

Relationship Between Family Types on Students' Academic Performance in Argungu Metropolis, Kebbi State, Nigeria

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Abstract

This study investigated the Relationship between Family Types and Students' Academic Performance among Junior Secondary School Students in Argungu Metropolis Kebbi State, Nigeria. To guide the study three research objectives and three hypotheses were raised. correlational research design was employed to carry out the study. The proportional sampling technique was used to select a sample of 274 students from a population of 902 students of the sampled schools. Two instruments, Broken Home Inventory (BHI) questionnaire are used for the data collection, objectives test in English and Mathematics was constructed and results were used as a measure of academic performance of JSS 2 respondents. Data collected was subjected to statistical analysis using Pearson (r). Three null hypotheses were tested at 0.05 level of significance. Analysis of data shows that there is significance relationship between parental separation and students academic performance ($r=0.739$, $p=.0002$.) and there is also significant relationship between single parenting and students academic performance ($r=0.633$, $p=0.004$.). Where there is also significant relationship between parental divorce and students' academic performance ($r=0.855$, $p=0.001$). On the basis of these findings, it was recommended that counsellors, educational psychologists, teachers and administrators, school authority should organize conferences and workshops that would include parents, stakeholders, and the clergy men of the society in order to enlighten the society about the effect of single parenting, divorce and separation among students at all levels.

Keywords: Parental divorce, Parental separation, Single parenting and Academic performance.

Introduction

In the family structure, the family is one of the primary groups of society concerned with face to face relationship throughout man's history, however, throughout the world both the family and the institution of marriage display a considerable culture variability, but whatever from such institution, the fact is that the human child is for a long time independent for its biological survival upon the adult members of those institutions. In general terms, it is sufficient to note here that marriage provides a certain secure frame work for the process of reproduction and the family affords a medium for primary socialization (Moris, 2011).

Broken home is defined as one in which one of the partners loses his/her spouse by death, separation, divorce, desertion or single parenting (Deborah, 2012) in the same vein sees broken homes as a situation where two spouses separate leaving the children to the hazard of the society (Moris, 2011). Broken homes occur when husband and wife separate from

each other, leaving the care and responsibility of the children to one parent. Divorce could be temporal or permanent. It is temporal when there is still hope of coming together after the relevant laws must have been put in place. This is to ensure that created the temporal separation are settled. But if the divorce is permanent, it means there is no hope of coming together. Divorce has to do with either one of the partners or saying 'bye bye' to his/her spouse as a result of infidelity, pride, superstition, religion, disagreement, in-laws' interferences, alcoholism, and disrespect for one another or bullying /violence (Birnin tsaba, 2017).

The following are the causes of broken home; Wrong choice in marriage, Parental or friends influence, Lack of genuine sacrificial love, Communication breakdown, Sexual unfaithfulness among spouses, Meanness and extravagant money management, Time consuming jobs, Lack of time management, Strange partners, Slavery mindset, Over-reaction, Multi-party peacemaker, (Birnin-tsaba, 2017)

In Nigeria, especially among Hausas for example, the parental roles are culturally determined and distributed. The paternal roles are that of economic responsibilities and disciplines of children, while the maternal roles are that of child-rearing, home training and playing of complementary roles. The child is morally, mentally upright and emotionally balances when the caring responsibilities are carried out by both parents. Family is the first primary social group that the child first belongs to, come in contact with, and this group has a greater influence on the child's physical, mental and moral development. The family is the foundation of education before the child goes to school and the personality that the child takes to school is determined by his home (Maduewesi and Emenogu, 2017). What makes up a family are the father, mother and kids, not father and mother alone. Murphy, (2012) pointed out that both parents have their own roles to play in child's education. The father is to provide every necessary tool for the education advancement while the mother is expected to supplement the effort of the father. But in the case where the father is absent and the mother is not privileged enough to cater for all the necessary and basic needs as well as supervising the academic performance of the child, by checking the academic records of the child or by going through their class and lesson notes or books every day, as well as giving of counselling supports when needed, these will affect the academic performance of the child (Murphy, 2012).

However, research has also found that children belonging to lower socio-economic group after divorce experience greater hardship. These hardships translate into academic problem. Some researchers argue that this decline in socio-economic status is directly linked to a variety of problems experienced by the children, such as psychological maladjustment and behavioural difficulties in school.

Family separation has more impact on younger children's academic performance than the older children (Farber, 2013). The reviewed literature indicated that there is an awareness of the importance of the home environment (family) on the students' academic performance. The home has a great influence on the students' academic, psychological,

emotional, social and economic state. The family is supposed to be the fundamental segment of a lasting society and civilization. Families that fall apart decline into social, cultural and education problems. Thus, if any country is to advance educationally, culturally and socially, effort should be made to keep families intact so as to create room for healthy growth of children educationally, physically and mentally.

According to Kinard and Reiherz (2014), children from single parent homes are more hostile, hyperactive and aggressive in nature. Many of the problems that single parents have are similar to those with two parents' family, but these problems seem more difficult to bear or manage when the home is being tutored by only one person. For example, all children feel hostile towards their parents as they grow up and try to be emancipated or independent. But in a situation, where the anger and rebellion are all directed towards one person, it may seem worse, if there is no one to bear it, not for the two to share. These are some problems that are exceptional, which are only faced by the single-parents, which make it somewhat difficult to raise children. These problems include: bitterness towards the absent spouse, loneliness, poverty and insecurity about raising children alone without a help. For these and some other reasons, single parents sometimes cling to their children (Kinard and Reiherz, 2014).

In case of divorce, separation or death of a parent, children are somewhat greater risk for symptoms of poor academic performance, psychological adjustment, behavioral and social problems, low self-esteem in school. Johnson and Medinans in Guidubaldi and Perry, (2015) found that most learners whose fathers had been absent while they were at ages one to five of life were more psychiatric, psychological and criminal in nature than those whose parents were present during this period. According to Guidubaldi and Perry, (2015) a child from intact homes will be well taken care of and well socialized as possible. This is due to the fact that the process of socialization depends on both parents playing complementary roles in bringing up the child.

Statement of the Problem

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

However, the absence of one or both parents deprives young children of the stable love, care, security and total support they have been accustomed to. They also tend to make children different in the eyes of their peer group. Such stressful situations can lead to poor academic performance in growing children. This situation may in-turn have effect on their academic performance especially at junior secondary school level where collective and cardinal academic relationships are to be created and to enhance learning among the young children. As such, the need for empirical study becomes pertinent to find-out the

relationship between Family Types and Academic Performance among Junior Secondary School Students in Argungu Metropolis, with a view to minimizing them for academic wellbeing of children in our society.

Objectives of the Study

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

1. Determine the Relationship between Parental Separation and Academic Performance among Junior Secondary School Students in Argungu Metropolis.
2. Determine the Relationship between Single Parenting and Academic Performance among Junior Secondary School Students in Argungu Metropolis.
3. Determine the Relationship between Parental Divorce and Academic Performance among Junior Secondary School Students in Argungu Metropolis.

Null Hypotheses

The following hypotheses guided the study:

1. There is no Significant Relationship between Parental Separation and Academic Performance among Junior Secondary School Students in Argungu Metropolis.
2. There is no Significant Relationship between Single Parenting and Academic Performance among Junior Secondary School Students in Argungu Metropolis.
3. There is no Significant Relationship between Parental divorce and Academic Performance among Junior Secondary School Students in Argungu Metropolis.

Theoretical and Empirical Framework

This paper adopted Social conflict theory which encompasses the work of Marx and Engels as well as Weber, Habermas, Foucault, and Domhoff. Conflict theory focus on social conflict and inequality. Cosor in Rodriguez, (1986) explained conflict as fundamental part of social life through which change necessary for development would occur, this is actually what is in his mind when he postulates that conflict at home environment ultimately adds to progress of society. In other words, society can hardly progress without conflict among its elements.

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

Engels (1884) theorized that the nuclear family was the result of the rise of private property, which brought with it the problem of inheritance. Males, who wished to pass their wealth to their legitimate heirs, owned properties. Engels argued that monogamous marriage,

enforced by the state to varying degrees, was a means of controlling women and ensuring the paternity of their children.

Foucault's contribution to sociology included theories of history, science and power, and much of his work is relevant to themes within the sociology of the family. Foucault argued that all social relations are produced by "power," with groups or classes in power creating themselves by constituting other groups as other (Obbermudia, 2013).

Social conflict theory implies that social life at home is basically characterized by conflict which takes various forms and expressed in different ways, such conflict occur within the context of a given socio-cultural milieu. However, but lead to broken home which affect the emotions of students and brings about poor academic outcomes. Therefore, the causes and possible solution to such conflict lie within the normative structure of a given society. Conflict may arise over access to valued and scare resource (economic, political and social) in a society with differences in opinion or perspective, belief system, prejudice and discrimination.

Applied to the context of this paper, the researchers focused on Family Types and Students' Academic Performance, In this regard, it is observed that the home environment that is tensed due to divorce or unhealthy atmosphere of quarrelling; fighting due to family types which cannot favour learning, as the mind of the pupils will not be settled in order to give room for creativity. Ogbemudia and Aiasa (2013) maintained that physical and psychological conditions of the home environment affect the children academically. Ekanem (2004) stated that harmonious home creates emotional stability in the child at home and subsequently throughout his school life. Hence the researchers were also concerned with the careful study of the relationship of single parenthood, parental separation and parental divorce due to broken home, death, widowhood and intact home on the academic performance of students.

Methodology

Research Design

The study employed correlational research design. Correlational design according to McMilla and Schumacher (2010) is a research design in which information on at least two variables are collected in order to investigate the relationship between the variables.

Population and Sampling Technique

The population of this study is the entire JSS 2 students (male and female) from the (8) eight selected secondary schools which are 902 students from broken homes made up of (491 males) and (411 females) constituted the population, The eight schools comprised of three female schools only, three male schools only and other two are co-educational schools. The sample size of the study was two hundred and seventy four students (274) selected from the total number of 902 respondents. The sample was selected in conformity with Krejcie and Morgans (1970) that a sample of 274 is appropriate for the population of 902,

proportional sampling was used in selecting the 274 students within the eight junior secondary schools that came from broken homes since only limited number of people can serve as primary data sources in the study.

Instrumentation

The instrument used to collect data for this study was adapted from Schultz (2013); it is called Broken Home Inventory (BHI). It comprises of two sections, section A-Bio data of the student with eleven (11) items, section B Instrument on Broken Home with 20 items. Each question has four Likert point of: "Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD)" rating 4, 3, 2 and 1 respectively.

Academic Performance Scores

The objectives test in English and Mathematics was constructed to collect data on academic performance of the respondents, this aimed at finding the academic performance of students from broken homes. This instrument consists of twenty (20) objectives questions in English and Mathematics (10 for each subject). These questions have four options (A to D) where respondents were instructed to choose one answer and the scores were computed.

Validity and Reliability of the Instruments

Instruments used in this study were based on previous research conducted in Sabon Gari Local Government Area of Kaduna state by Oche (2018), the study is adopting a previously used and tested questionnaire, whose face and content validity is already tested. To ensure its reliability, a reliability test Cronbach Alpha for the broken homes scale is 0.81 respectively.

Procedure for Data Collection

The administration of the instrument was undertaken with the help of (2) two research assistants. Two (2) working days were used to administer the questionnaire along with the objectives test in English language and Mathematics to JSS 2 students, a total of two hundred and ninety-one (274) questionnaires were distributed and 100% retrieved and analyzed.

Procedure for Data Analysis

The data collected was analyzed using correlation statistics for the purpose of either accepting or rejecting them. The scores from the test were analyzed using means and standard deviation, while Pearson Product Moment Correlation was used to test the hypotheses. All the hypotheses were tested at 0.05 alpha levels of significance.

Results

Test of Hypotheses

Hypothesis One: There is no Significant Relationship between Parental Separation and Students Academic Performance

Table 1: Pearson Product Moment Correlation (r) Statistics on the Relationship between Parental Separation and Students Academic Performance

VARIABLES	N	Mean	Std. Dev	Df	r	P
Parental Separation	274	66.3493	14.37605	272	-0.739**	0.002
Academic Performance	274	64.3750	12.35391			

Source: Fieldwork, 2022. **. Correlation is significant at the 0.05 level (2-tailed)

The table 1 results of the Pearson product moment correlation (r) statistics showed that significant relationship exists between parental separation and students academic performance. This is because the computed p value of 0.002 is lower than the 0.05 alpha level of significance at a correlation index r level of - 0.739. The relationship between the two variables is inversely proportional, implying that the separation of parents has negative effect on students academic performance. Therefore, the null hypothesis which states that there is no significant relationship between separation and students academic performance is hereby rejected.

Hypothesis Two: There is no Significant Relationship between Parental Separation and Students Academic Performance

Table 2: Pearson Product Moment Correlation (r) Statistics on the Relationship between Single Parenting and Academic Performance

VARIABLES	N	Mean	Std.dev	Df	r	P
Single Parenting	274	33.7059	8.97320	272	-0.633**	0.004
Academic Performance	274	64.3550	12.35391			

Source: Fieldwork, 2022. **. Correlation is significant at the 0.05 level (2-tailed)

The table 2 results of the Pearson product moment correlation (r) statistics showed that significant relationship exist between single parenting and students' academic performance. This is because the computed p value of 0.004 is lower than the 0.05 alpha level of significance at a correlation index r level of - 0.633. The relationship between the two variables is inversely proportional, implying that the single parenting of parents has negative effect on students' academic performance. Therefore, the null hypothesis which states that there is no significant relationship between single parenting and students' academic performance is hereby rejected.

Hypothesis Three: There is no Significant Relationship between Parental Divorce and Students' Academic Performance

Table 3: Pearson Product Moment Correlation (r) Statistics on the Relationship between Parental Divorce and Academic Performance

VARIABLES	N	Mean	Std.dev	Df	r	P
Parental Divorce	274	32.6434	6.96496	272	-0.855**	0.001
Academic Performance	274	64.3750	12.35391			

Source: Fieldwork, 2022. **. Correlation is significant at the 0.05 level (2-tailed)

The table 3 results of the Pearson product moment correlation (r) statistics showed that significant relationship exists between parental divorce and students' academic performance. This is because the computed p value of 0.001 is lower than 0.05 alpha level of significance at a correlation index r level of - 0.855. The relationship between the two variables is inversely proportional, implying that parental divorce has negative effect on students academic performance. Therefore, the null hypothesis which states that there is no significant relationship between parental divorce and students academic performance is hereby rejected.

Discussion of Findings

The research, Relationship between Broken Home and Academic Performance among Junior Secondary School Students in Argungu Metropolis has the following findings of the hypotheses.

The first result indicated that significant relationship exists between separation and students academic performance of JSS II secondary school students. The findings agree with that of Othman (2014) who conducted a study to investigate the dimensions of psychological adjustment that might contribute to students' academic performance looking at the moderating effect of social support. The results indicate that cognitive adjustment is the most significant predictor of academic performance. Therefore, family support was found to enhance the relationship between affective academic performances. Similarly, the findings of this study also agree with Ajika, Edosa and Samon (2012) who conducted a study on relationship between broken home and academic achievement of secondary school in Oredo Local Government Area of Edo State, Nigeria. It found no significant relationship between broken home and academic performance of secondary school students: and no significant relationship between gender and academic achievement of secondary school students from broken homes: and lastly no significant relationship between socio-economic status of parents and academic achievement of students from broken home. The result of this study shows that when academic achievement was correlated with broken home of secondary school students, academic

achievement had a negative significant relationship. This indicates that broken home negatively determines academic achievement.

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

Conclusions

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

1. It was concluded that the relationship that exist between the two variables is inversely proportional, this implies that the separation of parents has negative effect on students academic performance
2. It was concluded that relationship between the two variables is inversely proportional, this implies that the single parenting of parents has negative effect on students academic performance.
3. It was also concluded that relationship between the two variables is inversely proportional, this imply that parental divorce has negative effect on students academic performance.

Recommendations

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

1. Since the findings shows that parental separation has significant relationship on students academic performance, Kebbi State Ministry of Education should have functional psychological testing and counselling centres in all secondary schools in re-addressing students with academic problem for proper adjustment. Also, the non-governmental organisations (NGO) Universal Basic Education Commission (UBEC) should assist in organising workshops, local conference, public awareness in order to re-address students with academic performance problem. However, students who often come from broken homes, are sometimes associated with emotional anxiety which can lead to bully, aggression behaviour, and poor academic outcome. Therefore, establishing such centers will be a better way of addressing the problem in Kebbi State ministry of education.
2. Also, since the findings indicated that single parenting has negative effect on students academic performance, school authority should organize conference that would include parent, stakeholders, the clergy men of the society in order to enlighten the society about the effect of single parenting, divorce and separation on students. Teachers and administrators should therefore pay more attention to junior secondary school students who come from single parenting home and refer them to the school

counselling centres when they are experiencing problem. This will reduce the academic challenges because most students exhibit certain abnormal behaviours in class or school environment which is not in-line with the ethics of school. Therefore, teachers and administrator should pay attention, and observe such unwanted behaviour from students and refer them to counselling centre.

3. Similarly, since the findings stated that significant relationship exists between parental divorce and academic performance, Parent should give more social support to their children in re-addressing academic problem as well as those that come from broken home respectively. This will enable the students to be academically stable and adjust to the school environment. Because the study found out that many students are coming to school hungry, again most students are often sent out of class as a result of non-payment of PTA fees, hostel fees etc. This can lead to trancies and other forms of mal-adaptive behaviour. Therefore, parents should provide social support to their children.

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