

Broken Homes and Psychological Adjustment of Students in Kebbi State Secondary Schools, Nigeria

¹Basiru Umar Aliero, ²Bello Magonho Bashar, *¹Muza, Shehu Haruna

¹Department of Educational Foundations, Usmanu Danfodio University, Sokoto, P. O. BOX 2346, Sokoto State, Nigeria **Email:** basiruumaraliero@gmail.com

²Sokoto State Teachers Service Board **E-mail:** basharbello107@gmail.com

*³Department of Education, Kebbi State University of Science and Technology, Aliero, P. O. Box 1144, Aliero, Kebbi State, Nigeria **E-mail:** muzask38@gmail.com

Abstract

This study investigated the Relationship between Broken Homes and Psychological Adjustment among Secondary School Students in Kebbi state with particularly focus on Jega Local Government Area of Kebbi State, Nigeria. In carrying out the study, two research objectives and two hypotheses were raised to guide the study. Correlational research design was employed. The proportional sampling technique was used to select a sample of 242 students from a population of 668 students of the sampled schools. Two instruments, Broken Home Inventory (BHI) and Psychological Adjustment Scale (PAS) questionnaires were used for the data collection. Data collected was subjected to statistical analysis using Pearson Product Moment Correlation statistical methods (r). Two null hypotheses were tested at 0.05 level of significance. Analysis of data shows that there is significance relationship between parental separation and students psychological adjustment ($r=0.728, p=.0002.$) and there is also significant relationship between single parenting and students psychological adjustment ($r=0.622, p=0.003.$). On the basis of these findings, it was recommended that secondary schools should have guidance services with a competent counselor to counsel students from broken homes, child raised by single parent and parents who do not pay adequate attention to their children and wards' education and those students experiencing challenges in schools. At the same time Parents should be enlightened on the need to stay together as husband and wife to raise a good family. They should persevere and tolerate each other in marriage.

Keywords: Broken homes, Psychological adjustment, Secondary school and Students

Introduction

The family is the child's first place of contact with the world. As a result of that, a child acquires initial education and socialization from parents and other members of the family. Agulana (2000) pointed out that the family lays the psychological, moral, and spiritual foundation in the overall development of the child. Structurally, family/homes are either broken or intact. A broken home in this context is one that is not structurally intact, as a result of divorce, separation, death of one of the parent. According to Frazer (2004), psychological home conditions arise mainly from illegitimacy of children, the label of

adopted child, broken homes, divorce and parental deprivation. Such abnormal conditions of the home, are likely to have a detrimental effect on school performance of the child he asserts.

Many attempts have been made to provide a generally acceptable explanation of Broken Homes. This has been mainly due to the fact that each scholar advances his own definition based on his ideological affinity or historical allegiance and interaction. Longman dictionary of contemporary English defines a Broken Home as family that no longer lives together because the parents have divorced. The definition extends to broken marriage which is a marriage that has ended because the husband and wife do not live together anymore.

Broken home is defined as one in which one of the partners loses his/her spouse by death, separation, divorce, desertion or single parenting (Conk line, 2006) in the same vein sees broken homes as a situation where two spouses separate leaving the children to the hazard of the society. Broken homes occur when husband and wife separate from each other, leaving the care and responsibility of the children to one parent. Divorce could be temporal or permanent. It is temporal when there is still hope of coming together after the relevant laws must have been put in place. This is to ensure that created the temporal separation are settled. But if the divorce is permanent, it means there is no hope of coming together, Divorce has to do with either one of the partners or saying 'bye bye' to his/her spouse as a result of infidelity, pride, superstition, religion, disagreement, in-laws interferences, alcoholism, and disrespect for one another or bulling (Birnin-tsaba 2017).

The concept of Psychological adjustment refers to an individual's general adaptation to his environment and the demands of life such as the way he relates to other people that is interpersonal behaviour, handle his responsibility, deals with stress and meet his own needs and life's satisfaction. The society is dynamic and change is the only constant thing, so the individual's ability to review his attitude and behaviour is an essential ingredient of adjustment (Birnin-tsaba 2017).

Adjustment in school has been described as a very important aspect of student s life. The primary purpose of education is to train students to be well adjusted in their emotional and psychological life (Elliot, 2005).

However, a home can either be stable or broken. A stable home is the 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 parents are not living together with the children. It is the level at which the home operates that determine the psychological adjustment of the child in school. Broken homes influence to a very large extent the adjustment of the child. Children that have suffered from neglect or lack of love (in a broken home) are known to be psychologically imbalanced to face the realities of life. When there is disunity in the family, or a conflict between a mother or father, the child is caught up in the middle and will be at disadvantage/receiving end (Birnin-tsaba 2017). According to Blackby (1999)

adequate research needs to be conducted in this direction to ensure smooth transition of children from early stages to adulthood.

Life, in a single parent family or broken home can be stressful for both the child and the parent. Such families are faced with challenges of inadequate financial resources (children defense fund 2004). Schults (2006) noted that if adolescents from unstable homes are to be compared with those from stable homes, it would be seen that the former have more social, academic and emotional and psychological problems. Rochlkepartain (2003) is of the opinion that the family and its structure play a great role in children's academic performance. To some extent, there is simple evidence to show the marital instability brings about stress, tension, lack of motivation and frustration obviously; these manifestations act negatively affects child's psychological adjustment.

So also, if a child is not well nurtured and mentally assisted, it will also affect his/her educational outcome. If it were to be a male child, there is every likely for the child to be anti-socials in nature by joining gangs. Also, if it were to be a female child, there is likelihood for her to become wayward. It is on this note that the researcher wants to investigate the Relationship between Broken Homes and Psychological Adjustment among Secondary School Students in Kebbi state with particularly focus on Jega Local Government Area of Kebbi State, Nigeria.

Statement of the Problem

Student's life in broken homes is observed by research to be associated with psychological stress that can impair intellectual development, thereby giving way for such children to grow up without being trained properly.

However, the absence of one or both parents deprives young children of the stable love, care, security and total support they have been accustomed to. They also tend to make children different in the eyes of their peer group. If children are asked where the missing parent is or why they have a new parent to replace the missing parents, they become embarrassed and ashamed. They may also feel guilty and may think they are unwanted by the society. Such stressful situations can lead to psychological and intellectual imbalance in growing children. Hence, However, it is observed by the researcher that absence of one or both parent deprives the young children from having love, care, security and support, which also lead them to psychological anxiety. This situation may in-turn have effect on their psychological adjustment especially at secondary school level where collective and cardinal academic relationships are to be created and to enhance learning among the young children. As such, the need for empirical study becomes pertinent to find-out the relationship between Broken Homes and Psychological adjustment among Secondary School Students in Jega Metropolis, Kebbi State, Nigeria.

Objectives of the Study

The following are the objectives of the study:

1. Determine the Relationship between Single Parenting and Psychological Adjustment among Secondary School Students.
2. Determine the Relationship between Parental Separation and Psychological Adjustment among Secondary School Students.

Null Hypotheses

The findings from the study will be of immense benefits to students, teachers, counselors and psychologists, curriculum planners, policy makers, Government and the society at large. The findings of the study will be of great help to students of divorced homes to see how broken homes affect their psychological wellbeing and about the need for them to share their problem with other family members and social welfare officers for assistance instead of indulging in any antisocial behavior like: drug abuse, delinquency, cultism, teenage pregnancy and many more. It will be of help to the teachers so as to understand the student with psychological adjustment problems as a result of broken home and how they can help those students through enlightenment on the effect of broken home.

At the same time the community will know how they can render help to the affected children of divorced homes. Furthermore, it will create the awareness of the school counselors and psychologists on the relationship between broken home and psychological adjustment of student by organizing seminar presentations on the effect of broken homes to the students' psychological wellbeing and to develop appropriate counselling strategies to counsel the victim of broken homes on how they can adjust.

It is also hoped the findings will help the government to know the strong influence of divorce is affecting the children and there is need for the government to provide help for these children out of the problems by giving out means and support to schools in other to provide counselors and the necessary assistance. The curriculum planners will understand the need to incorporate the negative effect of broken homes on psychological adjustment of students, and the coping strategies from such problems into curriculum, and the education policy makers will also be of great help to impalement special educational programs and services.

The following hypotheses guided the study:

1. There is no Significant Relationship between Single Parenting and Psychological Adjustment among Secondary School Students.
2. There is no Significant Relationship between Parental Separation and Psychological Adjustment among Secondary School Students.

Methodology

The research design adopted for this study is correlational design. Correlational design according to McMilla and Schumacher (2010) is research design in which information on

at least two variable are collected in order to investigate the relationship between the variables. In correlational research design, the researcher will not attempt to manipulate any variables. Instead, a correlational research design is used to establish the statistical association between two or more variables.

The target population of the study comprised of secondary school students from J.S.S II, who come from broken homes, selected from thirteen schools in Jega metropolis. A total of 668 students constituted the population.

Table 1: Distribution of Population of J.S.S II Students according to their School

S/No	Name of School	Separated	Single Parenting	Total Population
1.	Haliru Abdu Arabic Sec Sch.	15	31	46
2.	Govt Sci. College, Basaura	14	40	54
3.	Govt Day Sec. Sch. Jega (Boys)	91	33	124
4.	Govt Day Girls Sec Sch. Jega	53	41	94
5.	Govt Girls Day Sec Sch. Jega	23	34	57
6.	Govt Day Sec Sch. Kimba	10	26	36
7.	Govt Day Sec Sch. Jandutse	12	38	50
8.	Govt. Day Sec Sch. Dumbegu	11	30	41
9.	Govt. Day Sec Sch. Oke Jega	21	19	40
10.	Junior Sec Sch Alelu	30	20	50
11.	Junior Sec Sch Agwada	17	11	28
12.	Junior Sec Sch Katanga	12	13	25
13.	Command School (Boys)	11	12	23
	Total	330	348	668

Source: Field work (2020)

The sample size for this study consisted of two hundred and seventy four students (242) selected from the total number of 668 students from broken homes. This is in line with the provision of Krejee and Morgans (1970) that a sample of 242 is appropriate for the population of 668, proportional sampling was used in selecting of respondents from the thirteen secondary schools.

Table 2: Sample Distribution per School

S/No	Name of School	Population	Sample Size	Percentage %
1.	Haliru Abdu Arabic Sec Sch.	46	17	7
2.	Govt Sci. College, Basaura	54	20	8
3.	Govt Day Sec. Sch. Jega (Boys)	124	45	19
4.	Govt Day Girls Sec Sch. Jega	94	34	14
5.	Govt Girls Day Sec Sch. Jega	57	21	9
6.	Govt Day Sec Sch. Kimba	36	13	5
7.	Govt Day Sec Sch. Jandutse	50	18	7
8.	Govt. Day Sec Sch. Dumbegu	41	15	6
9.	Govt. Day Sec Sch. Oke Jega	40	14	6
10.	Junior Sec Sch Alelu	50	18	7
11.	Junior Sec Sch Agwada	28	10	4
12.	Junior Sec Sch Katanga	25	9	4
13.	Command School (Boys)	23	8	3
	Total	668	242	100

Primary Data

The instruments adapted for the study were two: Broken Home Inventory (BHI) by Schultz (2013) to measure students with Broken Homes problems, and Psychological Adjustment Scale (PAS) by Thoulacius (2015) to measure the students with Psychological Adjustment problems. It comprises of three sections, section A-Bio data of the student with eleven (11) items, section B Instrument on Broken Home with 20 items and Psychological Adjustment Inventory which consists of 19 items.

Scoring guide for Psychological Adjustment

<29- low adjustment

30-59-averagely adjusted

60-100 highly adjusted

The scoring guide shows that students with 1-29 have low psychological adjustment, meaning they have little or no psychological problems. Also those with 30 - 59 shows that they have average psychological problems, and could be reduced with proper counseling. Similarly, those with 60 - 100 indicate a very severe psychological adjustment that needs proper attention from counsellors, teachers and parents, which if care is not taken can prove dangerous to those students.

To find out validity of the instrument, copies of the adapted instruments on Broken Homes and Psychological Adjustment were submitted to the fellow colleagues to ensure the face and content validity of the instrument and their relevance and appropriateness to the study.

To ensure the reliability of the instrument, a pilot study was carried out. The coefficient index of 0.75 was found. This reliability coefficient was considered adequate for the internal consistencies of the instruments which an instrument is considered reliable if it's reliability coefficient lies between 0 and 1, therefore, the instrument was considered reliable and appropriate for this study.

The administration of the instrument was undertaken by the researcher and the research assistants. Two weeks were used to administer the questionnaire to JSS11 students, a total of two hundred and seventy-four (242) questionnaires were distributed and 100% retrieved from the respondents and used for data analysis.

The data collected was analyzed using descriptive and correlation statistics for the purpose of either accepting or rejecting them. Pearson Product Moment Correlation (r) Statistical method was used to test the hypotheses. All the hypotheses were tested at 0.05 alpha levels of significances. SPSS version 20.0 was used for data analysis.

Results

Hypothesis One: There is no Significant Relationship between Single Parenting and Student's Psychological Adjustment

Table 3: Pearson Product Moment Correlation (r) Statistics on the Relationship between Single Parenting and Psychological Adjustment

Variables	N	X	SD	r	Df	P
Single Parenting	242	32.6048	7.86219			
Psychological Adjustment	242	63.2649	12.24280			
				-0.622**	240	0.003

** . Correlation is significant at the 0.05 level (2-tailed)

Table 3: above revealed that significant relationship exists between Single Parenting and student's psychological adjustment. This is because the computed p value of 0.003 is lower than the 0.05 alpha level of significance at a correlation index r level of -0.622. Meaning that, Single parenting has negative effect on student's psychological adjustment. Therefore, the null hypothesis was rejected.

Hypothesis Two: There is no Significant Relationship between Parental Separation and Student's Psychological Adjustment

Table 4: Pearson Product Moment Correlation (r) Statistics on the Relationship between Parental Separation and Student's Psychological Adjustment

Variables	N	X	SD	r	Df	P
Parental separation	242	56.2382	13.26504			
Psychological Adjustment	242	54.3800	11.55380			
				-0.728**	240	0.002

** . Correlation is significant at the 0.05 level (2-tailed)

Table 4: above revealed that significant relationship exists between parental separation and student's psychological adjustment. This is because the computed p value of 0.002 is lower than the 0.05 alpha level of significance at a correlation index r level of -0.728. Meaning that, separation of parents has negative effect on student's psychological adjustment. Therefore, the null hypothesis was rejected.

Discussion

Hypothesis One: There is no Significant Relationship between Single Parenting and Student's Psychological Adjustment. The result indicated that, significant relationship exist between Single Parenting and student's psychological adjustment. It implies that, single parenting has negative effect on student's psychological adjustment. The findings agree with that of Ajika, (2012) study shows that when academic achievement was correlated with broken home of secondary school student's academic achievement had a negative significant relationship. This indicates that broken home negatively determines academic achievement.

Hypothesis Two: There is no Significant Relationship between Parental Separation and Student's Psychological Adjustment. The result revealed that, significant relationship exist between parental separation and student's psychological adjustment. It implies that, parental separation has negative effect on student's psychological adjustment. The result corroborates the findings of Roehlkepartain (2003) who found that the family and its structure play a great role in students' psychological adjustment. A broken home could be a great obstacle to a student, his ability maturation to succeed academically. Moreover, this finding is in agreement with that of Ayodele (2006) who asserted that the environment where a child finds himself goes a long way in determining his learning ability and ultimately his psychological adjustment in school.

Conclusion

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

1. It was concluded that significant relationship exist between Single Parenting and student's psychological adjustment. It implies that, single parenting has negative effect on student's psychological adjustment.
2. It was concluded that significant relationship exist between parental separation and student's psychological adjustment. It implies that, parental separation has negative effect on student's psychological adjustment.

Recommendations

The following recommendations are given:

1. Also, since the findings indicated that Single Parenting has negative effect on Student's psychological Adjustment, It is obvious that secondary schools should have guidance services with a competent counselor to counsel students from broken homes, child raised by single parent and parents who do not pay adequate attention to their children and wards' education and those students experiencing challenges in schools.
2. Since the findings shows that parental separation has significant relationship on Student's psychological adjustment, Parents should be enlightened on the need to stay together as husband and wife to raise a good family. They should persevere and tolerate each other in marriage.

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