

Influence of Broken Home on Academic Performance of Senior Secondary School Students in Rivers State, Nigeria

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Abstract

This study investigated the influence of broken home on academic performance of senior secondary school students in Rivers State. It specifically assessed whether broken homes influence the academic performance; socio-economic background of single parents influence students' academic performance, and whether single-parenting influences the academic performance of students. Finally it further examined whether single parents categorization in society influences secondary school students' academic performance in River State. Specifically, the researcher sort tentative answers to the research objectives in relation to the research questions and hypotheses put forward in this study. This study is grounded in the functionalist conception of education and society. An inclusive literature review was carried out. This study used quality creative writings as a framework to bring together many approaches to achieving students' academic performance. The study covered a lot of ground both theoretically and empirically, by viewing broken home as a process that influences students' academic performance. This study's research methodology and instruments were designed to capture the purpose of this study to a logical conclusion. The instrument used was a questionnaire. The questionnaire was pre-tested and the participants commented on the items before it was finally administered to the respondents. The reliability of the research instrument was statistically tested using SPSS version 21 and a reliability estimate of .882 was obtained. The data for the study was collected from 450 SSS1-3 students from selected schools in Rivers State of Nigeria. The data collected was analyzed to answer the specific research questions and hypotheses. The analysis of data involved the use of the following procedures: Percentages, mean point value, standard deviation and T-test Analysis. The study found that there is a significant influence of broken homes on academic performance of students in senior secondary schools in Rivers State. Pertinent recommendations were made.

Keywords: Influence, Broken Home, Academic Performance, Secondary School, Students, Rivers State.

INTRODUCTION

The family is the child's first place of contact with the world. The child as a result acquires initial education and socialization from parents and other significant persons in the family. Unity is desired of every family in the society but today, the issue of broken home is on the high side in most of our societies due to the quest to meet up with family demands. The marriage vow taken by the bride and groom usually promised to live together for better or worse, for richer for poorer, in sickness and in health till death do them apart are abandoned. Rather what we see in our society today is the reverse. Couples no longer have respect for the vow they took.

This study was propped by the researchers observation of their daughter's class mate who was exceptionally brilliant and always come top in their class. But whose performance suddenly declined in the new session. The researchers further observed that the students were always moody whenever the researchers have opportunity to interact with them in the school. Out of curiosity, the researchers approached their mothers to enquire if there were anything amidst as the students normal friendly and warm disposition practically disappeared. The mothers in their responses confided on the researchers that the students have been separated from their husbands after several attempts and efforts for amicable reconciliation of their differences, could not be achieved.

Furthermore, a home can either be stable or broken. A stable home is one in which both parents (mother and father) live together with their children, while a broken home is the one in which one or both of the parents are not living together with their children. Every thoughtful parent, should be able to recognize the tragedy broken home or marriage brings to the children. One of the evil consequences of broken home or marriage in most cases, is that the children are deprived of the influence of the other parents or partner which may later cause personality and academic distress in the child (Yara & Tunde-Yara, 2010).

Bankston (1998) posited that nearly two third of all single parent families are the result of divorce or separation. Divorce or separation often leaves parents angry with each other and as Musa and Dosunmu (2015) reported, these children sometimes suffer a loss of psychological support which limits, among other things their abilities to perform well in their academic works and which also transform them into truant in the community or society. This emotional imbalance may destabilize the child's academic performance.

Every child has certain fundamental needs. Such needs include psychological, emotional, intellectual, love and security. There is also need for new experience, need for praise, recognition and need for responsibility, many of these needs are not offered to the children of broken homes. Therefore, the focus of this work is to examine the relationship between broken homes and the academic performance of senior secondary school students in Rivers State.

The increase rate of separation of couples in our society today which is largely due to the economic situation in the country calls for worry. Families look for different means of meeting up their financial needs and obligations such as traveling to other countries, sometimes under very harsh and dehumanizing conditions to make money. In most cases, this quest to meet family financial needs leads to abandonment and infidelity which invariably are predators of separation of couples and broken homes (Yara & Tunde-Yara, 2010).

The prolonged or continuous absence of one or both parents from home tends to deprive young children of their natural needs and desire for parental love, care, security and social support they are entitled to. This condition tends to make children from broken homes have low

esteem and lack social skills or capacity to interact effectively with their peers as well as in their studies.

The effect of broken homes may impact greatly on the internal socialization of the family and by extension, affects a child's emotional personality and academic achievement. Thus, this study set out to find whether there is an influence of broken home on the academic performance of senior students in secondary schools in Rivers State. The main purpose of this study include the following:

- To investigate whether broken homes influence the academic performance of students in senior secondary schools in Rivers State.
- To determine whether socio-economic background of single parents influence senior secondary school students' academic performance in Rivers State.
- To determine whether single-parenting influence the academic performance of students in senior secondary schools in Rivers State.
- To examine whether single parents categorization in society influences secondary school students' academic performance in River State.

Research Questions

The following research questions were formulated to guide this study:

- Does broken home have any significant influence on senior secondary school students' academic performance in Rivers State?
- Is there any influence of socio-economic background of single parents on academic performance of senior secondary school students in Rivers State?
- Is there any influence of single-parenting on the academic performance of senior secondary school students in Rivers State?
- Is there any influence of single parents' categorization on academic performance of senior secondary school students in Rivers State?

Hypotheses

Four hypotheses guided this study:

H₀₁: There is no significant influence of broken homes on academic performance of students in senior secondary schools in Rivers State.

H₀₂: There is no significant influence of Socio-economic background of single parents on academic performance of senior secondary schools in Rivers State.

H₀₃: There is no significant influence of single-parenting on academic performance of senior secondary school students in Rivers State.

H₀₄: There is no significant influence of single parent's categorization on academic performance of senior secondary school students in Rivers State

REVIEW OF RELATED LITERATURE

The Concept of Home

The home of a child lays the desired social, moral, emotional, spiritual and intellectual foundations for the child. Sociological studies show that the family does a lot of things to influence the life of a child, among which include:

- Socialization of a child
- Child care and protection
- Emotional and social support
- Academic/educational support
- Socio-Economic Background and Students Academic performance

Socialization of a Child

Socialization of a child is an important process in a child's development. It is simply the process whereby individuals, especially children, become functioning members of a particular group and take on the values, behaviours, and beliefs of the group's other members (Wardie, 2008). Parents provide their child with the first lesson in socialization. The parents shared values, religion and culture, all give a reassuring structure to their young child's early experiences.

Child's Care and Protection

The family is the most effective agency in providing day-to-day care for its dependent members, children and the likes. Caring for children outside family is much more expensive and often less effective as the child will never feel safe and secure. Ayodele (2008) stated that the environment where a child finds himself/herself goes a long way in determining his learning ability and ultimately his academic performance in school.

Emotional and Social Support

Children are born with psychological, emotional, and intellectual needs such as needs for love and security, the need for new experiences, the need for praise and recognition, and the need for responsibility (O'Neill, 1999). Chukwuka (2018) asserts that children of unmarried parents/separated families often fail and are at risk emotionally. However, this may not be completely applicable in all cases of broken homes.

Abdulganiyu (1997) presented a report which observes that the loving relationship which children encounter in the formative years give them confidence and some sense of security that could be of use to them in their future social encounters. Therefore, a child who happens to come from such a home would feel secure in any environment he/she finds himself/herself any time he/she thought of his/her home.

Academic and Educational Support

It is important for parents to be the steering wheel on the vehicle of learning, providing guidance and information along the entire journey, so that their children stay on course and are not distracted or dissuaded from reaching their academic potential. Parents involvement in their children's lives include ensuring that they are engaged and challenged in their educational environment, as well as supporting their learning along the way (Learning Lift Off, 2017).

Role of Home in Student's Education

Home is a place where people live together as a family. Chukwuka (2018) observed some factors within the student's home that affect their performances in school. Variables such as socio-economic status, family size, birth order, parental attitude, child rearing practices, parental absence or presence, have been found to affect the social and intellectual learning experience of students in schools. O'Neill (1999) revealed that a child becomes educated not only by attending schools but by total experiences in life which includes experiences with family members through which is bound to learn by imitation and direct experiences. The preliminary training and education background of the children being at home, right from the time the child is born, he begins to interact with the mother, later with the father and the siblings.

Chukwuka (2018) stressed that parents have the responsibilities of guiding and directing their children towards living a useful life by inculcating in them such highly prized values, such as discipline, integrity and sense of duty of all the major social institutions. The family (home) has been considered as the initial and most influencing agent on the lives of children.

Broken Home

This is a state whereby there exists tension in the family between husband and wife, wives, in-law and in-laws. It causes personal misfortune to the children born into such families. The children from such families face psychological trauma which may result into depression, affecting their learning capabilities and are equally recipients of their parents' matrimonial maladjustments (Nwa-chi & Chudi, 1991).

Some child rearing practices have been related to the academic performance of children in school. Child rearing practices, to a large extent, according to Asuka (1977), determines the level and kind of relationship and interaction between the parents, others and the young child in the family.

Family instability may also cause the children to develop a withdrawn attitude and behaviour in school which may invariably affect their learning ability and educational attainment. Maternal and paternal neglects and deprivation caused by divorce or separation and total denial of fatherhood of the child may have serious emotional effects. Once the child is traumatized as a result of parental deprivation, he/she will possibly develop intellectual brain fatigue due to extreme stress and depression which may also account for the possible low performance in the school (Daminabo, 2005).

Influence of Broken Home on Student's Academic Performance

The influence of broken home on students differs depending on the factors and it may be temporary or permanent. Divorce makes children unsafe, uncertain of the future or makes children feel that the future is bleak and they become helpless because they fear that something bad could happen to them (Wallerstein and Blakeslee, 2003). Some children perform better in school as an attempt to shut out problems at home (Lansky, 2000).

Amato (1991) conducted a quantitative meta-analysis in an effort to bring order at homes and to find the relationship between divorce and academic achievement. The results relating to academic achievement showed statistical significance in lower academic achievement in children of divorced home, when compared to children from continuously married parents.

Amato (1991) recently updated the meta-analysis to include studies performed in the past decades. The findings show that when compared with children from continuously married parents, 25 children with divorced parents continued to score significantly lower on measures of academic achievement as well as in the areas of conduct, psychological adjustment and social relations (Amato, 1991).

Children react in deferent ways to their parents' divorce. Each child's reaction depends on how he/she perceives it (Clandos & Kemp, 2007).

Academic performance

This is the extent to which a student achieved their short or long-term educational goals. Academic performance is commonly measured by examinations or continuous assessment.

Concept of Divorce

This is an illegal dissolution of marriage. Divorce can also be done legally or traditionally according to customs. Divorce, also known as dissolution of marriage, is the termination of a marriage or marital union, the cancelling or reorganizing of the legal duties and responsibilities of marriage, thus dissolving the bonds of matrimony between a married couple under the rule of law of the particular country or state.

Family

The word family is used in this work to mean a group of persons and children who live in one house. In other words family is the union of a husband, wife and the children.

Senior Secondary School Students

Students in senior secondary school 1 to 3 (SS 1-3).

Socio-Economic Status and Students Academic Performance

Given differentials in individuals and families in society, there are bound to be differences in

the way children attend school and their level of assimilation to academic work. According to Ezewu (1983) and Ololube (2012), the following are some of the factors that are responsible for differences in educational performance in students:

1. Early attendance at school: Research has shown that families of higher socio-economic status send their children to school earlier than those of lower socio-economic status. They have the means, resources and opportunities to send their children and wards to early childhood education centres and schools.
2. Provision of books and other materials: Income is a major determinant in the Nigerian education environment. Parents of higher socio-economic status usually earn higher incomes and value school education more than those of lower socio-economic status. Affluent parents possess the monetary and economic means and willingness to make books and other necessary school materials available to their children and wards (Ololube, 2012).
3. Attendance at higher quality schools: Education in Nigeria is expensive and some schools are more prestigious than others in that they attract the most qualified teachers and lecturers. These prestigious educational institutions are usually attended by children and wards of the wealthy because they are costly and it is presumed that these institutions provide the best routes to success in academics and life.
4. Encouragement in school education: Families determine the lifestyles that influence the lives of their children and wards. They are either supportive or unsupportive of their children and wards educational development. Children from higher socio-economic homes are usually better prepared for school earlier than children from lower socio-economic homes.
5. Provision of model English: The language of instruction at all levels of education in Nigeria is English. Fundamental to the learning of other subjects in the school curriculum then is the mastering of good English. Children and wards from higher socio-economic backgrounds usually speak better English before entering school. This is, in part, because their parents have better educational backgrounds and speak better English at home for their children to learn from.
6. Development of interest in school activities: As children attend school, it is expected that they show considerable interest in school activities. According to Ezewu (1983, p. 26), children from lower socio-economic status homes show less interest in sporting activities than children from higher socio-economic status homes. Children of higher socio-economic status parents show interest in both academic and extracurricular activities in school.
7. Academic and job aspiration: Research has shown that the choice of careers among school children is positively related to the socio-economic status of their parents. In Nigeria, children from higher socio-economic status homes tend to aspire to more

prestigious professions in medicine, law, and engineering. Children tend to follow their parents' line of educational and work endeavours (Ololube, 2012).

METHODOLOGY

Research Design

This research study is a descriptive type. It is designed to find the influence of broken homes on the academic performance of senior secondary school students in Rivers State. The researcher sort the opinion of respondents with the aid of questionnaire. The researcher will study the independent variable (broken homes) in respect to possible influence on the dependent variable (academic performance).

Population for the Study

The population of this study included all the Senior Secondary School 1 (SSS 1), Senior Secondary School II (SSS II) and Senior Secondary School III (SSS III) in some selected government schools in Rivers State.

Sample and Sampling Techniques

The sample size for this study was selected through stratified and simple random sampling techniques from the three (3) Senatorial Districts which are Rivers-East Senatorial Districts comprising of eight (8) local government areas, Rivers-West Senatorial Districts with eight (8) local government areas and Rivers-South-East Senatorial District with seven (7) local government areas.

Three (3) schools were randomly selected from each of the Senatorial Districts. From each of the selected secondary schools, fifty (50) students were selected randomly from senior secondary school 1 to senior secondary school 3 (SSS 1-3) comprising of both male and female students. A total of four hundred and fifty 450 students constituted the sample representing the whole population of study.

Nature/Sources of Data

The researcher used questionnaires. Primary data was collected using questionnaire to get detailed information from the respondents. Secondary data was also collected from the schools' academic assessment records of the students.

Method of Data Collection/Instrumentation

The direct delivery method was used by the researchers to administer the questionnaire to the respondents. The selected respondents for the study from each school were assembled in a convenient classroom where the questionnaire was administered to them to be completed. They were assured of confidentiality. Research assistance were selected among the teachers in the various schools and instructed on what to do to enable them give a better assistance to the

researchers. Students' achievement data were gotten from their results at the school records which was matched with students' family structure. Four point Likert scale was used and the ratings were Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly disagree (SD) = 1. The average of the point will be $4+3+2+1 = 10/4 = 2.5$.

Method of Data Analysis

The descriptive statistics (mean \bar{x}) will be used in analyzing the data collected. A mean of 2.5 was used. Any respondents mean above 2.5 indicates agreement with the item stated while a mean of 2.49 and below indicates disagreement. And t-test was employed to test the hypotheses at .05 significance level. These statistical analyses were conducted using the Statistical Package for the Social Sciences (SPSS) version 21.

Validity/Reliability of Instrument

The validation of the instrument was done by giving out initial copies of the instrument with purpose and research questionnaire to some lecturers and experts in the Faculty of Education who read through it for inputs and suggestions. The researcher's supervisor also went through the questionnaire for suggestions and correction. Thus, the instrument was attested to be valid.

The reliability of the instrument was determined by the use of test and re-test method to ensure the reliability of the instrument. Cronbach Alpha was used to determine the statistical reliability of the instrument. And the score was .882, which makes the instrument very reliable.

Reliability Statistics

Cronbach's Alpha	N of Items
.882	35

RESULTS AND DISCUSSION

Descriptive Statistical of Respondents Personal Data

The first analysis conducted was a descriptive statistical procedure (see 1 and figure 1, 2 and 3 for detail) to determine the frequency and percentages distribution of respondents' demographic information. Majority of respondents, two hundred and forty four (244) representing 54.2% were male, while two hundred and six (206) representing 45.8% were female. Three hundred and fifty four (354) (78.7%) of the respondents were between 12-16 years old, while ninety six (96) (21.3%) were between 17-20 years old. Based on respondents class of study, 203 (45.1%) are in SSS1, and 175(38.9%) are in SSS2, while 72(16.0%) are in SSS1.

Table 1: Descriptive Statistical Procedure of Respondents Personal Data

Respondents Personal Data		Frequency(N)	Percent(%)
Gender	Female	206	45.8
	Male	244	54.2
	Total	450	100.0
Age	12-16 years	354	78.7
	17-20 years	96	21.3
	Total	450	100.0
Class	SSS3	203	45.1
	SSS2	175	38.9
	SSS1	72	16.0
	Total	450	100.0

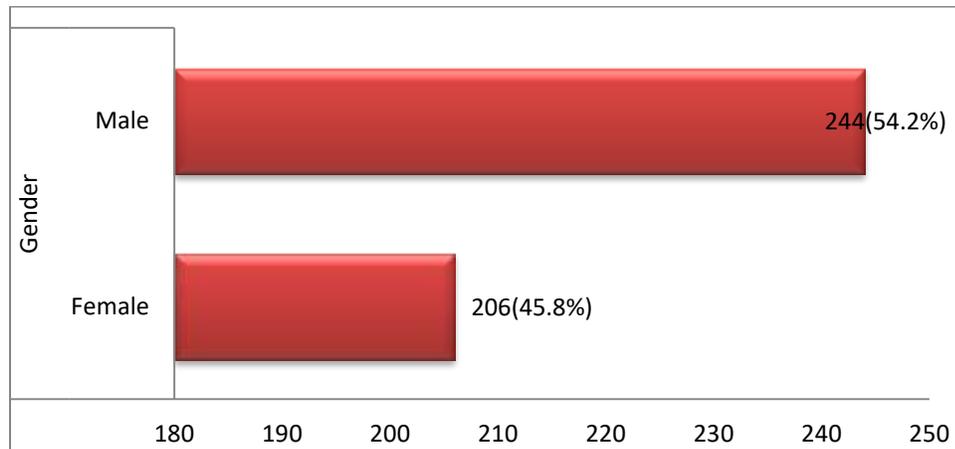


Figure 1: Bar Chart Representation for Students Gender

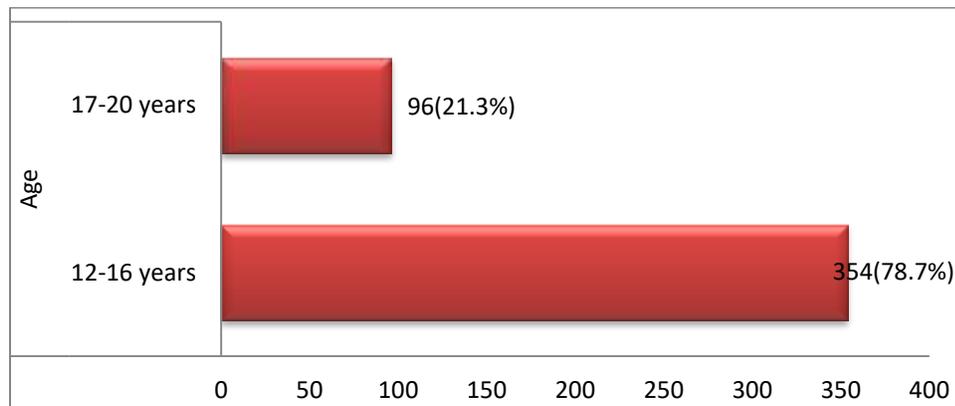


Figure 2: Bar Chart Representation for Students Age

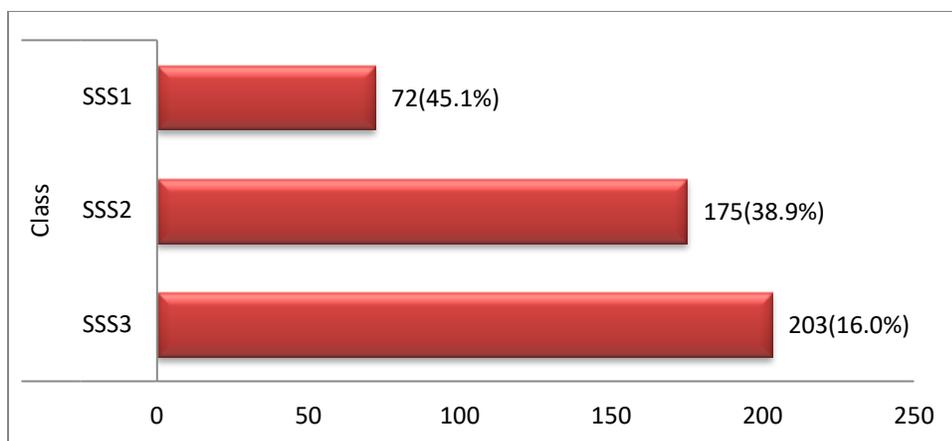


Figure 3: Bar Chart Representation for students Class

Research Question 1: Broken Homes and Academic performance

The first research question highlights that: Do broken homes have any significant influence on senior secondary school students' academic performance in Rivers State? The purpose of the first research question is to assess respondents' perception of the influence of broken homes on students' academic performance.

To answer this question, the responses on items 1-13 of the part II of the questionnaire were tallied and analyzed along agree and disagree, and the result (see table 2.) revealed that research question 1 was accepted, since the mean scores for all the variables and the grand mean in particular were above 2.50. Thus, the mean of 3.1854 and a standard deviation of .79229 were accepted, which show that broken homes influences students' academic performance.

In line with the findings of this study, Erel and Burman (c.f., 1995) study revealed that parents who have happy and supportive relationship with one another are more likely to respond positively to the child's needs. Thus, parents in a dysfunctional marriage are likely to be distressed and distracted by conflicts with their spouse and they cannot afford to invest their time and energy in children.

In the same vein, Bubelwa (c.f., 2014) study revealed that children feel sense of loss, when their homes are not stable or broken down; children are reported to be timid, anxious, suspicious, introverted and they may not be able to cope with live in school and this to a great extent affects their academic performance negatively. Homes lay the desired social, moral, emotional, spiritual and intellectual foundations for children. As such home guidance does a lot of things to influence the life of children. Ayodele (c.f., 2008) hold the view that the environment where a child finds his/herself goes a long way in determining the learning ability and ultimately his academic performance in school.

Table 2: Mean and standard deviation of respondents' Answer to the Influence of broken homes on students' academic performance

s/n	Items	N	Mean	Std. Dev.	Remark
1.	I cannot pay my tuition fees because my mother and father have separated.	450	3.3911	.73893	Accepted
2.	The parent whom I stay with does not have enough funds to buy my textbooks.	450	2.8533	.88833	Accepted
3.	The parent whom I stay with does not care to check my academic performance.	450	3.3667	.67817	Accepted
4.	The parent whom I stay with does not always guide me to do my homework.	450	2.9289	.85954	Accepted
5.	The parent whom I stay with is not concerned about my educational attainment.	450	2.7822	.99067	Accepted
6.	The parent whom I stay with no longer funds my education because he/she has re-married.	450	2.9622	1.09296	Accepted
7.	I cannot assimilate properly because of my parents' separation.	450	2.8089	.97126	Accepted
8.	Since my parents separated my performance has declined.	450	3.3822	.66114	Accepted
9.	My parents' separation is really affecting my studies.	450	3.5044	.64101	Accepted
10.	I lack learning materials such as textbooks as a result of my parents' separation.	450	3.3333	.70947	Accepted
11.	I am always absent from school as a result of my parents separation.	450	3.3733	.72388	Accepted
12.	I feel uncomfortable when my peers discuss of their parents' support in their education as a result, I am always depressed.	450	3.4000	.72806	Accepted
13.	I always experience emotional stress because of my parents' separation and it is affecting my academic performance.	450	3.3244	.61646	Accepted
Total		450	3.1854	.79229	Accepted

Research Question 2: Socio-Economic Background of Single Parents and Academic Performance

The second research question highlights that: Is there any influence of socio-economic background of single parents on academic performance of senior secondary school students in Rivers State? The purpose of the research question is to assess respondents' perception of the influence of socio-economic background of single parents on academic performance of senior secondary school students.

To answer this question, the responses on items 14-21 of the part II of the questionnaire were tallied and analyzed along agree and disagree, and the result (see table 3.) revealed that research question 2 was accepted, since the mean scores for all the variables and the grand mean in particular were above 2.50. Thus, the mean of 3.1063 and a standard deviation of .70804 were accepted, which show that socio-economic background of single parent influences students' academic performance.

In line with the results of this study, Ezewu (c.f., 1983) and Ololube (c.f., 2012) asserts that differentials exist in individuals and families in society, as such, there are bound to be differences in the way children attend school and their level of assimilation in academic work. These differences in the socio-economic background of parents influence early attendance at

school. Their various researches show that families of higher socio-economic status send their children to school earlier than those of lower socio-economic status. They have the means, resources and opportunities to send their children and wards to early childhood education centres and schools.

Families with better socio-economic background tend to make available the needed books and other materials because income is a major determinant in the Nigerian education environment. Parents of higher socio-economic background usually earn higher incomes and value school education more than those of lower socio-economic status (c.f., Ololube, 2012). Their study further revealed that parents with high socio-economic background encourage school education. Families determine the lifestyles that influence the lives of their children and wards. Thus, children from higher socio-economic homes are usually better prepared for school earlier than children from lower socio-economic homes.

As children from high socio-economic background attend school, they develop interest in school activities and show considerable interest in academic activities. According to Ezewu (c.f., 1983), children from lower socio-economic background homes show less interest in school activities than children from higher socio-economic background homes. Children of higher socio-economic background parents show interest in both academic and extracurricular activities in school (c.f., Ololube, 2012).

Table 3: Mean and standard deviation of respondents' answer to the influence of socio-economic background on students' academic performance

s/n	Items	N	Mean	Std. Dev.	Remark
14.	The socio-economic background of a single parent results in early attendance at school, which as such influences academic performance	450	3.2756	.64333	Accepted
15.	The socio-economic background of a single parent results in provision of books and other materials, as such influences academic performance	450	3.0356	.87712	Accepted
16.	The socio-economic background of a single parent results in attendance at higher quality schools, which influences academic performance	450	3.1422	.51890	Accepted
17.	The socio-economic background of a single parent results in encouragement in school education, which influences academic performance	450	3.3622	.58175	Accepted
18.	The socio-economic background of a single parent results in encouragement in school education, which influences academic performance	450	3.2556	.70885	Accepted
19.	The socio-economic background of a single parent results in the provision of model English, which influences academic performance	450	3.1333	.39484	Accepted
20.	The socio-economic background of a single parent results in the development of interest in school activities, which affects academic performance	450	2.8422	.76940	Accepted
21.	The socio-economic background of a single parent results in good academic and job aspiration.	450	2.8044	1.17015	Accepted
Total		450	3.1063	.70804	Accepted

Research Question 3: Single-Parenting and Academic Performance

The third research question highlights that: Is there any influence of single parenting on academic performance of senior secondary school students in Rivers State? The purpose of the research question is to assess respondents' perception of the influence of single parenting on academic performance of senior secondary school students.

To answer this question, the responses on items 22-28 of the part II of the questionnaire were tallied and analyzed along agree and disagree, and the result (see table 4.) revealed that research question 3 was accepted, since the mean scores for all the variables and the grand mean in particular were above 2.50. Thus, the mean of 3.2142 and a standard deviation of .65877 were accepted, which show that single parenting influences students' academic performance.

Chukwuka (c.f., 2005) study holds that children of unmarried parents/separated families often fail and are at risk emotionally. Thus, children from a single parent home obviously perform poorly in their academic work. They are more prone to poor academic performance, and are emotionally and psychologically established to cause children poor academic performance.

Parents involvement in their children's lives include ensuring that they are engaged and challenged in their educational environment, as well as supporting their learning along the way by providing guidance and information along the entire academic journey (c.f., Learning Lift Off, 2017).

Daminabo (c.f., 2005) proved that family instability may also cause children to develop a withdrawn attitude and behaviour in school which may invariably affect their learning ability and educational attainment. Maternal and paternal neglects and deprivation caused by divorce or separation and total denial of fatherhood of the child may have serious emotional effects. Once the child is traumatized as a result of parental deprivation, he/she will possibly develop intellectual brain fatigue due to extreme stress and depression which may also account for the possible low performance in the school.

Table 4: Mean and Standard Deviation of Respondents' Answer to the Influence of Single Parenting on Students' Academic Performance

s/n	Items	N	Mean	Std. Dev.	Remark
22.	Children from a single parent home obviously perform poorly in their academic work.	450	3.3000	.69759	Accepted
23.	Children who are brought up from divorced families are more prone to poor academic performance.	450	3.3733	.72388	Accepted
24.	Single parents do have sufficient time for their children as result it leads to weak academic performance.	450	3.2311	.63661	Accepted
25.	Single-parenting is emotionally and psychologically established to cause children poor academic performance.	450	3.2489	.66427	Accepted
26.	Single-parenting is likely to face more challenges in children's academic upbringing.	450	2.9422	.82080	Accepted
27.	Single-parents are emotionally and psychologically affected as such do not have time to tackle their children's academic work.	450	3.2667	.68063	Accepted
28.	Working single parents have low quality interaction with their children's academic work as such leads to poor performance.	450	3.1378	.38761	Accepted
Total		450	3.2142	.65877	Accepted

Research Question 4: Single Parents Categorization in Society and Academic performance

The fourth research question highlights that: Is there any influence of single parent's categorization on academic performance of senior secondary school students in Rivers State? The purpose of the research question is to assess respondents' perception of the influence of single parent's categorization on academic performance of senior secondary school students.

To answer this question, the responses on items 29-35 of the part II of the questionnaire were tallied and analyzed along agree and disagree, and the result (see table 5.) revealed that research question 4 was accepted, since the mean scores for all the variables and the grand mean in particular were above 2.50. Thus, the mean of 3.0098 and a standard deviation of .89320 were accepted, which show that single parent's categorization influences students' academic performance.

In line with the findings of this study, Schaefer (c.f, 2005) and Ololube (2012) opined that the social categorization of people is often determined by how society is stratified and these categorization influence children's academic performances. They noted that parent's wealth and income (stocks, salary, money) influences academic performance in school. This is true of parent's level of education, occupation/profession (academic doctors, medical doctors, professors, engineers, and lawyers), political status (class, placement) etc.

Table 5: Mean and Standard Deviation of Respondents' Answer to the Influence of Single Parent's Categorization on Students' Academic Performance

s/n	Items	N	Mean	Std. Dev.	Remark
29.	My single parent's wealth and income (stocks, salary, money) influences my academic performance in school.	450	2.9422	.80158	Accepted
30.	My single parent's level of education influences my academic performance in school.	450	2.8067	1.18094	Accepted
31.	My single parent's occupation/profession (academic doctors, medical doctors, professors, engineers, and lawyers) influences my academic performance in school.	450	3.3311	.69945	Accepted
32.	My single parent's family background influences my academic performance in school.	450	2.7822	.99067	Accepted
33.	My single parent's gender (male or female) influences my academic performance in school.	450	2.9622	1.09296	Accepted
34.	My single parent's political status (class placement) influences my academic performance in school.	450	3.2867	.89320	Accepted
35.	My single parent's ethnic group (descendant, race) influences my academic performance in school.	450	2.9578	.80946	Accepted
Total		450	3.0098	.89320	Accepted

Hypotheses Testing

Hypothesis 1: Broken Home and Academic performance

Further analysis of data on items 1-13 using t-test analysis to test if significant influence exists between broken home and students' academic performance revealed at .000 levels of significance that there is a significant influence between broken home and students' academic performance (see table 6 for details). Thus hypothesis one was rejected.

Table 6: T-test Analysis of Respondents' Answer to the Influence of Broken Homes and Students' Academic Performance

s/n	Items	t	df	Sig. (2-tailed)	Remark
1.	I cannot pay my tuition fees because my mother and father have separated.	97.352	449	.000	Influence
2.	The parent whom I stay with does not have enough funds to buy my textbooks.	68.137	449	.000	Influence
3.	The parent whom I stay with does not care to check my academic performance.	105.310	449	.000	Influence
4.	The parent whom I stay with does not always guide me to do my homework.	72.284	449	.000	Influence
5.	The parent whom I stay with is not concerned about my educational attainment.	59.576	449	.000	Influence
6.	The parent whom I stay with no longer funds my education because he/she has re-married.	57.494	449	.000	Influence
7.	I cannot assimilate properly because of my parents' separation.	61.349	449	.000	Influence
8.	Since my parents separated my performance has declined.	108.522	449	.000	Influence
9.	My parents' separation is really affecting my studies.	115.974	449	.000	Influence
10.	I lack learning materials such as textbooks as a result of my parents' separation.	99.668	449	.000	Influence
11.	I am always absent from school as a result of my parents separation.	98.854	449	.000	Influence
12.	I feel uncomfortable when my peers discuss of their parents' support in their education as a result, I am always depressed.	99.065	449	.000	Influence
13.	I always experience emotional stress because of my parents' separation and it is affecting my academic performance.	114.398	449	.000	Influence

Sig. at .05 level; df. N-1 =449

Hypothesis 2: Socio-economic Background of Parents and Students Academic Performance

Further analysis of data on items 14-21 using t-test analysis to test if significant influence exists between socio-economic background of parents and students academic performance revealed at .000 levels of significance that there is a significant influence between socio-economic background of parents and students academic performance (see table 7 for details). Thus hypothesis two was rejected.

Table 7: T-test Analysis of Respondents' Answer to the Influence of Socio-economic Background of Parents and Students' Academic Performance

s/n	Items	t	df	Sig. (2-tailed)	Remark
14.	The socio-economic background of a single parent results in early attendance at school, which as such influences academic performance	108.00 8	449	.000	Influence
15.	The socio-economic background of a single parent results in provision of books and other materials, as	73.415	449	.000	Influence

16.	such influences academic performance The socio-economic background of a single parent results in attendance at higher quality schools, which influences academic performance	128.45 7	449	.000	Influence
17.	The socio-economic background of a single parent results in encouragement in school education, which influences academic performance	122.60 1	449	.000	Influence
18.	The socio-economic background of a single parent results in encouragement in school education, which influences academic performance	97.426	449	.000	Influence
19.	The socio-economic background of a single parent results in the provision of model English, which influences academic performance	168.34 0	449	.000	Influence
20.	The socio-economic background of a single parent results in the development of interest in school activities, which affects academic performance	78.363	449	.000	Influence
21.	The socio-economic background of a single parent results in good academic and job aspiration.	50.841	449	.000	Influence

Sig. at .05 level; df. N-1 =449

Hypothesis 3: Single Parenting and Students Academic Performance

Further analysis of data on items 22-28 using t-test analysis to test if significant influence exists between single parenting and students' academic performance revealed at .000 levels of significance that there is a significant influence between single parenting and students' academic performance (see table 8 for details). Thus hypothesis three was rejected.

Table 8: T-test Analysis of Respondents' Answer to the Influence of Single Parenting on Students' Academic Performance

s/n	Items	t	df	Sig. (2-tailed)	Remark
22.	Children from a single parent home obviously perform poorly in their academic work.	100.350	449	.000	Influence
23.	Children who are brought up from divorced families are more prone to poor academic performance.	98.854	449	.000	Influence
24.	Single parents do have sufficient time for their children as result it leads to weak academic performance.	107.668	449	.000	Influence
25.	Single-parenting is emotionally and psychologically established to cause children poor academic performance.	103.752	449	.000	Influence
26.	Single-parenting is likely to face more challenges in children's academic upbringing.	76.040	449	.000	Influence
27.	Single-parents are emotionally and psychologically affected as such do not have time to tackle their children's academic work.	101.813	449	.000	Influence
28.	Working single parents have low quality interaction with their children's academic work as such leads to poor performance.	171.726	449	.000	Influence

Sig. at .05 level; df. N-1 =449

Hypothesis 4: Single Parents Categorization in Society and Academic performance

Further analysis of data on items 29-35 using t-test analysis to test if significant influence exists between single parents' categorization in society and academic performance revealed at .000 levels of significance that there is a significant influence between single parents' categorization in society and academic performance (see table 9 for details). Thus hypothesis four was rejected.

Table 9: T-test Analysis of Respondents' Answer to the Influence of Single Parent's Categorization on Students' Academic Performance

s/n	Items	t	df	Sig. (2-tailed)	Remark
29.	My single parent's wealth and income (stocks, salary, money) influences my academic performance in school.	77.863	449	.000	Influence
30.	My single parent's level of education influences my academic performance in school.	50.416	449	.000	Influence
31.	My single parent's occupation/profession (academic doctors, medical doctors, professors, engineers, and lawyers) influences my academic performance in school.	101.027	449	.000	Influence
32.	My single parent's family background influences my academic performance in school.	59.576	449	.000	Influence
33.	My single parent's gender (male or female) influences my academic performance in school.	57.494	449	.000	Influence
34.	My single parent's political status (class placement) influences my academic performance in school.	102.927	449	.000	Influence
35.	My single parent's ethnic group (descendant, race) influences my academic performance in school.	77.513	449	.000	Influence

Sig. at .05 level; df. N-1 =449

CONCLUSIONS

The motivation to carry out this investigation stems from the fact that the researchers hold an intense belief in the value of academic performance and its functionalist importance to society and our children getting their educational experiences right. This dissertation is not for the faint-hearted. It is an academic writing for teachers, parents and stake holders who share our conviction and for those whose daily lives are driven by the imperatives of making students' academic performance gain prominence and helping children to learn effectively. This text is addressed first and foremost to parents and teachers who seek empirical evidence and who want to be at the very top of their children success.

This research has outlined the complex role and explicitly stated the significance of the need to understand the influence of broken home on students' academic performance. From the study, it was gathered that broken homes influence students' academic performance. This view was shared by the opinions of researchers (Daminabo, 2005; Ololube, 2012) when they stated that component of broken home influences students' academic performance. Correspondingly, Bubelwa (2014), Ayodele (2008) acknowledged that children feel sense of loss, if their homes are not stable or broken down; children are reported to be timid, anxious, suspicious, introverted and they may not be able to cope with live in school and this to a great extent affects their

academic performance negatively. Homes place the desired social, moral, emotional, spiritual and intellectual foundations for children. As such home guidance does a lot of things to influence the life of children. They hold the view that the environment where a child finds his/herself goes a long way in determining the learning ability and ultimately his academic performance in school.

Research (Ololube, 2012; Ezewu, 1983) has shown that parents' categorization has greatly influenced the students' potential activities and strive to promote the stability of their academic performance. This research findings show that family socio-economic background influences students' academic potentials. Broken homes should not be encouraged to avoid children slipping into a very dangerous stage in their academic endeavours.

Recommendations

This study then to recommends the instantaneous revitalization of our homes:

- Parents should understand that their positions on issues that might jeopardize their married life is highly discouraged for the good of their children, rules and regulations that guide their homes should be guided jealously;
- The home influence is important in the determination of children's future, as such, parents should guide their utterances and work towards their children educational development;
- Broken homes, socio-economic background of parents, Single parenting and parents' categorization should be watched carefully because it guides children academic performances; and
- Both parents must put in their best to ensure that their children get the best education in terms of knowledge, skills, and abilities to improve their academic performances.

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