

BROKEN HOME AND HOME VIOLENCE AS DETERMINANTS OF ACADEMIC PERFORMANCE OF STUDENTS IN JUNIOR SECONDARY SCHOOLS IN IBADAN METROPOLIS, OYO STATE, NIGERIA

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Abstract

Nigerian society is bedeviled with throngs of economic crises leading to unprecedented hike in commodity prices. Most hitherto thriving homes no longer sustain two meals daily. Jobs lost and take-homes insufficient. Couples lacking in patience and understanding develop quarrels. With time this snowballs into a regular phenomenon, violence sets in which may culminate into separation. Children in these homes bear the brunt to the detriment of their academics and general upbringing. Since these home conditions have taken global dimension, a study of broken home and home violence as determinants of academic performance becomes compelling. Descriptive survey research design with a correlational approach was adopted. Population comprised Junior Secondary III students in all the JS Schools in Ibadan South West Local Government Area of Oyo State. Sample comprised 350 students from five schools. Random sampling technique was used. Instruments included Broken Home Questionnaire (BHQ, $r = .84$), Home Violence Questionnaire (HVQ, $r = .77$), Students' Academic Performance Test (SAPT, $r = .80$). Four hypotheses were raised. Pearson Product Moment Correlation and Multiple Regression Analysis were used to analyze the data collected. Results showed significant relationships between broken home and academic performance ($r = .26$, $P < .05$), and between home violence and academic performance ($r = .17$, $P < .05$). Regression showed that broken home made significant achievement predictions ($\beta = .22$, 22.4%) and home violence had positive beta value but not significant ($\beta = .074$, 7.4%), their joint prediction (7.0%) was also significant (0.000 , $F_{(2,348)} = 13.019 < 0.05$). It was concluded that the predictors were very significant factors in determining performance. Recommendation in part was that couples in contemporary societies should be highly tolerant, understanding and be ready to let-go.

Key Words: Broken Home, Home Violence, Academic Achievement,

In all human societies, the fundamental unit of socialization, education, communication etc. is the family which synonymously is referred to as the home. The nature of any home is determined by the way of life of those inhabiting it and particularly by the level of affection, care and love exhibited towards each other. This by implication means that no two homes can have the same physical, sociological and psychological atmosphere. This also accounts for the reason why the society is beset with multifarious social problems/challenges and no two individuals or families in any defined enclave can behave exactly the same way. The home is usually originated by two individuals who out of certain factors can decide to live together through a union called marriage. These two, coming from very different, diverse and unrelated backgrounds come into this union with different idiosyncrasies which will go along way in defining the level of relationship and mutualism in the home as the years

roll by. Equally the differences which each individual brings into the home are usually moderated or modified by the level of acceptance or humility that comes in to play. A thorough understanding of each other's way of life is a cogent factor in the continued peace of the home. With the passage of time, other biological members of the home begin to arrive through birth and in some cases through adoption. With these new arrivals, the responsibilities of both parents begin to enlarge and coupled with the unfolding economic realities and inability to meet the needs of these newly added responsibilities, cracks may begin to surface in the "walls" of the marriage. If this is not well managed, in most cases the situation degenerates into home violence which eventually may culminate into separation and the home becomes broken.

Home violence, usually referred to as domestic violence has become a common phenomenon in many modern homes affecting individuals in every community. It is not limited by education, age, sexual orientation, race, nationality, gender, economic status or even religion. The violence could be between or among the children, parent and children or between husband and wife which is the most devastating as the latter is capable of disintegrating the home. In this paper, home violence refers to inflicting physical injury by one member of the household on another or harsh/severe verbal exchanges. It could be from mother or father to the children or from husband to wife or from wife to husband and can equally be among siblings but more severe in polygamous homes as in many African homes. Home violence can take the form of physical abuse, sexual abuse, emotional abuse and economic abuse. Physical abuse could comprise very aggressive acts like severe kicking, beating or can take the form of less severe acts such as throwing, pushing and slapping. In an emotional abuse, the recipient often referred to as the abused is humiliated, through verbal insults, threats, control of physical activity (restriction), and accusation of infidelity most of the times without substantial grounds. According to Follingstad and DeHart (2000) emotional abuse is a behaviour that threatens, intimidates or systematically undermines self-worth which includes threats, isolation, public humiliation, and unrelenting criticism. In economic abuse, one partner has control over the other partner's access to economic resources and it involves restricting a spouse from acquisition of resources and economic exploitation. Home violence has severe implication for education and personality of children from such homes. Thompson and Massat (2005) in a study that examined the frequency of family violence, community violence and witnessing violence for 110 African-American children, found that family violence was significantly related to levels of behaviour problems and negatively related to school achievement. In a study conducted by Sharma, Bansal and Gupta (2015) result showed that domestic violence determines students' academic performance. Kanuri (2009) said that domestic violence affects pupils' academic performance and students' participation in a study conducted with households of Kiandutu slum in Thika Municipality, Kenya. Adejobi, Osonwa, Iyam, Udonwa and Osonwa (2013) revealed that child maltreatment and academic performance had a significant relationship. Carrell, Hoekstra and Kuka (nd) found that exposing children to violence at the primary level leads to lower academic achievement in the long run. In their own study with 200 Junior Secondary Students in Boki Local Government Area of Cross River State Nigeria, Ada and Anake (2015) showed that home violence in the form of child abuse (physical and sexual) was statistically related to academic performance. A study on the effect of domestic violence on academic performance of children conducted in Kenya in Muguga, Kiambu County showed that domestic violence caused poor concentration among learners both in school and when out of school (Ngoroje, 2014).

Broken home is the terminal point in the process of continued or protracted home violence that has defied resolution. It is a home that does not conform to the accepted societal norms of what a home should be. As the name implies, it is that family, in which the father and mother are no longer living together or are separated due to certain reasons. According to Conkline (2006), broken home is one in which one of the partners loses his/her spouse by death, separation, divorce, desertion or single parenting. In certain cases, some people as a result of personal volition stay alone without a spouse to raise children. Single parenting speaks of a situation where a parent is solely responsible for the upbringing, training, discipline and nurturing of his or her offsprings. Broken home is a situation where two spouses separate leaving the children, who are usually the victims of this separation to the hazards of the society. It is not structurally intact as both parents do not inhabit the same roof. Children raised in such homes are sometimes left with emotional disorders, a feeling of being short-changed by the departing parent, feeling of insecurity and inadequacy. In addition to these, because the single parent must work to make enough money to cater for the children, they do not spend much time with the children who feel isolated and forgotten and may relapse into crime and criminality. Parenting in this type of family is highly defective. In school and among peers, aspersions are cast on broken homes. Nwachukwu (1998) wrote that teachers commonly describe children from single parent homes as more hostile, aggressive, anxious, fearful, hyperactive and distractible than children from intact families. According to Frazer (2004), psychological home conditions arise mainly from illegitimacy of children, the label of adopted child, broken home, divorce, parental deprivation and home violation. These abnormal conditions of the home according to him are likely to have a detrimental effect on the academic achievement of the child. Ntumi and Laibi (2016) found in their study that single parents in broken homes do not regularly monitor and supervise the academic progress of their children. Their finding holds true because since the responsibilities of two people now solely rest on one individual, more sources of income have to be explored to plug the hole created by the departed partner. This leads to reduced involvement in the child's academic engagements and psychosocial needs and academic aspirations begin to nose dive. Omoruyi (2014) in a study with 200 adolescents from four Senior Secondary Schools in Kosofe LGA of Lagos State Nigeria, found a significant relationship between broken home and academic achievement of students. Abudu and Fuseini (2013) in a study conducted in Ghana with 170 pupils found that a significant difference existed in the academic performance of pupils from single parent homes and those from two parent homes. The main conclusion drawn from the study was that single parenting has negative impact on pupils' academic performance. In a related study by Barajas (2011), it was concluded that lower High school graduation rates, lower GPAs and greater risk for drug abuse are only some of the negative outcomes associated with growing up in a single parent home.

Conclusively, the Nigerian society is bedeviled with throngs of economic crises that have led to unprecedented hike in commodity prices. Where jobs are not lost, home upkeep has become an uphill task that many hitherto thriving homes no longer sustain two meals daily as take-homes no longer take people home. In homes where patience and understanding are lacking, quarrels have erupted. With time this snowballed into a regular phenomenon and violence sets in which culminated into separation. Children born into these homes bear the brunt of this situation to the detriment of their academics and general upbringing. Since these home conditions have taken a global dimension, a study of broken home and home violence as determinants of academic performance of children in selected Junior School subjects, becomes imperative and compelling.

Statement of the Problem

High incidence of poor achievement in school subjects among students in Junior Secondary School has become a thing of concern to the public. It is of the opinion that academic achievement of an adolescent is greatly influenced by the state of the home and the home structure. In Nigeria, most homes are unstable as a result of issues of economy, incompatibility of the couples, death of a parent, violence and at times marital infidelity. This has resulted in the separation of couples and children. In many trendy communities world over, most homes are no longer intact and the rate of home violence is at its peak. Since the children mostly affected are those at the Basic School level, this study is set out to investigate broken home and home violence as determinants or predictors of students' performance in Junior School subjects which include English Language, Basic Science, Mathematics, Basic Technology and Social Studies.

Research Design

The research design employed for this study is the descriptive survey within the premise of correlation.

Variables of the Study

The two main variables in this study are the predictor variable and the explained variable. The predictor variables include Broken Home and Home violence while the explained variable is the students' academic performance.

Population

The target population for the study was the entire Junior Secondary three (JS111) students in all the public Junior Secondary Schools in Ibadan Southwest Local Government of Area Oyo State, Nigeria.

Sample and Sampling Technique

The simple random sampling technique was adopted in selecting seventy students from each of the five sampled Junior Secondary schools selected randomly to give a sample size of three hundred and fifty.

Research Instrument

The instruments used for the study are the Broken Home Questionnaire (BHQ), Home Violence Questionnaire (HVQ) and Students' Academic Performance Test (SAPT).

Broken Home Questionnaire: This 12-item instrument was developed by the researchers and is designed to collect information on the home as a defining factor affecting the academic performance of students. The instrument comprised two sections, A and B. Section A contains the biodata of participants while section B contains twelve items based on Rensis Likert scale type of strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). Students responded to every item statement by choosing one of the possible responses on the scale. The instrument was validated and administered to a sample of thirty JS111 students who did not take part in the actual study. Cronbach's coefficient alpha was computed and reliability estimate obtained was .84.

Home Violence Questionnaire: This instrument was also designed by the researchers to collect information on the defining factors of home violence and how it relates to students' academic performance. This instrument consists of twelve items and was patterned on the four-point Likert scale type of strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD). The instrument was validated and administered to a sample of thirty JS111 students who were not part of the main study. Cronbach's coefficient alpha was computed and reliability obtained was .77.

Student's Academic Performance Test (SAPT): This instrument was developed by the researchers. It was designed to be used for JS111 students. It contains 50 items which were taken from third term topics of JS111 syllabus which have been covered by the entire population. The SAPT is a multiple choice objective test with four options (lettered A-D) having only one clear key and three distracters. Questions were set covering the five major subjects selected (English Language, Basic Science, Mathematics, Basic Technology and Social Studies). The researchers who are Science and English Language experts engaged the services of teachers in the other subjects used for the setting of the questions. The instrument was validated and administered to a sample of JSS11 students who did not take part in the main study. From the data collected the reliability was calculated using Kuder-Richardson-20 formula. The r obtained was .80.

Method of Data Analysis

The analysis techniques used were the Pearson Product Moment Correlation Coefficient and Multiple Regression Analysis. Pearson Product Moment Correlation coefficient was used to determine whether a relationship exists between home violence and broken home, (predictor variable), and students' academic performance (criterion variable), Multiple Regression analysis was used to determine how the predictors predicted academic performance.

Results

Test of Hypotheses

Hypothesis one (H_{01}): There is no significant relationship between broken home and students' academic performance in the selected JSS subjects. This hypothesis was tested using Pearson Product Moment Correlation Coefficient and the result is presented in table 1 below.

Table: 1 Summary of Pearson Product Moment Correlation Coefficient showing Relationship between Broken Home and Academic Performance in Selected JSS Subjects

Variable	Number	Mean	Std dev.	r	Sig	Remark
Broken home	349	64.5	8.50	.256**	.000	Significant
Performance	349	19.4	4.22			

***P < 0.01**

Results of analysis show that the correlation coefficient(r) is significant at $P < .05$ ($r = .256, P < .05$). This implies that the null hypothesis of no significant relationship is rejected indicating a significant relationship between broken home and students' academic performance.

Hypothesis two (H₀₂). There is no significant relationship between home violence and pupils' academic performance in the selected JSS subjects. This hypothesis was tested with Pearson Product Moment Correlation Coefficient and the result is presented below in table 2

Table 2: Summary of Pearson Product Moment Correlation Coefficient showing the Relationship between Home Violence and Academic Performance in Selected JSS Subjects

Variable	Number	Mean	Std dev.	r	Sig	Remark
Home violence	349	56.1	9.69	.172**	.001	Significant
Performance	349	19.4	4.22			

***P < 0.01**

Result of analysis shows that the correlation coefficient (r) is significant at P < .05 (r = .172, P < .05). This implies that the null hypothesis of no significant relationship is rejected indicating a significant relationship between home violence and pupils' academic performance in the selected JSS subjects.

Hypothesis three (H₀₃): There is no significant composite contribution of broken home and home violence to pupils' academic performance in the selected JSS subjects. This hypothesis was tested with Simultaneous Multiple Regression Analysis and the results are presented in the following tables.

Table 3: Model Summary of the R, R square and Adjusted Rsquare in the Multiple Regression Analysis

Model	R	R square	Adjusted	SE of the
	R square	Estimate		
1	.265 ^a .070	.065	4.08	

a. predictors: (constant), Broken home and Home violence.

From the table above, the R² is .070, which indicates that 7.0 percent of the variance in the criterion variable is explained by the predictor variables. This means that broken home and Home violence influenced academic performance to the extent of 7.0%. The remaining unexplained 93.0% may be as a result of several other variables not covered by this study.. This composite contribution is further interpreted by the ANOVA Summary below.

Table 4: ANOVA Summary of Significance Level in the Multiple Regression Analysis

Model	Sum of squares	df	Mean Square	FSig
1 Regression	433.373	2	216.686	13.019 .000 ^a
Residual	5758.702	346	16.644	
Total	6192.074	348		

a. predictors: (constant), Broken home and Home violence.

Though the adjusted R² is low (Table 3), the Analysis of Variance is highly significant (0.000, F_(2,348) = 13.019 < 0.05). This indicates that the composite contribution of the predictors is significant.

Therefore it can be assumed that the independent variables could reasonably predict academic performance in the selected JSS III subjects.

Hypothesis Four (H₀₄): There are no significant relative contributions of broken home and home violence to pupils' academic performance in the selected JSS subjects. This hypothesis was tested with Simultaneous Multiple Regression Analysis and the results are presented in table 5.

Table 5: The Beta (B) Coefficients in the Multiple Regression Analysis Showing Relative Contributions of Broken Homes and Home Violence to Academic Performance

Model		Coefficients ^a				
		Unstandardized coefficients	Standardized coefficients	Beta	t	Sig
1	(Constant)	10.409	1.779		5.851	.000
	Broken home	.111	.209	.224	3.881	.000
	Home violence	.022	.025	.074	1.277	.202

a. Dependent Variable: Achievement levels

From table 4; the Beta (β) weightings of the two predictor variables are given in the standardized coefficient column. The constant is 10.409. Relative to each other, broken home has a positive effect on academic performance ($\beta = .224$) and this is statistically significant at (0.000, $P < 0.05$), home violence has a positive effect on level of academic performance ($\beta = .074$) and this is not statistically significant at (.202, $P > 0.05$). From the result presented, it can be observed and concluded that broken home had a statistically significant effect on the academic performance of pupils in the selected Junior Secondary School subjects while home violence had a positive contribution which was not statistically significant. Their different Beta values represent their relative contributions to performance. Broken home made a contribution of 22.4% while home violence made a contribution of 7.4%. Thus, broken home predicts performance in the selected JSS III subjects more than home violence.

Discussion

The first hypothesis sought to find out if a significant relationship exists between broken home and academic achievement of pupils in selected Junior Secondary School subjects. Analysis of data shows that a significant relationship exists between broken home and academic performance of learners leading to the rejection of the stated null hypothesis. This result agrees with the findings of Abudu and Fuseini (2013) and Omoruyi (2014). The reason for this can be linked to a major characteristic of broken homes which is the fact that the only parent available barely has time to get involved in the children's academics due to the pursuit of economic activities to ensure a financial comfort for the home. The kids are usually on their own with little or no support from anyone at home except at the school. In very tough situations these children are compelled to hawk goods for their survival at the end of which they become exhausted to do any meaningful academic exercise. However, in a study conducted in the USA by Amato, Patterson and Beattie (2015), it was revealed

that single parenthood does not have serious consequences for US children's school achievement. This might be true because of several welfare packages put in place to take care of victims of separation and home violence by the government of the United States of America and stringent laws against children maltreatment which is either non-existent or not taken serious in Nigeria.

The findings also showed that home violence had significant relationship with pupils' academic performance in Junior Secondary Schools. This finding agrees with several other studies done outside and within the shores of Nigeria. Sharma et al (2015) in a study conducted in India found that domestic violence affects pupils' academic achievement. It is also the same with the results of Kanuri (2009), Njoroge (2014) both in Kenya and Ada and Anake (2015) in Nigeria. The reasons for the observed result is that violence in whatever form and wherever it occurs has tremendous effect on the people causing it and those who are usually regarded as victims. Street violence, home or domestic violence ultimately affects and alters the psyche of people witnessing it. In the home, literature has shown that it could be between and among any members of the home. The effect becomes more devastating if it occurs between parents. Children who witness such violence suffer serious impairments or abnormalities in cognitive, emotional (spiritual), behavioural and physical developments. Academic activities under such conditions are impaired and poor academic performance of such children is usually the outcome.

The two predictor variables as revealed by this study were very active in contributing to or determining academic achievement both relatively and jointly. The contrary couldn't have been the case judging from the features of homes where these are prevalent. In broken or single parent homes where the existing parent is meant to carry the responsibilities of two individuals, the task of parenting becomes so onerous that he/she hardly finds time to get involved not only with the academics of the children but with everything about the home. The situation becomes really serious if the family is a large one and the children are young or in their early adolescence. In the case of domestic violence, the child prefers staying out with peers to coming home as the home does not offer the much needed peace and a level playing ground for effective academic activities. Consequently, academic performance is affected. The converse is also true.

Conclusion

It was concluded that broken home and home violence were very significant factors in the determination of academic achievement. Recommendations were that couples in contemporary societies should be highly tolerant, understanding and very ready to let-go. Marriage counseling should not only be a pre marriage affair but should capture post marriage as well and at regular intervals. Religious bodies, organizations and Welfare Departments should incorporate this into their programmes to keep the rate of divorce, separation and domestic violence very minimal. Classroom teachers should be exposed to counseling seminars and workshops to equip them with ability/skills to easily identify pupils showing signs evocative of unstable home backgrounds.

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