seligman, were critically examined. Review of relevant literatures/Empirical studies on the broken home and academic performance were looked into from the previous studies. it was discovered that many studies were conducted on broken homes and academic performance of adolescents in secondary school, but so much has not been done on broken homes and academic performance of primary school pupils in Paikoro Local Government, which has provided a backing for the need to investigate the influence of broken homes on academic performance among primary schools in Paikoro Local Government Area of Niger State. Therefore, findings revealed parental dead have no significant differential influence on the academic performance of primary school Boys and Girls. Parental separation and divorce have no significant differential influence on the academic performance of primary pupils.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes and discusses the method and procedures used in carrying out the study. This was discussed under the following sub-headings: research design, population, sample and sampling techniques, instrumentation, validity, pilot testing and reliability of the instrument, procedures for data collection and analysis.

3.2 Research Design

This study adopted Survey research design. Survey research is adopted because the researcher did not manipulate the broken home which is the independent variable of the study or any variables of interest. Survey entails the collection and use of data systematically from a given population to describe certain characteristics features of the population. The design is considered appropriate for this study because the researcher collected data from the sample with view to describing the entire population vis-à-vis determining the influence of broken home on academic performance among primary school pupils in Paikoro Local Government Area of Niger State.

3.3 Population

The population of this study was made up of 730 pupils from broken home, 189 pupils as a result of death, 211 pupils from separated parents and 330 pupils from divorce parents, in 11 selected primary schools in Paikoro Local Government Area of Niger State, which comprises of 11 wards. Based on respondents responses to different stratify variables in the demographic items questions of the instrument used. The distribution of the population is as shown in Table 3.1.

Table 3.1 Distribution of Pupils from Broken Homes in Primary School in Paikoro

Local Government Area				
Name of School	Death	Separation	Divorce	Population
U.K Bello Primary School Paiko	15	25	45	85
Nikuchi Primary School	12	16	34	62
Zubairu Primary School	20	12	36	68
Nagopital Primary School	19	20	30	69
Tungan-Mallam Primary School	10	25	35	70
Tatiko Primary School Paiko	19	15	20	54
Gwan Primary School	15	10	23	48
Kwakuti Primary School	15	15	25	55
Chimbi Primary School	20	30	30	80
Kaffi-Koro Central Primary School	21	25	32	78
Adunu Primary School	23	18	20	61
Total	189	211	330	730

Source: School Record, 2016.

3.4 Sample and Sampling Techniques

The sample size for this study was made up of 300 pupils. Simple random sampling technique of hat method was used to select one school each from the 11 wards that constitute Paikoro Local Government Area out of total number of 115 primary schools in the research area of Niger State. The proportionate sampling technique was used to select the sample for this study based on the variation in the population of each school with parental death at 69, parental separation 111 and parental divorce 120 pupils respectively. This was based on recommendation of Denga in Aderemo (2012), that for research work in education, a sample size of between 40% may be sufficient to use.

Table 3.2 Distribution of Sample of Pupils from Broken Homes across Primary School in Paikoro Local Government Area

Name of School	Death	Separation	Divorce	Sample Size
U.K Bello Primary School Paiko	7	15	17	40
Nikuchi Primary School	6	13	12	38
Zubairu Primary School	7	6	14	22
Nagopita Primary School	6	8	9	21
Tungan-Mallam Primary School	6	10	10	28
Tatiko Primary School	5	7	10	15
Gwan Primary School Paiko	5	10	9	26
Kwakuti Primary School	7	7	6	18
Chimbi Primary School	5	14	12	36
Kaffi-Koro Central Primary School	7	12	10	34
Adunu Primary School	8	9	11	22
Total	69	111	120	300

Source: School Record, 2016.

3.5 Instrumentation

The instrument titled “Academic Performance test on English Language and Mathematics, developed by the researcher in collaboration with the English Language and Mathematics Teachers based on their curriculum was used for data collection for the study.

The instrument is made up of three sections A, B and C. Section A contain 4 items on the Bio-data of the respondents to indicate pupils from broken home as a result of parental death, parental separation and parental divorce, section B and C contains 25 items each for Academic Performance Test on English Language and Mathematics respectively. The

English Language and Mathematics test were scored two (2) marks for each correct test item totaling 100 marks, while “0” was awarded for each wrong test item. The instrument was rated this 100-50 = Good Academic Performance while 49-0 = Low Academic Performance

3.5.2 Validity of the Instrument

The instrument was validated by three Lecturers in department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria. The observations of tenses, grammar, suggestions and recommendation of these lecturers were effected to gain the face validity of the instrument

3.5.3 Pilot Testing

A pilot testing was conducted picking at random 20 primary six male and female pupils of Paggo primary school in paikoro local government area of Niger State. Permission was obtained from the Head-Teacher of the school. This school was not part of the schools selected for the main study but share the same characteristic with those selected.

3.5.4 Reliability of the Instrument

Test re-test reliability method was used by researcher to administer 20 copies of instrument to pupils in Paggo primary school twice within the interval of two weeks. The result of the two test scores were correlated using Pearson Product Moment Correction Co-efficient (PPMC) statistical tool. The instrument yields internal consistence of r value .82 and .76 for English Language and Mathematics sections respectively. The reliability coefficient was considered adequate for the internal consistencies of the instrument. This concurred with confirmation of test of reliability according to Spiegel (1992) an instrument is considered reliable if it's reliability coefficient lies between 0 and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable the

instrument and the closer the calculated reliability coefficient is to 1, the more reliable is the instrument. Thus therefore this confirmed the instrument was highly reliable.

3.6 Procedure for Data Collection

The school head-teachers were informed through an introductory letter that was obtained from the Department of Educational Psychology and Counseling, Faculty of Education, Ahmadu Bello University, Zaria which served as a channel of introducing the researcher to the teachers and respondents, the researcher then had access to the pupils, the researcher established good relationship with the pupils to make them feel free to respond to all the test items with the assurance of utmost confidentiality. The researcher was assisted by the teachers as research assistance to administer the instrument to the sample respondents from selected schools. Two weeks were used for administration of the instrument. Fifty (50) minutes each were given to the respondents to answer questions on academic performance test for English Language and Mathematics. The instrument was administered to 300 male and female respondents. When the respondents finished answering the academic performance test, the researcher collected the answered academic performance tests with the help of two (2) research assistants, school staff/teachers.

3.7 Procedure for Data Analysis

The data collected from the respondents were subjected to statistical analysis. Frequency distribution and simple percentages was used for demographic data of the respondents which are gender, parental separation, parental divorce and type of parental care. Descriptive statistics of mean and standard deviation were used to answer the research questions while inferential statistics of t-test was used to test all the hypotheses. Decisions on outcome of hypotheses testing were based on 0.05 level of significance

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter focuses on results and discussion. The data collected through the test instrument developed by researcher that were made of English Language and Mathematics test Questions and administered to the various categories of primary school pupils that were identified for this project (Pupils with separated parents, Divorce parents, death parents) were analyzed using mean, percentages and t-test statistics with the aid of computer soft ware

4.2 Demographic Variable of the Respondents

The bio data variables used in this study are gender, indices of broken home and care giver. This section gives the description of pupils` responses based on the research hypotheses formulated.

Table 4.2.1. Gender distribution of Respondents

Gender	N	Percentage (%)
Male	150	50%
Female	150	50%
Total	300	100%

The above table describes the gender of the respondents which shows that one hundred and fifty (150) respondents representing 50% were male, while the female respondents were one hundred and fifty (150) representing 50%. This showed both male and female primary school pupils were represented in this study

Table 4.2.2 Distribution of Respondents from Broken Homes

Form Broken Home	N	Percentage (%)
Parental death	69	23%
Parental Separation	111	37%
Parental Divorce	120	40%
Total	300	100%

Table showed the categories of pupils/respondents from broken home. Sixty-nine (69) of respondents, representing 23% of parental death, one hundred and eleven (111) of respondents, representing 37% of parental separation and one hundred and twenty (120) of respondents, representing 40% of parental divorced. This is an indicated statistics of respondents from categories of broken homes as a result of parental death, separation and divorce.

Table 4.2.3 distribution of Respondents based on type of Care giver

Care giver	N	Percentage (%)
Fathers	150	50%
Mothers	150	50%
Total	300	100%

Table 4.2.3 showed the respondents brought up by fathers or mothers (Care-giver). One hundred and fifty (150) of respondents representing 50% live with their father while one hundred and fifty (150) respondents representing 50% live with their mother

4.3 Answer to Research Questions

Five research questions raise in chapter one were answered below using means and standard deviation and their result were presented in tables.

Research Question One: What is the differential influence of parental death on academic performance of primary school Boys and Girls pupils in Paikoro Local Government Area, Niger State?

Table 4.3.1 Means and Standard Deviation of Parental Death on Academic Performance of Boys and Girls Primary School Pupils

Variables	N	Means	SD
Boys	34	47.3200	21.7804
Girls	35	44.3200	22.4622

The above table showed the mean academic performance and standard deviation of primary school Boys and Girls pupils in Paikoro Local Government Area, Niger State. It revealed that primary school Boys whose parents have died (n = 34) had a mean academic performance of 47.3200 and standard deviation of 21.7804, compared to mean academic performance and standard deviation of primary school Girls whose parents have died (n = 35) with mean academic performance of 44.3200 and standard deviation of 22.4622. The primary school Boys whose parents have died, have the highest mean of academic performance (47. 3200) and standard deviation of 21.7804

Research question two: What is the differential influence of parental separation and parental divorce on academic performance of primary school pupils in Paikoro Local Government Area, Niger State of Nigeria.

Table 4.3.2 Mean and Standard Deviation of Academic Performance of Primary Pupils whose Parents are Separated and Divorce

Variables	N	Mean	SD
Separation	111	51.3000	32.4394
Divorce	120	47.5600	23.9285

The above table shows the mean academic performance of pupils who reported that their parents have separated and divorce. It indicated that pupils whose parents have separated (n = 111) have a mean academic performance of 51.3000 with standard deviation of 32.4393, compared to mean academic performance of 47.5600 with standard deviation of 23.9285 of pupils whose parents have divorce (120) have the low mean academic performance of 47.5600 with standard deviation of 23.9285

Research question three: what is the differential influence of parental care on academic performance of primary school pupils brought up by either the father or mother in Paikoro Local Government Area, Niger State

Table 4.3.3 Mean and Standard Deviation of Academic Performance of Parental care of Pupils Brought up by Father or Mother

Variables	N	Mean	SD
Father	150	44.5867	21.8495
Mother	150	50.000	22.3036

The above table shows the mean and standard deviation of academic performance of parental care of primary school pupils brought up by father or mother. It indicates a mean academic performance of 44.5867 with standard deviation of 21.8495 for the father

and 50.000 with standard deviation of 22.3036 for the mother, suggesting that pupils with mother care have a mean academic performance advantage of 5.4133, over the father care primary school pupils.

4.4 Testing of Research Hypotheses

In this section, three hypotheses were stated to guide the conduct of this study. These hypotheses were tested using t-test statistics tool, and probability of retaining or rejecting the hypotheses is $P \leq 0.05$

Hypothesis One: There is no significant differential influence of parental death on academic performance of primary school Boys and Girls in Paikoro Local Government Area. This hypothesis was analyzed with SPSS using inferential statistical tools of t-test to ascertain differential influence among the variables

Table 4.4.1 t-Test on Differential Influence of Parental Death on Academic Performance of Boys and Girls Primary School Pupils

Variables	No	Df	Mean	STD	t_{cal}	(P)
Boys	34		47.3200	21.7804	1.221 ^{ns}	0.228
Girls	35	68	44.3200	22.4622		

NS = Not Significant at 0.05 Level of significance (2tailed)

Table 4.4.1 show the t-test comparison of Mean scores of Boys and Girls of primary school Pupils with parental death background. From the table, there is no significant differential influence between the mean scores of male pupils (47.3200) and that of the female pupils (44.3200). Because the calculated p value of 0.228 is greater than 0.05 alpha level of significance at t-test value 1.221 and df of sixty-eight. This shows that parental death have no significant differential influence on the academic performance of primary school Boys and Girls in the study area. Hence, the null Hypothesis which states

that there is no significant differential influence of parental death on academic performance of primary school boys and girls Pupils is hereby retained

Hypothesis Two: There is no significant differential influence of Parental Separation and Parental Divorce on academic performance of primary school Pupils in Paikoro Local Government Area

Table 4.4.2 t-Test on Differential Influence of Parental Separation and Divorce on Academic Performance

Variables	No	Df	Mean	STD	t _{cal}	(P)
Separation	111		51.3000	32.4394		
		130			1.108 ^{ns}	0.271
Divorce	120		47.5600	23.9285		

Ns- Not Significant at 0.05 Level of Significance

Table 4.4.2 above showed no significant differential influence of parental separation and divorce on academic performance of primary school pupils in the study area, because the calculated p value of 0.271 is greater than the 0.05 alpha level of significance at a t-calculated value 1.108 and df of one hundred and thirty (130). This showed that parental separation and parental divorce have no significant differential influence on academic performance of pupils in the study area. The Mean scores of Pupils with Parental Separation (51.30) and Parental Divorce (47.56) at 0.05 level.

Hence, null hypothesis which states that there is no significant differential influence of parental separation and parental divorce is hereby retained. Therefore there was no significant differential influence between parental Separation and parental Divorce on the academic performance of primary school Pupils in Paikoro Local Government Area of Niger State.

Hypothesis Three: There is no significant differential influence of Parental care on academic Performance of primary school pupils brought up by either the Father or the Mother in Paikoro Local Government Area of Niger State

Table 4.4.3: t-test on Differential Influence of Parental care on Academic Performance of Pupils Brought up by Fathers or Mothers

Variables	No	df	Mean	STD	t_{cal}	(p)
Pupils with Fathers	150		44.5867	21.8495		
		149			2.993*	0.003
Pupils with Mothers	150		50.000	22.3036		

*Significant at 0.05 level of significance

Table 4.4.3: above revealed significant differential influence of parental care on academic performance of primary school pupils brought up by father or mother in the study area. This is because the calculated p value of 0.003 is less than the 0.05 alpha level of significance at a t-calculated value of 2.993 and df of one hundred and forty-nine (149). This shows that parental care have a significant differential influence on academic performance of primary school pupils brought up by father or mother. Hence, the null hypothesis which states that there is no significant differential influence of parental care on academic performance of primary school pupils brought up by father or mother in the study area is rejected. Based on the mean scores of primary pupils with father and mother care, the mean score of (50.000) for pupils with motherly care is greater than mean score of (44.5867) for pupils with fatherly care, this indicates that pupils with mother care perform better academically than their counterparts with fatherly care

4.5 Summary of Major Findings

The following are the summary of major findings

1 Parental dead have no significant differential influence on the academic performance of primary school boys and girl in Paikoro Local Government Area of Niger State.

2 Parental separation and Parental divorce have no significant differential influence on academic performance of primary school pupils in Paikoro Local Government Area of Niger State.

3 This shows that Parental care have a significant differential influence on the academic performance of primary school pupils brought up by father or by mother in Paikoro Local Government Area of Niger State, which shows that pupils with mother care are performed better academically than pupils with father care in academic test.

4.6 Discussion of Findings

The purpose of this study is to examine the influence of broken home on academic performance among primary school pupils in Paikoro Local Government Area, Niger State. This section therefore discusses the findings of the study. In terms of the hypotheses tested in the study. Results revealed that there is no significant differential influence of parental death on academic performance of primary school boys and girl in Paikoro Local Government Area of Niger State

The result concurred with the view of Frank (2012) that children of dead parents have poor concentration in the school and this have negative influence on pupils academic performance regardless of gender, the findings also concurs with study done by Kapambwe (2001) who found that pupil from broken home have emotional problem which in turn lead to poor academic performance in school because they are unable to turn their energies and attention in the direction of learning, such children are dominated by more urgent unfulfilled psychological and emotional needs. Because of these unfulfilled psychological and emotional needs, learning becomes less urgent and irrelevant. The children, instead of concentrating on school work, direct their attention on how they would satisfy their urgent needs. Children need Love, affection and motivation

and these ingredients seem to be lacking in children from broken homes for both sexes. Olatunde and Tunde (2010) confirmed that parental death have significant influence on pupils` academic performance since the pupils lacked necessary psychological and financial support to enhance their learning ability. Douglas (2011) stated that in most broken homes, the children are generally at disadvantage because they are usually deprived academically, economically, socially and culturally, pupils from broken homes always have a deficit. As a result of loss of parent, these pupils of both sexes suffer psychological problems. This finding also agree with other researchers like Bichlery, (2001), Olatunde and Abisola (2010), who found that pupils from single-parenting homes exhibit lower self- esteem, lower achievement motivation, lower tolerance for delay of gratification and lower academic achievement than those from intact homes where both father and mother are present. The explanation for poor academic achievement of adolescents from broken homes is that single-parent or guardian has so much work and family responsibilities that require time, attention, and money which he/she cannot meet with the consequence of paying less attention to the education of his/her children. The resultant effect therefore, is poor academic achievement on the part of the children from broken or single-parent homes.

Results of finding revealed that no significant differential influence of parental separation and parental divorce on academic performance of primary school pupils ($t = 1.108$). This implies that both parental separation and parental divorce pupil in the study area are equally influenced by broken home. In comparing the influence between parental separation and parental divorce of the school pupils, the result shows that no significant differential influence between parental separation and parental divorce on academic performance of primary school pupils is proportional. Previous findings also concurred with Abbas (2010) finding which revealed that most pupils from separated or

divorce parental background or homes were denied love from both biological parents which gave stability and a sound based for learning. The finding also agrees with (Frank, 2012) who pointed out that close relationship with both parents is associated with positive adjustment in academic achievement of the pupils. Contrary to this finding was Sandra (2001) who found that not all pupils from intact homes present ideal environments, an involved and loving single parent is often able to provide a better home environment than a two parent household with dysfunctional or abusive relationships. Therefore, she said, this depended on the type of separation or divorce parents. But on the whole, the one who agreed based his or her observation on his or her findings. The findings also agreed with Uwaifo (2008) who found that family structure and parenthood significantly influence academic performance of Nigerian University students. The study also revealed that family type is a significant factor influencing the academic performance of secondary school students. That difference was found in the academic performance of students from monogamous, polygamous and single-parent families. The types of family system the pupil is exposed could influence his academic performance in school. Kellaghan (2005) affirmed that academic success of a child depends on what parent do at home. The impact of the broken home upon pupils and their academic performance in schools cannot be underestimated. Available literature had also proved that there is high relationship between broken home and students/pupils academic performance, Uwaifo (2008). Sogbetan (2006) and Wiseman (2011) among others have examined the causes of poor academic performance among secondary school students. Some of the factors identified are intellectual ability, poor study habit, achievement motivation, lacks of vocational goals, low self-concept, low socio-economic status of the family, poor family structure (Broken home) and anxiety. The consequences of these include indiscipline in schools and low academic performance, they also indicated that

there is an awareness of the importance of the home environment or family on pupils/students academic performance. The home have a great impact on the pupils' psychology, emotional, social and economic state, these could lead to poor academic performance in the school.

Results of study also revealed significant differential influence of parental care on academic performance of primary school pupils brought up by father and mother ($t = 2.993$ and p value 0.003) among primary school pupils investigated. This implies that parental care have significant differential influence on academic performance of primary school pupils brought up by father or mother. In comparing the influence of parental care between the pupils cared by father and those of the mother, the results suggested that the influence of these care given to pupils are not proportional. The finding agrees with Douglas (2011), who observed that for many young children, it is the early contacts with their mothers that are likely to have the greatest influence on learning and also later ages too, it is the mother who is more likely concerned than the father with school problems. Douglas (2011) also observed that mothers are always with their children so as to assist them with school problems. The finding disagrees with (Frank, 2012) which stated that loving and caring parents regardless who took custody of the child is significant to the child academic performance and vice-versa. Analyzing such a situation, the researcher thought it was possible to ascertain that such homes could not offer that love and care which is provided by two biological parents to his or her children. Research results have proved that there is a close correlation between the meaning of education of parent and students learning achievement. Salihu (2008) described broken home as a great evil, it is ever more painful than death many things are thrown out of gear in the event of divorce between the man and wife, society and man will have a bad record hanging on his neck, where there are children situation becomes more bad especially their education.

The pupil whose memories are associated with resentment cannot be expected to compete successfully with those whose memories are associated with a feeling of what we call personal satisfaction or a sense of achievement. Pupil's academic performances from broken families is affected by home-based factors. Pupils from broken families often become deserters and truants at schools. Aremu (2000) stressed that academic failure is not only frustrating to the students and the parents, its effects are equally grave on the society in terms of dearth of manpower in all spheres of the economy and politics. Ononuga.(2005), asserted that education of the parents has an impact on the level of the performances of the pupils.

The findings reported by Reid, Galloway and Hedges (as cited by Frank, 2012) indicated that truants in schools often come from home background that are often characterized by multiple deprivation as a consequence of parents marital status, relationship of the pupils to whoever he lives with, area of residence, parents occupation and family size of whoever the pupil lives with.

Peter (2005) Stated that pupils thrive best when they are brought up in a stable family in which two parents are able to give them a great deal of care and attention, encouraging them, on one hand, to develop their own life and interest and providing them on the other, with secure base to which they can return and in which they can always find comfort and support.

The broken home is perceived by social welfare societies as a “family where one of the parents is not present or there is serious family problem” kwaky, (2003). It is therefore important to note that all the authorities we have referred to concerning the causes of poor performance are citing the home environment as the most important factors in the proper upbringing of the child. Just like Gordon (2005) who stated that “the risk that a house hold will produce a delinquent son is related to the style of life of the family rather

than the father occupation status etc. Stuart and Abt (as cited by Abbas, 2010) say that in term of school behaviors for children of divorced parents, a review of existing literature showed that the young child of divorce can exhibit a variety of specific behaviors in classrooms, one is related to the Childs school performance.

Ministry of Education (2007) stated that the learning ability of a pupil affected by home background is likely to be impaired. It has been noted that without any instruction from a parent, a child given only the requisite nourishment would survive into adulthood. This is because the body is well equipped to protect the child from environment harm. However, such a child when growned would remain uncivilized, a veritable danger to himself and his environment and community, parental instruction is vital for the right outcome to emanate from a child. (The post, 2011)

Dowd (as cited by Igbiosa, 2014), says; in most broken homes (parental death) the pupils are generally regarded as being deprived academically, economically, socially and culturally. Their environments are not conducive to learning and in which education is not adequate. Pupils from broken home families always have deficit. As a result of loss of one parent these children suffer, psychological problems. Father-son or Mother-son contact is an essential element in moral development, without it, moral bankruptcy arises. The effect of a broken home on the education of the child is devastating. The home environment is a strong predictor of the future behavior of children and an impact of broken homes touches almost every aspect of life.

Ballantine and Hammerick (2009) observed that children from broken households have lower grades, lower test scores and higher drop out rates on average than those from two-parent households. These results are also influenced by factors such as the education level of parent and their level of involvement and the impact caused by the absence of a parent. Pupils form broken families are likely to receive less parental encouragement and

attention with respect to educational activities than pupils who live with both biological parents. Pupils from broken families often have lower educational expectations, less monitoring of school work and less supervision than pupils from intact families (Astone & Mclanahan, 2010).

Other noted problem of broken families according to Wallenstein and Blakeslee (2011) include regression to immature behaviors, anxiety and intense attachment to one parent. Pupils also have increased feeling of guilt, shame and anxiety about loss of love, symptoms of emotional stress may take a form of night mares, temper tantrums, bedwetting and usual fears in their play at school, pre-school children may be less imaginative, exhibiting less associative and cooperative play and more unoccupied spectators.

Wiseman, (2011) says that losing parent support either temporarily or permanently is extremely stressing for a child. Many studies have documented an association between marital disruption and a wide range of deleterious effects in children. These include: poor performance in school, emotional stress, insecurity and anxiety as factors which effectively affect the Children Schools progress Fraser (2010).Kapambwe (as cited by Igbinosa, 2014) states that pupils with emotional problems do poorly in school because they are unable to turn their energies and attention in the direction of learning such children are dominated by more urgent unfulfilled psychological and emotional needs.

In order to adequately understand and examine the negative contextual impact of children from broken homes at schools, we first briefly elaborate on the reason why children from single parent families/broken homes performs lower at school than children from two-parent families. Mchanahan and sanderfur (as cited by Kasonde 2007) give an extensive description of the three types of resources (i.e. financial, parental, and

social) that are important in explaining the impact of living with a single parent on children changes of future success.

First of all, they underline the importance of financial resources and the loss of income that generally goes together with family disruption. In short, this is due to the fact that after divorce two households need to be supported instead of only one and thus a lot of household expense cannot be shared any longer, which is also called a loss of economies of scale. The most direct effect of this loss of income on educational/academic achievement of children is the fact that the quality of the school they attend generally is lower. The higher the income of parents the more possibilities they have to live in neighborhoods with good public schools or to send their children to a school of their preference. Income can also affect school outcomes through enabling a child to participate in extracurricular activities like lesson after schools, special trips or summer camps. Such activities improve pupil skills directly, but also indirectly via generally intellectual stimulation, which impact positively on subsequence learning.

In addition to a loss of financial resources, a loss parental involvement is generally associated with a divorce or separation, parental involvement is supposed to positively impact on pupils' academic achievement (Park, Byun and Kim, 2011). It mainly comprehends the time parents spend with their children on reading, helping with the home work or by listening to the stories about their experience at schools, as well as the ability and willingness of parent to monitor and supervise children social activities outside school, which reduce their opportunity to get in trouble. In addition, it refers to activities in relation to schools such as volunteering at school events, attending a parent teacher organization, or contacting teachers and school officials (park, Byun and kim, 2011). After a divorce or separation the quality and quantity of parental involvement decreases. For instance people are likely to experiences high levels of stress and anxiety

after the disruption. Also broken homes parents have to divide their time between work and home, and consequently can devote less time to their children compared to a situation in which two parents run a household. Moreover, they are not controlled and corrected in “parenting” by the other parent, which makes it less sure whether one is behaving in appreciate ways.

Apart from the direct effect of the decreases quality and quantity of parental involvement on children’s academic performance, simply because of the reduced educational support they receive, the divorce itself and the reduction of parental involvements afterward will cause emotional and other related problems (e.g. problems of concentration for the children involved and hence indirectly lead to poor academic achievement among pupils from broken homes compared to pupils form two-parent families.

Mclanahan and Sandefur,(as cited by Kasonde 2007), after the divorce or separation, single parents may not had the time or energy to keep investing in personal relationships, because of stress, or depression and consequently, loss friends without making new ones (immediately). Especially regarding former mutual friends, it may be difficult for both partners to maintain these relationships.

Furthermore, it is likely that community ties weaken after a divorce or separation, due to a possible move to another neighborhoods or town. This includes a reduction of social capital as emotional support and information about the broader community, over all, the social network of divorce parents, will thus decrease which implies that, for instance they have less information about which teacher are good and which are not, and they will be less familiar with extracurricular activities. These might negatively impact on pupils/children’s academic performance. Kasonde (2007) says pupils with one or both parents dead are likel\y to exhibit more behaviors problems than their peers with both

parent alive. They are likely also to score lower on the selected schools performance test than their peers with both parents alive. Kasonde has observed may equally apply to children who have one or both parent divorce or separated.

Frank (2012) observed that pupils needs approval and appreciate for every performance/achievement from their parents. Rewards such as approval praise, presents or gifts enhance learning by helping to strengthen the association between learning and such rewards. But unfortunately for a pupil from a broken home these things are lacking making him or her unhappy. These pupils need to be motivated and praised so that they feel that there are people who care about them. They are not part of the happy society when they compare themselves to pupils who come from intact homes, this will impact negatively on academic performance of pupil.

It was observed by forehand, Greanes and Buchanan (as cited by Ahiaoma, 2013) that pupils from broken homes perform very low in their academics. This is because most pupils from these homes cannot afford to pay for extra-curriculum activities; they lose concentration in the class and they rarely involve in class activities because they are not emotional stable. Findings of the above study concurs with studies done by Wiseman, Fraser, Griffiths, Shonnel, Pringle, Bhatnagar, Swift, Evans, and Douglas (as cited by Frank, 2012) all contend that, a well to do parent is likely to provide better amenities for his family than for those coming from disrupted homes.

To sum up, the relevant and available literatures reviewed shows that broken home contributed to poor pupil academic performance in school and in most cases. Such like Frank (2012), other researcher noted that pupils from broken home experience a lot of emotional difficulties as they try to cope with changes brought about by their parents' death, separation and divorce. However it was noted that not all the children from broken homes performed poorly in class. The study also shows the home environment was

critical in academic performance of pupils, as learning whether at home, or school occurred through environment. Home environment as a factor is vital as it exerts considerable influence on pupil performance. The home and the school are complementary as much of what is done in the classroom may be undone during the time the pupils are away from school.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusion, recommendation as well as suggestions for further study.

5.2 Summary

Five chapters formed the structure of this research. The study was carried out to find out the influence of broken home on academic performance among primary school pupils in Paikoro Local Government Area of Niger State, Nigeria. In order to achieve this, the study was divided into five chapters.

The background to the study, three specific objectives were raised, three research questions were asked and three null hypotheses were formulated which are: there is no significant differential influence of parental death on the academic performance of primary school boys and girls pupils in Paikoro Local Government Area of Niger State; there is no significant differential influence of parental separation and parental divorce on the academic performance of primary school pupils in Paikoro Local Government Area of Niger State; there is no significant differential influence of parental care on the academic performance of primary school pupils brought up by either the mother or the father. The study was limited to mother, father and categories of broken homes; parental death, parental separation, and parental divorce and academic performance test on English Language and Mathematics. The study is also limited to primary six pupils in Paikoro Local Government Area of Niger State.

Review of related literature where several materials were consulted. The concept of broken home, causes of broken home, ways of minimizing broken home and academic

performance were discussed. Abraham Maslow hierarchy of Needs, Aguilera Psychological Model (2008), social learning theory by Albert Bandura and Learned Helplessness theory by Martin Seligman were adopted as the theoretical frame work for this study. Review of related literatures as well as some empirical studies was reviewed.

Descriptive survey research design was adopted for this study. The total population for the study was 730 primary school pupils in 11 selected primary schools in Paikoro Local Government Area. The sample size was 300 respondents consisting of made of 69 parental dead, 111 parental separations, 120 parental divorces, 150 pupils live with mothers and 150 pupils live with fathers. One reliable instrument was used for data collection. Academic Performance Test on English Language and Mathematics questions set from primary six syllables as instrument for the data collection.

Statistical tool of t-test was used to analyze data collected and the result presented in chapter four of this study. Frequency, and simple percentages were used for demographic variables, Mean and Standard Deviation was used to analyze the research questions, while the null hypotheses (1-3) were tested using t-test statistics to test significant influence of variables in tables 4.3.1, 4.3.2 and 4.3.3 at 0.05 level of significance. The result revealed no significant differential influence of parental death on academic performance of primary school Boys and Girls, it also shows no significant differential influence of parental separation and parental divorce on academic performance of primary school pupils and the also indicate significant differential influence of parental care on the academic performance of primary school pupils brought up by either the mothers or the fathers in Paikoro Local Government Area of Niger State.

5.3 Conclusion

Base on the findings, the researcher concluded that:

The parental death had no differential influence on academic performance of primary school boys and girls pupils in Paikoro Local Government Area.

Parental separation and parental divorce had no differential influence on the academic performance of primary school pupils in Paikoro Local Government Area.

Parental care had differential influence on academic performance of primary school pupils brought up by Father and Mother only home.

5.4 Recommendations

Based on the findings of this study the following recommendations were made:

1. Counsellors, School Psychologists, Teachers and school authorities should pay attention to set of pupils that have lost their parents through proper counselling and other supportive services, in order to make them focus on their academic activities.
2. Pupils from separated or divorce parents should be encouraged and given all support to enhance their academic performance irrespective of gender through counselling intervention
3. The school authorities should intensify efforts to study individual pupil that is enrolled in schools and seek knowledge about his/her family backgrounds so that those with special needs are identified as soon as possible, in order to design counselling programme that will facilitate their academic activities.

5.5 Suggestions for Further Studies

This study was limited to finding out influence of broken home on academic performance among primary school pupils in Paikoro Local Government Area of Niger State. The study does not cover other variables which may have negative influence on academic performance. Therefore, the researcher advises that further studies be carried out on:

1. Similar studies should be carried on other educational levels e.g Junior and senior secondary school in Paikoro Local Government Area of Niger State. Such studies would contribute to the body of knowledge in the administration of education.
2. Studies need to be carried out on Influence of broken home on academic performance among public and private primary school pupils in Paikoro Local Government Area of Niger State.
3. Studies need to be carried out on the Influence of broken home on academic performance among urban and rural primary school pupil in others Local Government Area of Niger State, Nigeria

5.6 Contributions to Knowledge

1 There is no differential influence of parental death on academic performance of primary school Boys and Girls

2 There is no differential influence of parental separation and parental divorce on academic performance among primary school pupils

3 There is differential influence of parental care on academic performance of primary school pupils brought by Father and Mother

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Appendix I

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY ZARIA ACADEMIC PERFORMANCE TEST FOR PUPILS

Dear Pupil,

You are among a few of the pupils at primary school chosen to complete independent academic performance test on English Language and Mathematics. These tests will assess pupils coming from broken homes and their performance in school. The study is being conducted as part of the masters' degree programme in Education under the auspices of the Department of Educational Psychology and Counselling, Faculty of Education, Ahmadu Bello University, Zaria.

The information you will give will be treated in strict confidence. Except for researcher, no other person will know your answers.

May I take this opportunity to thank you in anticipation

SECTION A: DEMOGRAPHIC DATA

INSTRUCTION: (Please tick where applicable).

1. Sex: male (), female ()
2. Are your Parent Staying together. Yes (), No ().
3. If answer to 2 is No, give reasons why they are not staying together
Death () Separation () Divorce () Other ()
4. Who are you staying with? Father (), Mother ()

SECTION B: ACADEMIC PERFORMANCE TEST ON MATHEMATICS

1. If the product of 88 and 2 is 176, what is the sum of 108 and -30
A. 108 B. 78 C. 98
2. A baker bakes 50 loaves of bread in a day, how many loaves of bread will he bake in three 3 days? A. 150 B. 160 C. 170
3. How many days are there in 2weeks?
A. 54days B. 14days C. 18days
4. Express 8,873 to the nearest hundred
A.7,900 B. 8,900 C. 9,900
5. A man bought a fowl for #400 and sold it for #340, calculate his loss percent
A.15% B. 5% C. 8%
6. Write 75 as product of prime factor
A. $3 \times 5 \times 5$ B. $3 \times 4 \times 5$ C. $4 \times 5 \times 5$
7. What is the 10% of #1000
A.10 B. 100 C. 1000
8. Change $\frac{22}{7}$ to mixed fraction
A. $3\frac{1}{7}$ B. $3\frac{1}{8}$ C. $3\frac{1}{9}$
9. What is value of 8 in 5873?
A.8000 B. 800 C. 80
10. Simplify $5\frac{1}{2}$ A.10/2 B. 11/2 C.6/2
11. How many eggs are there in one dozen?
A.44 B. 12 C. 24
12. If Bala spend #10 for breakfast everyday, how much will he spend in one weeks
A.#200 B. #70 C. #20
13. What is the ratio of two month to one year?

- A.2:12 B. 1:12 C. 12:12
14. Find the value of x if $x+27=30$
A.3 B. 5 C. 6
15. $3+4(-4)$
A.3 B. 4 C.7
16. The sum of angles at a point is
A. 180^0 B. 90^0 C. 360^0
17. $8 - [] = 2$
A.3 B.6 C.4
18. Sum up: 21, 34, and 15
A.67 B.70 C.85
19. What is 20% of #200?
A.#40 B.#60 C.#20
20. $8 + [] = 10$
A.1 B.4 C.2
21. The mean score for 13, 15, 2 is
A. 15 B. 10 C. 7
22. The median for 8, 8, 10, 13, and 16 is
A.8 & 10 B.10 C. 13
23. The mode for 9, 9, 9, 5, 3, 2, and 1 is
A.5 B.9 C.9&2
24. $20 > 4$
A. 4 is greater than 20 B. 4 is equal 20 C. 20 is greater than 4
25. The square root of 4 is
A 16 B 2 C 8

Appendix II

SECTION C: ACADEMIC PERFORMANCE TEST IN ENGLISH LANGUAGE

A Reading Comprehension

Read this passage carefully and answer the questions that follow;

Once upon a time, a farmer and a tortoise were great friends. This was very strange because the farmer was a hardworking man, but the tortoise was a lazy, good-for-nothing animal.

Many fruits and vegetables grew on the farmer`s land. He also had some very good yams. The tortoise was too lazy to farm. He caught rats and snails in the forest. Also, he did some petty trading from time to time, if the work was not too difficult.

At harvest time, the tortoise grew jealous of the farmer`s ripe fruits. He decided to steal some of them. One day, he told his friend he was going to hunt in the forest at night. But instead, he went to the farm and stole his friend`s yams. For several weeks, the tortoise and his family lived on stolen yams and fruits as well as a few rats which he caught in his traps. Soon, the farmer knew that some of his yams and fruits were stolen. He asked his friend, “what plan have you got, the clever tortoise, to catch the thief?”

Choose the correct answer from the following:

1. The tortoise and the farmer were _____
(a) Great enemies. (b) Good classmates. (c) Great friends.
2. The farmer had on his farm _____
(a)Vegetables and yams (b) vegetables, fruits and yams (c) Fruits and vegetables
3. The tortoise could not farm because (a) He was very lazy (b) he was a good-for-nothing farmer (c) he could catch rats snails in forest.
4. At harvest time the tortoise _____ (a) Planted his own crops

- (b) Stole the farmer`s yams. (c) Went to hunt in the forest.
5. Later on, the famer knew that_____
- (a) Some of his yams were stolen (b) None of his yams was stolen
- (c) Some of his yams and fruits were stolen
6. The farmer asked the tortoise for his advice because_____
- (a) He thought that the tortoise was clever. (b) he knew that the tortoise was the Thief (c) the tortoise was older.
7. Last month I _____to Abuja
- (a)Gone (b) went (c) goes
8. Hafsat`s aunty came looking _____ her
- (a) Of (b) for (c) on
9. The pastor _____ the congregation.
- (a) Admonish (b) play (c) speak
10. It is_____ it may rain soon
- (a) Weather (b) shinning (c) cloudy

From the options lettered a to c, choose the one that is opposite in meaning to the underlined word in each of the following sentences.

11. After drinking the cold water, the boy saw that the cup was dirty
- (a) Hot (b) clean (c) full
12. The chief has bought a new car
- (a)Old (b) big (c) dirty
13. The new road is wide enough to take four cars.
- (a) Broad (b) narrow (c) big
14. We went outside for fresh air.
- (a) Forward (b) away (c) inside
15. He could not drive fast because the road was rough
- (a) Smooth (b) ugly (c) flat

16. The work ended at 3 o'clock in the afternoon
(a) Started (b) closed (c) lasted
17. The tortoise and farmer were friends
(a) Enemies (b) customers (c) acquaintance
18. Many fruits grew on the farm.
(a) Some (b) few (c) a few
19. The farmer had good yams
(a) Ugly (b) big (c) bitter
20. Petty trading was very hard for him
(a) Easy (b) comfortable (c) cheap
21. I-----next president.
(a) Will be the (b) would be (c) should be
22. Put the pencil -----the Table
(a) on (b) at (c) in
23. The book is -----
(a) mine (b) my (c) me
24. Hassan gave answer -----
(a) Offhand (b) off head (c) off nose
25. This chair belongs to -----
(a) me (b) I (C) we

Appendix III

Pilot Testing Reliability Result

Scale: English Language and Mathematics Test Reliability

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

hnijui	Value	.791
Part 1	N of Items	1 ^a
Cronbach's Alpha	Value	1.000
Part 2	N of Items	1 ^b
	Total N of items	2
Correlation Between Forms		.97
Spearman-Brown Coefficient		.98
	Unequal Length	.98
Guttman Split-Half Coefficient		.82

a.5The items are: VAR00039, VAR00040

The items are: VAR00040, VAR00041

APPENDIX IV

Marking Scheme for Mathematics (Primary 6)

1. B. 78
2. A. 150
3. B. 14days
4. C. 9,900
5. A. 15%
6. A. $3 \times 5 \times 5$
7. B. 100
8. A. 3
9. B. 800
10. B. $11\frac{1}{2}$
11. B. 12
12. B. #70
13. A. 2:12
14. A. $3\frac{1}{7}$
15. C. 360°
16. B. 6
17. B. 70
18. A. #40
19. C. 2
20. B. 10
21. B. 10
22. B. 9
23. C. 20
24. B. 2
25. A. 16

APPENDIX V

Marking Scheme for English (Primary 6)

- 1 C. Great friends
- 2 C. Fruits and vegetables
- 3 A. He was very lazy
- 4 B. Stole the farmer's yams
- 5 C. Some of his yams and fruits were stolen
- 6 A. He thought that the tortoise was clever.
- 7 B. went
- 8 B. for
- 9 A. admonish
- 10 C. cloudy
- 11 B. clean
- 12 A. old
- 13 B. narrow
- 14 C. inside
- 15 A. smooth
- 16 A. Started
- 17 A. Enemies
- 18 B. Few
- 19 A. Ugly
- 20 A. Easy
- 21 A. Will be the
- 22 A. on
- 23 A. mine
- 24 A. offhand
- 25 A. me

T-Test Comparison of the Mean Scores of Male and Female Pupils' Parental Death

Paired Samples Statistics

Pair	Mean	N	Std. Deviation	Std. Error Mean
1 Male Pupils without parents	47.3200	50	21.78039	3.08021
Female Pupils without parents	44.3200	50	22.46216	3.17663

Paired Samples Correlations

Pair	N	Correlation	Sig.
1 Male Pupils without parents & Female Pupils without parents	50	.692	.000

Paired Samples Test

Pair	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
1 Male Pupils without parents - Female Pupils without parents	3.00000	17.37110	2.45664	-1.93681	7.93681	1.221	49	.228

$t_{crit} = 2.0086$

T-Test Comparison of the Mean Scores of Pupils Whose Parents are Separated and Those Whose Parents are Divorced

Paired Samples Statistics

Pair	Mean	N	Std. Deviation	Std. Error Mean
1 Scores of pupils with separation parents	51.3000	100	32.43938	3.24394
Score of pupils with divorce parents	47.5600	100	23.92848	2.39285

Paired Samples Correlations

Pair	N	Correlation	Sig.
1 Scores of pupils with separation parents & Score of pupils with divorce parents	100	.312	.002

Paired Samples Test

Pair	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
1 Scores of pupils with separation parents - Score of pupils with divorce parents	3.74000	33.76048	3.37605	-2.95881	10.43881	1.108	99	.271

t_{crit} = 1.984

T-Test Comparison of the Mean Scores of Pupils Who are with Their Fathers and Those Who are with their Mothers

Paired Samples Statistics

Pair	Mean	N	Std. Deviation	Std. Error Mean
1 Scores of pupils with father	44.5867	150	21.84945	1.78400
1 Scores of pupils with Mother	50.0000	150	22.30358	1.82108

Paired Samples Correlations

Pair	N	Correlation	Sig.
1 Scores of pupils with father & Scores of pupils with Mother	150	.497	.000

Paired Samples Test

Pair	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
1 Scores of pupils with father - Scores of pupils with Mother	-5.41333	22.15449	1.80891	-8.98776	-1.83891	-2.993	149	.003

$t_{crit} = 1.97799$



DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY, ZARIA

Our Ref: P13EAPCS073

Date: 19/02/2016

Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria requires each student working for a Degree to complete a research project/ Thesis/Dissertation. They are therefore required to collect data for the research studies.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have.

Please accord them all the necessary assistance.

TOPIC OF RESEARCH:

Impact of Broken Home on Academic performance among primary school pupils in parsons, Niger state; Implication for Guidance and Counselling.

Thank you for your continued cooperation.

Yours Sincerely,

Research Adviser

