

## **The Effects of Broken Home On the Academic Performance of Students in Tertiary Institutions in Nigeria: A Study of the Federal Polytechnic, Ilaro**

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**ABSTRACT:** *The major institution for humans is the family, also known as a household or home. This study investigated how broken household might affect the academic performance of students in the tertiary institutions in Nigeria. The study was conducted among the undergraduates of the Federal Polytechnic, Ilaro, Ogun State, Nigeria. Specifically, ND II students of the School of Pure and Applied Sciences and the School of Management Studies were engaged in the study. 100 students were randomly selected from each of the Schools making a total of 200 respondents. A questionnaire was adopted to obtain information from the respondents. Using the descriptive research design, findings show that students from broken homes commonly engage in unruly and unacceptable behaviors in school and often face possibility of being rusticated or expelled from the school, Furthermore, such students suffer academic and emotional challenges and they usually perform poorly in their academic activities. it suggested that several of the elements that create poor academic performance associated with a separation, such as family's income, trust issues and uneasiness between partners, and this ought to be curtailed in order to lessen the chance of a shattered household. Students from broken homes should be properly monitored, secured, and controlled by their supervisors and sole caregivers and parents ought to be educated on the importance of remaining married as partners in order to have a decent household. In marriage, they must persist and endure one another.*

**KEYWORDS:** family, broken home, school, tertiary, education

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### **INTRODUCTION**

The family is the child's initial social organization. As a result, the kid receives early education and socialization from his or her parents and other family members. The major institution for children is the household. The family, on the other hand, can be viewed as a social group defined by shared residence, economics, collaboration, and production. The family is the first important group with which a kid comes into touch when they are born.

According to Agulana (2000), the family provides the psychological, moral, and spiritual framework for the child's moral growth. Family/homes are either shattered or intact structurally. In this sense, a broken household is one that is not substantially solid as a result of separation, divorce, the passing away of one of the parents, or illegal pregnancy.

In the words of Frazer (2004), psychological home circumstances are mostly caused by child illegitimacy, the label of adopted kid, shattered households, separation, and parental hardship. This aberrant home setting has the potential to have a negative impact on the child's school achievement. A secure household is one where the two parents (mother and father) live with their children, whereas a broken home is one in which one or both parents do not live with their children.

The degree when the houses function seems to influence a student's academic achievement in school. Shattered households, no matter how insecure, may have an impact on a student's performance. According to Schults (2006), when kids from unsettled households are contrasted to those from secure families, adolescents from stable families gain from parental engagement, which influences their behavioral and intellectual gains.

To a certain degree, there is straightforward data to suggest that breakdown of marriage causes anxiety, depression, absence of inspiration, and dissatisfaction, all of which have a poor impact on how well a child does in school. According to Johnson (2005), offspring of divorced adults frequently fail and are emotionally vulnerable. This, nevertheless, might not be entirely relevant in all circumstances of fractured households. Certain youngsters, regardless of their family history might strive diligently to achieve achievement in life. There is nothing to challenge students from shattered households in isolated communities.

Because they have a larger relative, they won't be as affected by hardship compared to people in towns. They have several activities to keep them busy, such as farming and minor trade. Momoh (2011) defines a house with problems as one that has been ripped apart.

Divorced parents can cause stress, anxiety, a lack of enthusiasm, and frustration, all of which can have a poor impact on the academic achievement of a student. Low performance in school has been increasingly prevalent, obvious, and unusual in educational settings throughout the years. This has caused widespread worry among educators, parents, professionals, institutional managers, and political leaders. While divorced families are primarily an issue for lovers, they are also a national one. As a result, the primary focus of this study is the effect of broken families on students' academic performance, as well as the necessity to know the impact of dysfunctional households on the academic achievement of learners in the study region.

### **Statement of the Problem**

The proportion of shattered households as an outcome of breakups is disturbing, as is the growing number kids coming from separated families on a daily basis. The house is supposed to be a haven of laughter and joy, with lots of assured protection and convenience, but it is quite terrible that the typical family today ignores its primary duties, generating a lot of mental problems for their children's thoughts.

Over the years, failed marriages have been a boon to the household structure and the community as a whole, causing great social turmoil. Broken families have an impact on pupils' academic achievement, and this has a lot to do with the turbulence in many couples' interactions.

A shattered household can develop as a result of either partner's death, an inter-family confusion, an engagement lack consent from both partners, an annulment scenario, separation, or bankruptcy. Adolescents from dysfunctional households tend to be angry, hyperactive, and violent. A lot of the challenges a couple of parents' face appear to be identical to those that families with two parents face, but the issues appear to be harder to tolerate or handle when the household is overseen by a single individual. In addition, the mental and cultural strain of broken households resulted in difficulties such as being unable to continue lessons whenever they were due and being unable to afford essential educational resources.

Inability to pay of payment and taxes, an absence of advice and psychotherapy, surveillance and overseeing, uncertainty, a lack of liberation from persecution, and rejection of primary schooling are all examples of violations. However, there is an urgent need to address the issue of divorce. In this context, the scholar investigated the influence of broken families on the academic performance of students at Tertiary Institutions in Nigeria: a case study of Federal Polytechnic Ilaro in Ogun State.

## **LITERATURE REVIEW**

### **Theoretical framework**

#### **Role theory and social learning**

Students' reactions to the separation of parents might get impacted by the remarry of the foster spouse. Based on Zinsmeister (1996), divorce of adults might increase rather than decrease a child's anxiety. Separation renders pupils feel insecure, unclear about what lies ahead, or as if the future is dark, and it makes them hopeless when they are afraid that something horrible will occur to them (Wallerstein & Blakeslee, 2003). Certain children do well academically to avoid troubles in the house (Lansky, 2000).

Other kids, on the other hand, may purposefully permit scores to slide in order to get the notice of their parents (Richmond, 1998).

Amato used a meta-analyses approach to investigate the association between separation and educational success. Academic success results revealed statistically significant differences in inferior academic accomplishment in children of breakup in comparison with children of parents who were married (Amato, 1991).

Some pupils respond with rage, terror, or great sadness, while others are cheerful or neutral. Several learners feel embarrassed and hide the disclosure of the split between their parents from their peers, while others are pleased particularly when that has been heavy conflict in their families (Clandos & Kemp, 2007)

### **Role theory and Broken Home**

According to the role hypothesis, dispute within relationship emerges as a result of spouses' divergent expectations regarding their roles. As noted by Magnus (1957), previous to marriage, each person in a marriage partnership often enters the marriage with notions regarding how he or she ought to act and how their spouse or person must act. Each spouse in a committed relationship has assumptions about how the tasks anticipated of one another ought to be carried out.

Problems or friction emerge if such inter-personal position demands clash or contradict. According to Magnus (1957), the disparity in conjugal responsibilities comes up primarily because both individuals involved in the union arise from various family/social cultures and seldom have a chance to stand down talk about and integrate among themselves which ought to accomplish in the couple's relationship, prior to and following the union.

### **The social learning theory**

This theory specifies that separation and divorce is caused by the relationship of partners as well as the impact of important persons in their respective lives. Their behaviors or reactions are the result of their contact with their surroundings and also their individual/couple conduct. According to Bandura's (1977) social learning theory, disagreement within union is on the shoulders of both partners. It stated that partners who interact must have responsibility for any matrimonial problem that arises in the context of the marriage.

It went on to say that the main reason of a marriage difficulty could come from acquaintances, classmates, fellow citizens, coworkers of the same faith, or family members. Due to the notion, once a union doesn't function well, the problem may be tracked back to the parents, who served as inspirations to their offspring. The following is founded on the idea that humans acquire via copying...The idea highlights emulation as a significant form of acquiring knowledge, and when

one of them demonstrates such trained adverse conduct, there is a strong possibility that it will be rejected by the other, causing tension.

## METHODOLOGY

Research design for the study was basically descriptive and cross sectional in design. Under non experimental design which his descriptive design, the survey method was adopted, specifically cross sectional survey and quantitative design was purely employed. The study area is Federal Polytechnic Ilaro, Ogun state and study population were Students of the school both from broken homes and intact families.

The justification was basically to get adequate knowledge on the effect of broken homes on the Academic performance of students' of Tertiary Institutions in Nigeria: A study of Federal Polytechnic Ilaro, Ogun –State. A total number of two hundred respondents administered questionnaire. This sample size was adopted in the light of the constraint of time and resources needed for the study. Simple random technique was employed in the selection of the faculties and departments but purposive sampling was being employed to pick respondents. So two faculties and five departments from each faculty were picked and five students from each of those department that will be picked. The faculties represented were Pure and applied science and management and five departments would be represented from each faculty represented using simple random sampling. From Pure and applied science are Slt, Nud, Food tech, computer science and Statistics. Management are Taxation, business admin, Insurance, Public Admin and Banking and Finance.

### Instrument

The data for this study was obtained from the primary source, that is questionnaire was issued to the respondents. A descriptive analysis of data was undertaken using spss.

## RESULTS

### Socio-Demographic Characteristics of Respondents

**TABLE 3.1.1: Demographic Profile Demographic Characteristics**

Demographic Characteristics	No of Respondents	Percentage%
Gender		
Male	85	42
Female	115	58
Total	200	100
Age		
20 below	111	56

21 and above	89	44
Total	200	100
Class		
Nd 1	50	25
Nd 2	50	25
Hnd 1	50	25
Hnd 2	50	25
Total	200	100
Faculty		
Pure and applied Science	100	50
Management	100	50
Total	200	100
Cgpa of intact home		
Pass or probation	9	4.5
Lower credit	56	28
Upper credit	30	15
Distinction	5	2.5
Cgpa of broken home		
Pass or Probation	13	6.5
Lower credit	75	37.5
Upper credit	11	5.5
Distinction	1	0.5
Total	200	100
Types of home		
Intact home	100	50
Separated or divorced	100	50
Total	200	100

The table above showed class, faculty, age, gender, cgpa of intact and broken home and types of home sample population. It showed that out of the questionnaires administered were the classes of the respondent were 50% respectively for all the variables. Also, both faculties that is pure and applied science and management represented 50% each. Concerning the age of the respondent which 20 below represented 56% of the total population while 21 and Above represented 44%. Also, male representing 42% of the total population while female representing in the population were 58%. From the above analysis, it can be inferred that majority of the respondents were females. Furthermore, cgpa of the respondent from intact home showed that, pass or probation represented 4.5%, lower credit represented 28%, Upper credit represented 15% while distinction represented 2.5% .Also cgpa of the respondent from broken homes showed that, pass or probation represented 6.5%, lower credit represented 37.5%, Upper credit represented 5.5% while distinction represented 0.5%. From the analysis low grades were found in broken homes than respondents

from intact homes. Lastly, respondents from intact home represent 50% While respondents from broken homes represented with 50%.

**Answers to the research questions were stated below.**

**Do status of broken homes / Non broken affect performance of students?**

Student's family status have negative impact on their academic performance.	Frequency	Percentage
Strongly agree	123	62
Agree	58	29
Undecided	4	2
Disagreed	10	5
Strongly disagreed	5	2
Total	200	100

**To what extent does the effect of broken home affects students' academic performance.**

Students from broken homes often have academic problems.	Frequency	Percentage
Strongly agree	134	67
Agree	39	19.5
Undecided	2	1
Disagreed	20	10
Strongly disagreed	5	2.5
Total	200	100

Students from broken homes face academic & Emotional challenges.	Frequency	Percentage
Strongly agree	170	85
Agree	21	10.5
Undecided	1	0.5
Disagreed	7	3.5
Strongly disagreed	1	0.5
Total	200	100

## DISCUSSIONS

Findings shows that majority of the total respondents opined that students's family status have negative impact on their academic performance. Amato used a meta-analyses approach to investigate the association between separation and educational success. Academic success results revealed statistically significant differences in inferior academic accomplishment in children of breakup in comparison with children of parents who were married (Amato, 1991).

Findings also shows that most of the respondent viewed that often have academic problems and it opined that students from separated union face academic and emotional challenges. The response of the respondents above clearly expressed what other scholars had reported.

Some pupils respond with rage, terror, or great sadness, while others are cheerful or neutral. Several learners feel embarrassed and hide the disclosure of the split between their parents from their peers, while others are pleased particularly when that has been heavy conflict in their families (Clandos & Kemp, 2007).

Plenty of research (Dykeman, 2003; Wallerstain, 2005) have established the effects of separation on offspring. According to Sun, as stated in ValderValk et al., (2005), adolescents of separated parents may have a worse feeling of emotional well-being than kids raised in stable homes

### To what extent do broken homes affect the performance of students

Students from broken homes falls into unruly and unacceptable behaviors in school.	Frequency	Percentage
Strongly agree	101	50.5
Agree	13	6.5
Undecided	2	1
Disagreed	56	28
Strongly disagreed	28	14
Total	200	100



Students from broken homes face possibility of being cultivated and expelled from school.	Frequency	Percentage
Strongly agree	50	25
Agree	35	17.5
Undecided	10	5
Disagreed	70	35
Strongly disagreed	35	17.5
Total	200	100

Findings shows that Students from broken homes falls into unruly and unacceptable behaviors in school and often face possibility of being cultivated and expelled from school. It was corroborated by scholars. Children reared in homes with just one parent have an increased risk of low academic attainment, according to studies comparing the school records of children from one parent and dual-parent households (Mitchell, 1986).

The impacts of dysfunctional families on children are determined by a variety of elements, among the most significant of which are the reasons that lead to shattered houses as they happen which might be either short-term or long-term. When a parent dies and young ones understand that the parent will not come back, they lament their departure and shift their attachment to the surviving parental figure, attempting to recapture the stability they once had. Often, someone's identity is unfamiliar to them, and as a result, the pupils will confront several hurdles in their educational accomplishment.

According to Balikisu et al. (2005), when a family is disrupted by divorce, pupils suffer more. Children may experience mood changes, anger, and frustration at school, according to Hetherington, cited in Hargreaves, (1991), while kids from parents who have separated may be more disruptive in group, suffer from a decline in academic behavior, and drop out more often than kids from families with both parents.

According to Amato, as described in Hargreaves (1991), kids from single homes may have more domestic duties and obligations, increasing their level of anxiety than kids in families with two parents. According to DeBell (2008), a lack of dads is associated with worse learning outcomes and poor learning outcomes for kids.

Furthermore, according to previous study, instability within the family is associated with an increased risk of internalizing and externalizing behaviors, as well as worse academic performance (Marcynyszyn, Evans, & Eckenrode, 2008).

### **Summary**

This investigation found the following findings: There are two schools of thought about the harmful impact of divorce on children's performance in school. These divergent viewpoints might be clarified by the press, the faith community, and educational institutions, which perceive matrimony as an expected situation in which both spouses are meant to reside jointly and raise their kids, and split marriages as being outside what is expected.

The research repeatedly reveals that a broken marriage has a detrimental impact on students' emotional and physical growth, but it is mute on the good impact of a dissolved union for students' development. Nonetheless some argue that a dissolved home is preferable to introducing children to elder aggression, substance abuse and sadness.

This is consistent with the material discussed in the second chapter and the extra research alluded to in the fifth chapter under consideration.

It was also highlighted that adolescents' parents were not notified of the possibility of breakup. From these data, it is evident that adolescents from split households perform less well in school than those from families that remain together since some may be subjected to assault, which has a greater detrimental impact than living quietly with one parent. Overall, families must secure the safety of their children, whether they are married or not, for the straightforward explanation that children must be raised in a tranquil atmosphere if we are to have a moral generation to come.

### **CONCLUSION**

According to the findings of the study, the majority of respondents were not living with their biological parents. They fell short owing to an absence of safety treatment, familial collapse, and control. It ought to be mentioned that students are rapidly increasing, and the community is rapidly evolving into an international community exceeding predictions.

Students acquire something fresh each day, and if families aren't playing the critical part that they must, young students will fail to maintain concentration and poor performance in school will become unavoidable.

The research also suggested that several of the elements that create poor academic performance associated with a separation, such as disposable income, confidence and uneasiness between partners, ought to be prohibited or curtailed in order to lessen the chance of a shattered household. This would make community more conducive for children to race for the development of everybody.

### Recommendation

- The authorities ought to set up educational and guidance groups in colleges and universities with sufficient financing, whereas students from divorced families ought to be given appropriate advice and support regarding their emotional requirements and societal issues as they pursue the right approach in their educational pursuits.
- Undergraduates should be properly monitored, secure, and controlled by their supervisors and sole caregivers.
- Parents ought to be educated on the importance of remaining married as partners in order to have a decent household. In marriage, they must persist and endure one another.
  - Theological educators need to warn parents about the hazards of shattered households and its impact on students' capacity for learning at all stages.
- The authorities ought to increase the minimum wage above the present level to a realistic and considerable amount in order to improve the lives of the country's typical population.

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