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EFFECTS OF BROKEN HOME ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS OF ISLAMIC STUDIES IN ILORIN, KWARA STATE

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Abstract

This study looked at the effects of divorced couples on academic performance of students of Islamic studies in Ilorin metropolis of Kwara state. A quantitative method was adopted for this study. Purposive random sampling technique was used for the study. 12 senior secondary schools were purposively selected from the lists of senior secondary schools in Ilorin metropolis. 30 students were selected from each school, making a total number of 360 students offering Islamic Studies as sampled from broken homes. After numerous corrections, the opinions of three experts in Measurement and Evaluation Department, Faculty of Education, University of Ilorin, were obtained to validate the instrument of the study. For reliability of the instrument, a test-retest was conducted for the questionnaire and the results were used to calculate the reliability coefficient which was 0.72. The questionnaire was tagged Students' Performance Questionnaire on Broken Home (SPQBH). The findings indicate that there is significant negative correlation between student of divorced couples and students' academic performance in Islamic Studies. It was also found that significant age difference among students of divorced couples has great effects on such students' academic performance in Islamic studies. It was recommended that government educational bodies should organise orientative programme for the students who come from divorced parents so that they can improve on their academic performance, particularly in Islamic studies and general subjects.

Keywords: broken home, Islamic Studies, academic grade,

Introduction

Academic performance of children is connected with parental relationship that plays a crucial role and determines students positions in school because students can be easily influenced due to parental conflict. Child molestation, unfaithfulness, violence, divorce and separation are the obstacles facing today's families in many community. With these problems prevalent in families, they influence children in academic endeavour. In addition, broken home is one of yardsticks used to measure students performance in every educational setting. It is also a system of determining or measuring the success of students. These successes of students through mother or father's efforts encourage them to contribute vigorously in classroom activities. The effect of broken homes is so paramount to Ilorin situation as most Kwara State secondary school students have been dwelling in and performing dolefully in their studies which lead to dropping them out of the learning system. If this deplorable situation is not addressed, it might have countless effects on the lives of these students, their home as well as the whole state at large. Therefore, there is need to find out the effects of broken home on academic performance of secondary school students specifically in Islamic Studies with the aim of providing a lasting solution.

Home plays a fundamental role in determining the child's educational attainments because when mother and father keep conflicting in their homes, children are certain to be affected as they grow up (Murphy & O'Farrell, 1994). They further declared that children learn through imitation and identification with the parents and other important member of the families. If the children grow up in a family where violence and conflict are common phenomena, they may end up doing the same in their own families, unless interpolation is carried out. Moreso, home is the most determinat that influences children since children and families are interactive members of a large system of social institutions, such as school, workplace and community (Murphy & O'Farrell, 1994).

Kiura (1999) averred that a healthy relationship between husband and wife depends on self understanding, balance between individuality, mutual relationship, proper management of conflicts, sexual harmony and sound skills in mutual dialogue and communication. He also raveled that parents need to assume responsibility for their children's eternal destiny, educate them, prepare them for life and guide them towards the right way. If parents are not in harmony, it will cause suffering for their children and make them perform woefully in school activities

In the same vein, Johnson (2005) maintained that children who grow up from broken homes/separated families often have low marks throughout their school lives. Moreover, Ayodele (2007) stated that the society or community where a child finds himself/herself goes a long way in determining his learning ability and ultimately his academic performance in school. indicated that home is a devastating element that influences learners' grade. He further showed that broken homes may present a very serious danger to the emotional, personality, and mental adjustment of adolescent learners. This impinges on students' academic achievement.

Owards, marital irregularity brings about trauma, worry, hassle, lack of impetus and obstruction negatively and obviously associated with a child's academic attainment in school (Levin 2001). He indicated that families are the actors with the strongest un-dimensionals interest at a higher

level) of their children's academic aspiration. In addition, Children Defense Find (2004) declared that stress for both the children and parents can cause separation between father and mother when they face inadequate financial resources.

Acock & Demo (1999) Buehler & Gerald (2002) found that parents in a traumatic marriage are less likely to have close relationships with their wards, whereas couples who are happy with their marriage life are more likely to have excellent relationships with their children. Therefore, when a child is satisfied with positive situation of his or her parents, it would greatly improve his or her performance in any school he or she finds himself or herself.

collected data from children of broken couples disclosed that separation between husband and wife influences and disturbs children emotionally and mentally. These lead to negative academic achievement in schools. Literatures had shown that students whose parents were separated may experience psychological difficulties such as seclusion and gloominess or hopelessness (VanderValk et al., 2005). Battle & Coates (2004) carried a research among blacks in America where he asserted that close relationship of two-coupled families assist the children to come up with great academic performance that is measured by grade point average (GPA). In addition, separation of couples were connected and related to poor performance of a child and worse educational experiences for him (DeBell, 2008). Nonetheless, the studies of Deborah, (2002) & Conkline, (2006) found that Broken home has caused loss of couples, divorce, desertion, singular living of parents which all lead the wards into the danger of the society. Thus, separated parents are one of determinants of learners' academic attainment in school that lead them to suffer seriously among their peers.

Undoubtedly, academic performance of students is an objective grade of achievement after a specified instructional programme. He explained that academic performance is linked with the data achieved or talent shown in the school subject that indicated students' achievement, test scores or marks allotted by the instructors. Thus, academic performance is the institutional assessment of the classroom work done by the teachers on the basis of the grades awarded to the learners. Moreso, academic performance can be motivated by numerous variables that play important role on the child and also influence with strong relationship between both parents which cannot be over-determined (Encyclopedia of Psychology 2001). It further emphasised that due to worry and fear from the home or family instability that have been produced from a broken home, an emotionally barren atmosphere that leads to poor academic performance of the children in schools is generated.

Academic performance is divided into two aspects: positive and negative. These aspects are connected with poor habits, family background, perseverance, attitudes and interest that shake academic attainment of learners in school (Akinboye 2004). He established that if these factors are amended and attitudes are changed absolutely, then, the level of learners' academic performance would greatly improve.

Inappropriately, the countlessness of children that have been born into broken homes is gradually increasing in Nigeria, this eventually lead to the low performance of learners in our institutions. Over the years, poor academic performance of students have attracted the interest and concern of teachers, counselors, psychologists, researchers and school administrators in Nigeria

(Nwachukwu,1998; Imogie,2002 & Wiseman,2003). Not only that, the problems facing students in many family dynasties have affected them in the educational setting. He further emphasised that depression, decline in academic achievement, poor attendance in school, loss of confidence, and disorganization may indicate adjustment issues pertaining to divorce in a student's home. As a result of this, the contribution of broken spouses towards the success of their children is apparent to be so vital, especially in Kwara and Nigerian context. Therefore, this paper has taken a rigorous attempt on effects of broken homes on academic performance of secondary school students of Islamic studies in Ilorin, Kwara State. This finding addresses the following research objectives and hypotheses

1. To determine the effect of broken homes on academic performance of students in Islamic Studies
2. To find out the age difference in students of broken homes on their academic performance Islamic Studies
3. To determine the gender difference in students of broken homes and on their academic performance Islamic Studies

Hypotheses

1. There is no significant relationship between students of broken homes and their academic performance in Islamic Studies
2. There is no significant age difference between students of broken homes and their academic performance in Islamic Studies
3. There is no significant gender difference between students of broken homes and their academic performance in Islamic Studies

Method

This paper used quantitative research design. In this research, the design of this study was cross-sectional descriptive research design. Johnson (2011) viewed that descriptive research is a way of gathering information and sample collected from an individual through their responses to questions. The population of this study comprised secondary school students in Ilorin metropolis whereby a random sampling of 360 students offering Islamic studies were selected in line with the sample size formula Mbokane (2009). Furthermore, the main instrument used to collect data for this paper was a researchers-designed questionnaire and Islamic studies results. The questionnaire was tagged Students' Performance Questionnaire on Broken Home (SPQDH). It was divided into two sections. The first section contained items that addressed the background of the respondents while section 2 had item statements that provide information on the effects of broken home on students' academic performance in Islamic studies. Also, third term results of SS two students in Islamic Studies was collected from the sample schools and standardized the result using T SCORE FORMULA $(10z+50)$ as a yardstick to measure the students' academic performance in secondary schools. The researcher used the questionnaire with a four-point Likert scale where 4= strongly agree (SA), 3= Agree (A), 2= Disagree (D) and 1= strongly disagree (SD). The instrument was validated by experts in order to ensure that

content and face validity and necessary modifications were made. Test-retest method was used to determine the reliability and a reliability coefficient of 0.72 was obtained. Moreso, t-test, correlation and ANOVA were used to answer hypotheses formulated for this paper

Data Analysis and Results of the Study

The t-test, correlation and ANOVA were used to analyse all the hypotheses formulated for this paper.

Hypothesis 1: There is no significant relationship between students of broken home and their academic performance.

Variables	N	Mean	SD.	DF	P	Sig	Decision
SBH.	360	25.40			4.83	358 .307	.000
Rejected							
Academic Performance	360	23.21	2.14	358			

Based on the data computation, it was indicated that the correlation levels generated 30.7 with significant value of 0.000 at 0.05 level of significant. Since the P-value (0.000) is less than the level of significant (0.05), the null hypothesis is rejected. Therefore, this indicates that there is a significant relationship between broken homes and academic performance of students in Islamic studies.

2 There is no significant age difference between students of broken home and academic performance of Islamic Studies

The ANOVA Analysis Showing the Age Difference Among Students of Broken Homes and Academic Performance Islamic Studies

	Sum of square	df	means square	F-value	Sig	Remark
Between group	243.772	2	13.730			
Within group	2132.037	358	14.253	73.40	0.000	
Total	2375.809	360				

The table revealed that the calculated f. Value is 73.40 with calculated alpha of 0.000 is computed at critical level of 0.05. Since the calculated alpha of 0.000 is less than critical alpha level of 0.05. Hypothesis is hereby rejected absolutely. This shows that there is a significant age difference between students of broken homes and their academic performance in Islamic Studies.

3 There is no significant gender difference between students of broken homes and their academic performance in Islamic Studies

The T-test Analysis Showing the Gender Difference in Students of Broken Homes and Academic Performance in Islamic Studies

Gender	NO	Mean	Std.	DF	t-value	t critical	Decision
Male	162	54.6364	5.66	358	2.95	1.96	Rejected
Female	196	54.0563	6.51	358			

P<0.05

The result of table 3 publicised that T-value of 2.95 was found to be greater than Critical value of 1.96 at 0.05 level of significance. Since the calculated T-value is greater than the critical T- value, the hypothesis, which states there is no significant gender difference between students of broken homes and their academic performance in Islamic Studies was rejected. This indicates that there is a significant gender difference between student of broken homes and their academic performance in Islamic Studies.

Discussion of Findings

Based on this result, it has been shown that there is significant relationship between broken homes and academic performance of students in Islamic studies in Ilorin metropolis. Moreso, the result of this paper showed that broken homes go in line with academic grades of students in Islamic Studies. For instance, students whose parents are not living together perform negatively in their tests and assignments. This assertion is in line with the submission of Johnson (2005) who maintained that children who grow up from broken homes/separated families often have low marks throughout their school live. This is in agreement with the finding of where it was indicated that home is a devastating element that influences learners' grade. He further showed that broken homes may present a very serious danger to the emotional, personality, and mental adjustment of the young learner.

Furthermore, the result of this paper also revealed that there is a statistical age difference between students of broken homes and their academic performance in Islamic Studies. Age of students is most significant to academic grades in situation whereby learners whose parents have left them at tender age face alot of obsrcles in classroom activities. This paper support the outcome of Dykeman (2003) which showed that age and gender of the student at the time of the separated parents and the intensity of conflict within the family are variables that may affect the psychological and the cerebral health of the learner. The result of this paper also agreed with the study of VanderValk et al.(2005) that students whose parents were separated at small age may experience psychological difficulties such as seclusion and gloominess or hopelessness.

Similarly, there is a significant gender difference between students of broken homes and their academic performance in Islamic Studies. Most of female students were academically affected due to separation of their parents. This is in line with submission of who established that most of female learners were unprotected from violence, abuse and assault that eventually lead them to score low

mark in tests and examinations. He also agreed that many female students whose parents were not under the same roof were weaker academically and they have worse relationship than their male mates. It also coincided with the study of Hargreaves (1991) that students who struggle in the classroom may encounter themes related to grieving over their parents' separation, concerning financial problems at home, or living in stressful or emotionally tense households.

Conclusion and Recommendation

The broken homes of Islamic Studies secondary school students in Ilorin, Kwara State affect academic performance momentarily and this has been proving too difficult to be expunged. The outcome of this paper showed that there exists a significant negative correlation between student of divorced couples and students' academic performance in Islamic Studies. It was also established that significant age difference among students of divorced couples has great effects on such students' academic performance in Islamic studies. Therefore, it is recommended that government educational bodies should organise orientative programmes for the students who come from divorced parents or broken homes so that they can improve their academic performance, particularly in Islamic studies and general subjects.

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