



## **INFLUENCE OF BROKEN HOME ON INCLUSIVE EDUCATION AND STUDENTS ACADEMIC PERFORMANCE (WITH PARTICULAR REFERENCE TO ACADEMIC PERFORMANCE OF STUDENTS FROM BROKEN HOME IN G.G.S.T.C. POTISKUM)**

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### **Abstract**

**T**his paper assesses the influence of broken home on inclusive education and students academic performance in Yobe State with particular reference to Students from Broken home in G.G.S.T.C. Potiskum. A systematic collection, review and use of educational programmes undertaken for the purpose of improving students' learning and development was taken in this study. For the

purpose of this research work ninety (90) students were selected randomly from SS 1 and SS 2. This also compares the performance of

### **KEYWORDS:**

Broken, Student, Particular, Education, Influence.

children from broken homes and intact homes; how it affect them physically, socially, behavioural and psychologically. The data analysis consists of students' attitude, feelings and achievement towards their reaction to changes in the academic environment.

### **Introduction**

**I**n this research, we shall look at some empirical studies on child's performance which is presumed to be growing by revealing some distinct relationship that contribute greatly to this tragedy. Some

socio-economic factors, in addition to poverty and physical environment, the incidence of child performance can be linked to one more factor whether the child's parent are married. Children react in different ways and manner to the incidence of divorce; some will extremely have negative emotion and sad by showing sign of depression, sleeplessness and even their anxiety level peak as they feel they are going to be abandoned or rejected by one or even both parents.

Huba and Freed (2000) see assessment as the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analysing, interpreting, and using information to increase students' learning and development (assessing student's learning and development) is a guide to the principle, goals, and methods of determining college outcomes. Erinin (1991) sees assessment as the systematic collection, review and use of information about educational programmes undertaken for the purpose of improving students' learning and development.

Some broken home situations make the child feel lonely. This may be due to a long absence of one of the parents. No matter what the situation, the child will be affected in some ways by broke home. Some children or students may become psychologically scared from the experience thereby reflected in their performance in the school.

Isaken (1963) reveals that broken home is the separation of marriage as a result of divorce or separation by death of one of the couple. The problem of broken homes is a universal phenomenon, which affects both the developing and developed world. Most of the marriages were very unsuccessful or unmaintained because of separation of the home. He also said that broken home can be as a result of divorce or separation by death of one of the couple. The problem of broken home are universal that has the devastating effect which contribute a lot to antisocial behaviours in society. In an ideal situation when assessing the students' performance, student who lives happily with their parent performed greater than those from broken home. One of the tasks that should be

fulfilled by parents is to educate their children because education does not really start from school as the case may be; it actually start from home. A home is not the walls of the house but the people who live in it make a home. A home can only become a house when it is not broken.

Isaken and Mink (1984) reveals that mothers are considered as the backbones or major providers of programme of survival to individual child, based on the needs and understanding of his environment. They said children/students from broken homes feel very sad when they lack the caring, affection, security and concerns from the lovely home that children are supposed to enjoy. Such children tend to develop a kind of inferiority complex, anger, aggression, hostility, reserved and isolation among their peers. They said when children are not secured and not enjoying the love and parental upbringing, it will affect the cognitive level of the children thereby affecting their academic performance in the school. However, as the home becomes unsecured, the child respond by developing tension, frustration and aggression and may lack their sense of belonging. Intense anger and hatred toward one or both parents because of his/her behaviour that lead to separation and also broken homes could cause the children to feel isolated and helpless.

The concept of inclusive education includes all learners, but it may be interpreted differently according to the context. For example, while it covers children excluded on the basis of language, gender, ethnicity, disability and other factors, it can focus on children with disabilities only. At the same time, children may be affected by more than one issue. A child with disabilities may also speak the language of a minority ethnic group, or be a refugee, or, if she is a girl, her family and society may not value girls' education. According to UNESCO (2005), making schools inclusive for boys and girls with disabilities improves them for all learners, including students facing exclusion because of other challenges, or more than one issue.

According to UNESCO (2005), Inclusion is:

- 1) A belief that schools and other places of learning have a responsibility to educate all children (and adults) in line with human rights principles.
- 2) A common vision which covers all people.

- 3) A continuous process of addressing and responding to the diversity of needs of all learners – regardless of factors such as disability, gender, age, ethnicity, language, HIV status, geographical location and sexuality – recognising that all people can learn.
- 4) Recognition of the right to education and its provision in non-discriminatory ways.

Nigeria, in 1993, made a decree for the provision of inclusive education with clear and comprehensive legal protection and security backing (FRN,1993), yet due to governmental policies and cultural constrains, such decree did not succeed. This is a big problem for most special education and non-special education school administrators in Nigerian. The notion of inclusive education was initially thought to be a concept in Nigerian educational system. However, inclusive education has since then witnessed some tremendous improvements in the last decade despite cultural, social-economic, and political constraints (Eskay, 2009; Abang, 1988; Oluigbo, 1986). Inclusive education was one of the major issues examined at the 12th Annual National Conference of the National Council for Exceptional Children held at Minna, Niger State, in August, 2002. In the keynote address presented at the conference, Tim Obani (one of the pioneers in special education in the country), argued, "The old special education system with its restrictive practices cannot successfully address these problems [of special needs children] (Garuba, 2003). These improvements began from the provision of Section 8 of the National Policy on Education since 1977 and have provided support mechanisms for children with disabilities. Because of governmental policies and cultural constraints, inclusive education did not witness series of advocacies, litigations, and legislations, as it was observed in large scale societies like the United States of America, which resulted in the establishment of legal mechanism to meet the needs of children with disabilities in an inclusive setting. An indication is the promulgation of PL

(public law) 99-457 which, to a large extent, addresses special education concerns of young children.

Yusuf (1981) revealed that 60% - 70% of backward students of secondary schools especially from broken homes do not have adequate school materials that will help them to study, hence they are frustrated and psychologically disturbed when they are in the classroom as a result, they cannot do well in the school. These report found that children from non-intact families, children living in a situation other than with their own married father and mother have significantly higher rates of difficulty with all levels of education, from pre-kindergarten through primary, secondary and college levels. Each year, a child spends with a single mother or step parent reduces that child's overall education attainment by approximately one-half year" suggested the report.

Schultz (2005) reveals that broken home/family structure, consistently lead to educational difficulties for children. When it comes to educational performance, children living with their own married parents do significantly better than the other students from broken homes. The effect of broken home can also lead to child neglect which may include physical neglect, emotional neglect, or medical neglect and this confirms that a child is safest when his/her mother is cohabiting with a man other than her husband. Children are many times safer being with their biological married parents than in other configurations. The United Nations convention and O.A.U Charter on Right of Child postulated that the basic principles of children's right according to the United Nation (1889) among others are that every child has the right to live and be allowed to survive and develop.

The students who are the focus of this study are from different socio-cultural, religious and economic background. The range of their ages is between 14 and 17 years. The students' assessment performance in the previous promotional examination will be used to acquire about the social and psychological effects of broken homes on the academic performance of students who are from such homes.

### **Statement of the Problem**

This study is meant to look into the influence of broken homes on the academic inclusive education and students academic performance Government Girls College Potiskum, Yobe State. The research work therefore, intends to find out whether assessment of the effect of broken homes on the academic performance of students. As far the previous researchers, if a home is broken today in Nigeria, most of the effect is reflected on the child's social being ranging from his way of interaction with other family members. Therefore, school as a social institution is the best place of assessing impact of broken home on the child. In Potiskum's schools, children from broken home are mostly living with either one of the parents or was adopted by some guardian. The academic performance of these children is mostly one of the factors that affects the achievement of inclusive education programme in Yobe State, and therefore this paper sought to assess the influence, the phenomenon of broken home has on the students' academic performance and generally on the inclusive education programme in Yobe State.

### **Research Questions**

1. Does assessment of the effect of broken home have physiological effects on the students' academic performance?
2. To what extent does assessment of the effect of broken homes affects the students' social and physical life?
3. Does assessment of the effect of broken homes result in behavioural disorder among secondary school students?

### **METHODS**

This study determines the influence of broken home on students academic performance and inclusive education programme with

particular reference to student in the Government Girls College Potiskum, Yobe State.

According Cooper D.R and C.W Emory (1995) survey research is one of the most important areas of measurement in applied social research. The broad area of survey research encompasses any measurement procedure that involves asking and question of respondents. A "survey" can be anything from a short paper and pencil feedback form an intensive one in depth interview.

The population of the study comprises of students from broken homes studying at G.G.S.T.C. Potiskum Yobe State. This is because all the respondents cannot be in involved in the study; representation of the population of school was taken from the population through sampling. In this study, the researchers used a sample random sampling method to select the sample of the study. The sample of one hundred and fifty (150) was drawn from the target population of (950) students which are randomly selected.

The instrument used for collecting or collection of data in this study is questionnaires titled “Questionnaire on Influence of Broken Home on Inclusive Education And Students Academic Performance” (Q.I.B.I.E.S.A.P.)

”which consist of section "A" deals with the effect of broken homes on the students' academic performance with the most appropriate responses to the question the space provided.

The data collected will be analysed and presented in a tabular form. In analysing the data obtained, frequency table and simple, percentage (%) shall be for analysis. To obtained the number of the respondents with yes or no will be divided by the total number of the respondents, multiplied by one hundred, percentage score of the respondent based on this method. The opinion of the highest number of the respondents and the lowest respondent will discussed.

## **FINDINGS**

In this study, the following findings were arrived at:

**Research Question 1:** does Broken Homes have Physiological Effect the Assessment on the Academic Performance of Students from Broken Homes and Intact Homes?

**Table 1: Difference between the Academic Performances of Students from Broken Homes and Intact Homes.**

S/No	Items	Yes	No	Percentages	
1.	Are your parents living together?	67	23	74%	25%
2.	Are your parents divorced?	33	57	36%	63%
3.	Are you performing better after separation of your parent	39	51	43.3%	56.7%
4.	Do you remember your parent when writing exams	54	36	60%	40%
	<b>Total</b>	<b>193</b>	<b>167</b>	<b>360</b>	
	<b>Mean percentage</b>	<b>53.6%</b>	<b>46.4%</b>	<b>100%</b>	

Source: *Field Survey, 2018*

From the table, it is clearly stated that in item "1" sixty seven (67) respondents response to "Yes" while is about seventy four percent (74%) which is greater than twenty three (23) response to "No" that makes the percentage of twenty five (25%) from item two (2) thirty three (33) students response to "Yes" which is about thirty six percent (36.7%) while fifty seven (57) students respondent to "No" that make about sixty three percent (63.3). Also in item three (3) thirty nine (39) respondents responded to "Yes" while about forty three percent (43.3%) responded to "Yes" are fifty four (54) which is sixty percent (60%) while thirty six (36) respondents responded to to No" which makes forty percent (40%). Also from the table above it is obvious that one hundred and ninety three (193) respondent responded to "Yes" which are fifty three percent

(53.6%) while one hundred and sixty seven (167) respondents responded to "No" which is about forty six percent (46.4%).

**Research Question Two:** To determine the social and physical effects of broken homes on the assessment of the academic performance of students.

**Table 2:** Social and physical effects of broken homes on the assessment of the academic performance of students.

S/No	Items	Yes	No	Below	
11.	Are you happy about your academic performance?	81	9	90%	10%
7.	Do you feel ashamed among your classmates because your parents are separated?	80	10	88.9%	11.1%
10.	Do you isolate yourself from your classmates because when they are asked about their parents you feel unhappy?	82	8	94%	8.9%
9.	Are you happy with your position in class.	3	87	9	
	<b>Total</b>	246	114	<b>360</b>	
	<b>Mean percentage</b>	68%	32%	<b>100%</b>	

Source: *Field Survey, 2018*

The table 4 indicate that item two (2) show eighty one (81) respondents who responded to "Yes" is ninety (90%) while nine of the respondents responded to "No" which is ten percent (10%). Also in item seven (7) eighty (80) students responded to "Yes" which is eighty percent (88.9%)

while ten (10) students responded to "Yes" which are eleven percent (11%). Also in item eighty two (82) respondents to "Yes" which is about Ninety One Percent (91%) while Eight students responded to "No" which is about Eight percent (8.9%) also responding item regarding students performance in school is indicated in item (11) eleven that seventy eight (78) respondents responded to average scores which is about eight six percent (86.7%) while 3 respondents, responded to very good which is about three percent (3.3%) while nine respondents responded to below average scores which is ten percent (10%).

**Research Question Three:** Does broken homes result in behaviour disorder among Government Girls Secondary School Students?

**Table 3:** Difference between students' performance whose parents show concern with their studies and those whose parents do not.

S/N	Items	Yes	No	Percentages	
3.	Does your parent separation affect your academic performance?	33	57	36.7%	63.3%
6.	Do you fail your exams because your parents are separated?	25	65	27.8%	72.2%
8.	Do you feel not cared because your mother is not with your father?	6	84	6.7%	93.3%
	<b>Total</b>	<b>64</b>	<b>206</b>	<b>270</b>	
	<b>Mean percentage</b>	<b>24%</b>	<b>76%</b>	<b>100%</b>	

Source: *Field Survey, 2018*

From the table above this clear that item three (3) shows thirty three (33) respondents responded to "Yes" which makes thirty six percent (36.7%) while fifty seven respondents responded to "No" which is sixty three percent (63.3%). Also in item six (6) twenty five (25) respondents

responded to "Yes" which is twenty seven percent (27.8) while sixty five (65) respondents responded to "No" which is seventy two percent (72.2%). Also in item number eight (8) six percent respondents responded to "Yes" which is six percent (6.7%) while eighty four respondents responded to "Yes" are sixty four (64) and is about six percent (6.3%) while the total respondents who responded to "No" are two hundred and six (206) which is about eight three percent (83.97%).

In conclusion therefore, this analysis shows that in table one the total number of respondents who responded to "Yes" are about fifty three percent (53.6%) is greater than respondents who responded to "No" which makes forty six percent (46.6%). Also in table two it is clear that the responded to "No" are ten percent (10%). Also the respondent to average in item (9) nine are eighty seven percent while three studentsrespondents to very good are three percent and nine respondents that is below average are nine percent (9%). Also it is clearly show that respondents responded to "Yes" are six percent (6%) which is less than the respondent to "No" which are eighty three percent (83.77%).

### **Summary**

The aim of this research was to find out the facts on the effects of broken homes on students' academic performance in G.G.S.T.C. Potiskum, Yobe State. Broken homes have affected the students socially, psychologically and in general academically. Although, a lot of work have been carried out on this study, but from the researcher's investigations students from such home concentrate in class, poor academic performance, inferiority complex, unhappy in school, lack of affection from parents etc have affected their performance thereby making it difficult in assessing those students.

### **Conclusion**

Here the result of the finding will be discussed hypothetically. Hypothesis one which stated that, there is no significant difference between the

academic performance of students before and after their homes were broken was not accepted. This means that students' performance before their homes were better than their performance after their homes were broken.

Base on this result, one may say broken homes did affect the academic performance of students. Also the following hypotheses have stated that, there is no significant difference between the performance of students from broken homes and those whose homes were intact. Result of finding revealed that, there was a significant difference between the performances of two groups, so this hypothesis was not agreed.

It is obvious from the statement that the academic performance of students from intact home is better than the students from broken homes; then hypothesis which said that there is significant difference between the academic achievements of students whose parents show concern with their studies and those whose parents do not, was disagreed. This means that students whose parents show concern with their studies were achieved better in school than those whose parents were not concern with their children,

### **Recommendations**

Base on the findings of the study, the following recommendations were made; if adopted will go a long way in improving the students' academic performance in schools.

- i. Government, private organizations and individuals concern with the business of education should endeavour to address these obstacles hindering effective academic performance of students. This can be done by developing, achievements motivation, and training,
- ii. Government should advice court not to grant divorce until all possible means to reconcile the couples fails
- iii. Counsellor should provide the necessary assistance

and psychological support for students from single parents' family so as to overcome their emotional problem.

A review of related literature to the topic been investigated. In this chapter, other researchers' views on broken homes were written; example Udry (1978) defined broken home as a home in which the parents are no more living together. Whatever definition might be given to broken homes, the parents are no more living together as husband and wife.

Some effects of broken homes on students' performance were also discussed. As a result of stress placed on students by parents with chronic depression who is unable to cope with the task of domestic life. Students who found themselves in such situation can hardly concentrate in class work. It is pertinent to note that with their worries than were absence of parents are most likely to be responsible for the students' poor performance. In chapter three and four the methodology used for the study was questionnaire in which ninety (90) students from Government Girls College Potiskum were selected, the method of selecting the students from two different set of classes was done randomly.

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