

**UNIVERSITY OF EDUCATION, WINNEBA**

**EFFECTS OF FAMILY BACKGROUND ON STUDENTS' ACADEMIC  
PERFORMANCE: A COMPARATIVE STUDY OF STUDENTS FROM  
BROKEN AND INTACT HOMES IN THE NKORANZA SOUTH  
MUNICIPALITY, BRONG EAST REGION, GHANA**



**A thesis in the Department of Social Studies Education,  
Faculty of Social Science Education, Submitted to the School of  
Graduate Studies in partial fulfilment**

**of the requirements for the award of the degree of  
Master of Philosophy  
(Social Studies Education)  
University of Education, Winneba**

**OCTOBER, 2019**

## DECLARATION

### Student's Declaration

I, Asante Gordon, hereby declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

**Signature**.....

**Date**.....

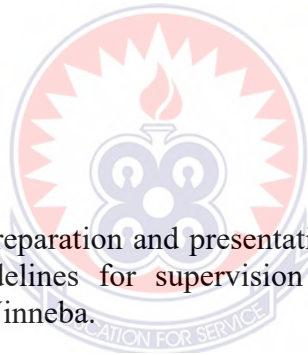
### Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

**Name of Supervisor:** DR. G.Y. DAKE

**Signature**.....

**Date**.....



## **DEDICATION**

This thesis is dedicated to my wife, Madam Lawrencia Asante and my children:

Pomaa Asante Soloment and Kyeremeh Afia Asante Hadassah.

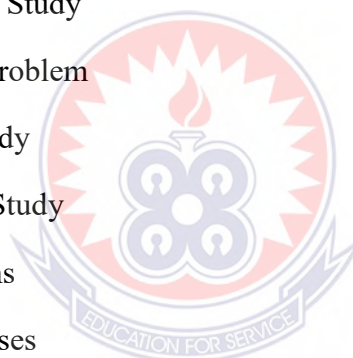


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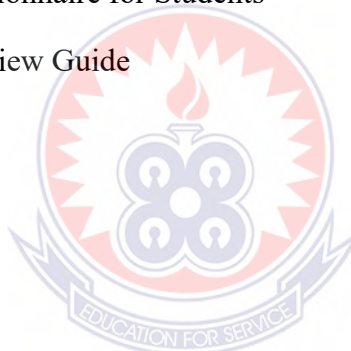
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## ABSTRACT

The study explored the academic performance of students from broken and intact home in senior high schools in the Nkoranza South Municipality of the Bono-East Region of Ghana. The study was guided by the Family Deficit Model, Social Exchange Theory and the Theory of Social Network Paradigm. The study was a mixed method which was guided by the Sequential Explanatory Mixed Method design. It was underpinned by the pragmatic paradigm. Multi-phase sampling and Census techniques were used to select participants for the study. Specifically, census was used to select participants for broken homes while multi-phase sampling technique was used for participants in the intact homes. Questionnaire and interview guides were used to collect data from the participants. The sample size for the study was 646 participants. Each interview was audiotaped and transcribed verbatim and data was analysed. The study made use of primary data obtained from students from broken homes and intact homes. The result from the quantitative survey was analysed with the aid of the Statistical Package for Social Sciences (SPSS) version 20. Both descriptive and inferential statistics were used in data analysis. All data collected through the interview schedule were analysed manually through the constant comparative thematic approach (Creswell, 2009). The findings of the study indicated that the academic performance of students from intact homes when compared to those from broken homes (the performance of the students from the two parent family) was higher than students from broken homes. The study unravelled that there was statistically significant difference between parent type (father or mother absence) and achievement of academic dreams in a broken homes. The study also found that students from broken homes who stayed with their fathers had high academic performance as compared to their counterpart from same home who stayed with their mothers. Also, on whether the students' academic performance was affected by home (family type) background, it was deduced that students from broken home were affected negatively in their academic performance due to their family background. It is recommended that the school management should encourage single-parents to involve themselves in their children's academic work. This can be done through regular meeting arranged between parents and teachers and the community members including teachers, neighbours and all individuals who have children at the heart should make it their responsibility to assist the children.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

The family is the most important social unit of every society and it constitutes the first place of contact for every child in this world (Selimian, 2010). It is a social group characterised by common resident, economic, cooperation and production. Transmission of social values of right and wrong, what is morally and religiously accepted or condemned is done by the family. The family contributes significantly to the emotional, cognitive and psychomotor development of children (Agulana, 2010).

According to Johnson (2005), the family can influence the psychological, moral, spiritual and academic life of children. This is so, because children are born with some psychological, emotional and intellectual needs such as the need for love and security, new experience, praise and recognition and the need for responsibility (Afful- Broni, 2005).

Broken home is a social phenomenon which has become more predominant over the past few decades (Gucciardi & Stewart, 2002). Many of the children's needs are not offered to them in broken homes which influence their performance in school. There are setbacks in marriages which usually result in broken homes. A broken home occur when one of the parents is dead or when there is separation between the parents, divorce and long or frequent absence, by one or both parents (Conkline, 2006; Eweniyi, 2005). In other words, a broken home is the one in which one or both of the parents are not living together with the children (Schultz, 2006). Whilst separation and death are two unfortunate situations that do occur, divorce is often more of a mutual agreement by couples to dissolve their marriage society (Duncan, 2004). A

stable home is one in which both parents (mother and father) live together with their children.

Globally, children living with single parents (divorced or separated) were 26.4 percent in 2004 and 27 percent in 2009 (United State Census Bureau, 2011). In Africa, particularly in Ghana, it is evident that there are 4.2 percent divorcees with 2.7 percent males and 5.5 percent females (Ghana Statistical Service [GSS], 2012). The study further revealed that about 30 percent of all households are headed by single parents with about a quarter of households having children living with only their mothers whilst about 3 percent of households have children living with only their fathers (GSS, 2012). It has also been speculated that the changes in lifestyle, educational and other socio-economic opportunities that go with urbanization do contribute to emerging household structure (GSS, 2012). In Ghana, statistics indicate that in 2008 a total of 618 customary marriages were dissolved out of 1,511 marriages registered in the Accra Metropolitan Assembly (Amankwah, 2008).

Parents being the first teachers and the caretakers of the home, the home environment shape the child's initial views of learning, parents' beliefs, expectations and attitudes about education affect their children's conception of the place of education in their values. In the view of Cho (2000), single-parent family unit serves as a threat to a child's development. According to Cho (2000), single-parent families are unable to fulfill the appropriate responsibilities towards the child. This may be associated with tensions in the home, family discord or family instability. Studies have shown that children who live with both parents grow up with more financial and educational advantages than children groomed up by only one parent (Hill & Craft, 2003).

With the consequence of high rate of divorce, many school-going age face a lot of challenges which affect their academic performance. Studies by several authors such as Abudu and Fuseini (2013) and Chowa, Ansong and Osei-Akoto (2012) give evidence to the fact that single-parenting is a major cause of poor academic performance among pupils in Africa and that intact parent is likely to engage in their children's education more than single parents. Again, some studies have shown that children from homes without the father are more likely to use drugs than children from homes where the father is present (Mandara & Murry, 2006). Growing up without a father seems to have a greater negative effect on boys as compared to girls. There is often some problems or great psychological and academic effect on children when they are raised by single parents (Downey, 1994; Balcom, 1998).

The social support received from the families, friends, parents and teachers serve as a factor to buffer the effects of stress that broken families go through (Abudu & Fuseini, 2013). Students from intact homes are less likely to be on warfare, to have dropped out of school and to be unemployed (Ogulu, 2004). It means that not only do families provide emotional and financial support, but they fulfil more practical needs such as childcare, and thereby remove a major obstacle to complete school and/or becoming employed. In order to be able to assist students from broken home to realize their educational goals, they need a supportive environment in order for them not to experience depression. This is because depressed students cannot realize their full potential themselves in their studies.

## 1.2 Statement of the Problem

Parents are the child's first point of contact with the world and when both parents are present the child would get most care (Selimian, 2010). However, when one of the parents is absent in a child's life, a gap is created as the child would lose the support that would have been received from both parents (Afful- Broni, 2005).

It is commonly said, "two good heads are better than one" and the system is greater than the sum of its parts. Generally, society expects that married couple should stay together and raise children altogether, but this is not always the case in the global perspective and Ghana and specifically Nkoranza south Municipality is not left out in the hook. Marriages are sometimes short-lived and this deprives many school children of the opportunity to attain academic excellence in their lives. Broken homes set parents apart and, hence make one partner to bear all the responsibilities of nurturing the children (Thorton, 1991). Students' life in broken homes is observed to be associated with emotional stress that can impair their intellectual development, thereby giving way for such children to grow up without being trained adequately academically (Donahoo, 2003).

In the view of Cho (2000), single-parent family unit serves as a threat to a child's development. According to Cho (2000), single-parent families are unable to fulfill the appropriate responsibilities towards the child. According to Benokraitis (2002), the absence of one parent has serious effects on the child which eventually influences his/her educational opportunities and success in school. According to Nyarko (2011) single parenting leads to lack of parental supervision and monitoring, thereby causing poor academic performance among students.

Even though many people have done research in this area, what is not clear is the direction of the effects of broken homes in the Nkoranza Municipality. Between the students from broken and intact homes, which of them suffer more, in terms of their academic in the Municipality? What accounts for the difference? Is the difference (gap) in the academic performance between those from intact homes and broken homes significant? The study was therefore, designed to find answers to all the questions raised above.

### **1.3 Purpose of the Study**

The main purpose of the study was to investigate the effect of family background on the academic performance of students in senior high schools in the Nkoranza South Municipality.

### **1.4 Objectives of the Study**

Specifically, the objectives of the study were to:

- i. assess the level of academic performance of students from intact and broken homes at senior high school in the Nkoranza South Municipality.
- ii. analyse how the absence of the mother or father affects academic performance of the broken home victims.
- iii. examine the factors responsible for differences in the academic performance of the students from broken and intact homes.
- iv. determine the level of family support students receive from broken home and intact homes.

## 1.5 Research Questions

The following research questions were formulated to guide the study:

- i. What is the level of academic performance of students from intact and broken homes in the study area?
- ii. What are the effects of parents (mother or father absence) on the academic performance of students from broken homes?
- iii. What are the factors responsible for differences in the academic performance of students from broken and intact homes?
- iv. What is the level of support students from broken and intact homes received?

## 1.6 Research Hypotheses

The study was based on the following hypotheses:

### Hypothesis One

**H<sub>0</sub>**: There is no significant difference between the academic performance of students from intact homes and those from broken homes

**H<sub>1</sub>**: There is significant difference between the academic performance of students from intact homes and those from broken homes

### Hypothesis Two

**H<sub>0</sub>**: There is no significant effect between the absence of the mother or the father on the academic performance of students from broken homes.

**H<sub>1</sub>**: There is significant effect between the absence of the mother or the father on the academic performance of students from broken homes.



### **1.7 Significance of the Study**

The Senior High Schools in the Nkoranza South District may find this research useful because the study will offer in-depth understanding of the Effects of Family Background on Students' Academic Performance. A Comparative Study of Students from Broken and Intact Homes.

Nkoranza South Education Directorate can make use of the findings and recommendations to promote the education of broken home students.

This research work would be of great importance to parents, teachers, clergy, counsellors and other stakeholders on how to manage broken home cases to alleviate the sufferings of the afflicted.

Also the findings would be useful to administrators and policy makers who are concerned about the education of children in broken homes so as to address their peculiar challenges they face in school. Similarly, the study would be made available to the District community library to serve as a reference material to at least, teachers and students.

Lastly, the findings of this study could be used by researchers as a baseline study for future studies in the study area.

### **1.8 Limitation**

This section of the study dealt with shortcomings and conditions that place restrictions on the methodology, interpretations and conclusions of the study findings. There were difficulties getting students to respond to the questionnaire because the topic is sensitive and involves personal issues especially, students from broken homes. Some of the students felt that they will be victimised if they genuinely expressed their opinions. However, they were encouraged to be objective and give out the true

answers. The encouragement was done by assuring them that Confidentiality would be adhered throughout the data collection. The tape-recorded data was encrypted with a password and also information that revealed or identified names of the respondents were not included in the study report to ensure anonymity.

### **1.9 Delimitation**

The study was limited in scope and geography. The study focused on the effects of broken homes on academic performance of SHS students in the Nkoranza South Municipality. Geographically, this study was conducted in Nkoranza Senior High School (NSTS), Kwabre Senior High School (KWAHESS), and Nkoranza Technical Institute (NTI). The scope of the study covered the level of academic performance of students from intact and broken homes; analyse how the absence of the mother or father affects academic performance of the of the victims; examine the factors responsible for differences in the academic performance of the students from broken and intact homes and examine the level of family support students receive from broken and intact homes.

### **1.10 Definitions of Terms**

**Family:** In this study family refers to a group of individuals who are bound together by blood, marriage or legal adoption. It includes both the nuclear and extended families

**Broken Homes (family):** They are homes where one or the other real parent is missing through death, desertion, separation or divorce. A broken family in this context is one that is not structurally intact for various reasons, death of a parent, divorce, separation, desertion and illegitimacy. For the sake of this study, reference will be made to only death, separation or divorce which when occurs leads to single

parenting. As a result, broken home and single parenting shall be used interchangeably.

**Intact Homes (family):** They are homes in which there has never been dissolution of the marriage either through death or divorce; "single parent" For the purpose of this study, concentration is on all forms of families where the two biological or adopted parents stay together and have direct control of their children.

**Senior High School:** senior high school consists of the first three years/stages of post basic education in Ghana.

**Academic Performance:** A students' grade or marks obtain from school examination.

### **1.11 Organisation of the Study**

The study is organised into five chapters. Chapter one gives an account of the background to the study, the statement of the problem, the purpose of the study, research questions, research hypothesis significance of the study, delimitation of the study as well as the and limitations in carrying the research. Chapter two concentrates on review of literature relevant to the study. It covers theoretical framework. The literature is reviewed under the following sub-themes: level of academic performance of Senior High Students from intact and broken homes in the study area, analyse how the absence of the mother and the father affects academic performance of the victims, examine the factors responsible for differences in the academic performance of the students from broken and intact home and examine the level of family support students obtain from broken home and intact home. Chapter three focuses on the research approach, research design, population, sample and sampling procedure, instrumentation, source of data, data collection and data analysis procedure as well as

ethical consideration. Chapter four contains presentation and analysis or results and discussion of findings of the study. This includes statement of the purpose of the study and summary of statistical tools and procedure used in the study. Results with their discussion are presented under research questions. The discussion includes the interpretation of the findings in reference to the literature/previous findings. Each finding is evaluated and implications are examined with respect to the current theoretical position on the issue as well as educational practice. Chapter five contains a summary, conclusion and recommendations. The summary involves an overview of the research problem, methodology and findings.



## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.0 Introduction

This chapter reviewed literature relevant to the study. The literature is reviewed under the following themes:

- i. Theoretical framework for the study
- ii. Level of academic performance of Senior High Students from intact and broken homes in the study area.
- iii. Effects of parents (mother and father absence) on the academic performance of students from broken homes.
- iv. Factors responsible for differences in the academic performance of students from broken and intact homes.
- v. Level of family support students obtain from broken and intact homes.

#### 2.1 Theoretical Framework for the Study

The theoretical framework of this study reviewed theories which gave explanation to how single parenting influences the academic performance of students. Theories that were reviewed included the Family Deficit Model, Social Exchange Theory and The Theory of Social Network Paradigm.

##### 2.1.1 The family deficit model

Family deficit theory was propounded prior to 1980, when researchers (Hetherington, Featherman, & Camara, 1982; Jencks et al., 1972) were examining the family's influence on children's learning typically employed a deficit-based lens. These researchers, who took a family structure perspective, believed that only one type of family structure, thus the two-parent intact family with a stay-at-home mother, was

normal” and had a positive effect on children. These proponents assumed that the major source of youths’ needs and academic problems was their location in particular family groups with one or more of the following structural characteristics: (a) divorced parents, (b) a working mother, (c) a missing or absent father, (d) a young mother, (e) a poorly educated mother, (f) recently migrated to an American city, (g) racial or ethnic minority, (h) living on a limited income, or (i) residing in a depressed, inner-city neighborhood. Illustrative of this approach have been studies examining the effect of the presence or absence of fathers from the family on children’s school performance (Herzog & Sudia, 1973; Kriesberg, 1967; Moynihan, 1965). In the past decade, a family deficit theory was used to characterize the view of many family process, families’ contributions to their children’s school success, the relationship between families and schools in the field of education, family strengths contributing to children’s learning (Bugental, Blue, & Cruzcosa, 1989; Edin & Lein, 1997; Furstenberg).

Educators shifted their attention to finding ways to actively support families’ efforts to prepare their children for school success instead of interacting with families only when children are experiencing school difficulties. This change in thinking about the family-school relationship refocuses a long-standing overemphasis on pathology and an outdated assumption that the family causes a child’s educational and or mental health problems (Cook, Eccles, Elder, & Sameroff, 1999; Murry et al., 2002). The model viewed the intact or two-parent home as the ideal home or family structure. The model assumes that the lack of a nuclear family structure in single-parent families is what results in a negative impact on the children hence the proponents of the Family Deficit Model postulate that single parenting is bad for children (Hetherington & Kelly, 2002). Marsh (1990) assumed that single parenting can cause deficits in

children's cognitive, emotional, and behavioural development. The model plays down the effects that economic and other background factors could have on the academic attainments of the learners (Donahoo, 2003). Moreover, it has been opined by Hill (2006) that the Family Deficit Model holds the belief that single-parent households are deficient in various critical ways for effective child training. Hill argued that this could be so because there may not be any single parent (father or mother) that can fully play the roles of the father and mother in the raising of a child in all areas such as feeding, clothing, shelter and education. On this basis, the Family Deficit Model assumes that broken homes can have an influence on the academic performance of pupils.

### **2.1.2 The social exchange theory**

Social exchange theory is a broad conceptual paradigm that spans a number of social scientific disciplines, such as management, social psychology, and anthropology. It is better understood as a family models (Cropanzano & Mitchell, 2005). Early social exchange theory applications in family science arose out of the work of sociologists (Blau, 1964; Homans, 1961; Thibaut & Kelley, 1959) who focused on the rational assessment of self-interest in human social relationships. In this regard, all social exchange theories share a number of common features. All social exchange theories treat social life as involving a series of sequential transactions between two or more parties (Mitchell, Cropanzano, & Quisenberry, 2012). Resources are exchanged through a process of reciprocity, whereby one party tends to repay the good (or sometimes bad) deeds of another party (Gergen, 1969; Gouldner, 1960). The quality of these exchanges is sometimes influenced by the relationship between the actor and the target (Blau, 1964). The social exchange process begins when an organizational actor usually, treats a target individual in a positive or negative fashion (Eisenberger,

Lynch, Aselage, & Rohdieck, 2004). When two parents or intact homes separate, the children often lose both the financial and emotional support of their fathers, which can have a negative impact on their academic performance. The Social Exchange Theory suggests that economic hardship in single-parent families is likely to require adolescents to work for long hours and to take greater responsibility for their younger brothers and/or sisters. Schneider and Coleman (1993) emphasized that family structure can constrain the availability of economic and social resources such as the parents' ability to spend time with their children, get involved in their educational activities, and use monetary resources in ways that can promote positive educational outcomes. As a result, these time-consuming activities are likely to be related to lower school achievement. In this sense then, exchanging time spent with children for some economic and financial gain, has the tendency to affect the life of the children in the house.

### **2.1.3 Theory of social network paradigm**

These research traditions did not evolve into a coherent theoretical framework until the 1960s ((Wasserman & Faust, 1994). The idea of social network was initiated by Isidore Auguste Marie François Xavier Comte (usually known simply as Auguste Comte (Freeman, 1989) There are three lines of research that contributed to the theory's early development: the sociometric analysis tradition, which relies on graph theory methods from mathematics; the interpersonal relations tradition, which focuses on the formation of cliques among a group of individuals; and an anthropology tradition that explores the structure of community relations in less developed societies (Scott, 1991). Social network theory has three types of network centrality measures to identify the advantageous position that opinion leaders usually occupy: degree, betweenness, and closeness (Freeman, 1979). The theory of Social Network Paradigm



highlights the value of significance within an individual's social system who make available support and resources such as information and money (Barnes, 1988). Although there are several definitions of social network, the most common mention is to the linkages between individuals, groups and institutions with which a person has contact and on which a person perceives he or she can depend for support (Bott & Elizabeth, 1990). Social network theory contrasts with the type of sociological theory that defines society as built up of individuals. It starts instead from the relations between individuals, and models society as constituted of networks made up of sets of the relations or ties between people (Faust & John, 2002). Wasserman and Faust (1999) identify four additional fundamental principles of models built using social network theory: independence of actors; relations or ties consisting in the flow or transfer of resources; the constraining and or enabling of individual actors by networks; and the generation of long-lasting ties and networks by social structures.

One of the primary functions of an individual's social network is to provide a buffer against negative stresses, thereby promoting greater psychological and personal wellbeing (D' Abbs, 1982). In educational research, it has been found that children with well-developed social networks have more positive educational outcomes than children without them (Coates, 1987). It has been opined by Clark (1991) that social networks provide social support which is defined as the availability of people on whom others can rely, people who let others know that they care about, value and love them. Clark asserts that the greater a child's social support, the greater the likelihood that he or she will succeed in school. With this in mind, it can be inferred that the family structure (single or two-parent homes) can affect the achievement of pupils in school. The parental support, therefore, serves as a source of social network.

## **2.2 Level of Academic Performance of Students from Intact and Broken Home**

There is an increasing body of research arguing the level of performance of students from intact and broken homes by explaining the differences in educational outcomes of students (Blanden, 2013). The National Centre for Education Statistics (1998) purported performance gap in classroom grades across elementary, middle and high school between students from single-parent families where only one parent was involved in the child's schooling and students from two-parent households where both parents were involved in the child's schooling.

According to Pong (2003), single parenthood is associated with lower Mathematics and Science achievement among young children. Since family resources cannot account solely for this significant achievement gap, and the achievement gap was greater in countries where single parent families were more common, there is the need to find out the causes to this trend. Batool (2012) argued that academic achievement at all levels depend upon numerous factors ranging from talent, intelligence, child training, parent-child relationships, child to child relationships, and socio-economic status of the parents.

However, Amato (2010) indicated that students from divorced families, as a group, did score lower than their counterparts from married-couple families, on a variety of indicators of well-being. The relationship between intelligence and divorce could be attributed to parental background factors that affected the respondent's intelligence and the risk of divorce. Thus, the relationship between intelligence and divorce may primarily be attributable to parental education and income (Holley, 2006). However, theorists of the parental absence school of thought assert that due to the psychological and practical effects of losing a parent, the academic achievement of the child tends to

decrease (Jeynes, 2002). Kelly (2003) found that children in divorced families have lowered academic performance and achievement test scores compared to children in intact families. Children from divorced families were two to three times more likely to drop out of or be expelled from school than children of married families, and the risk of teenage childbearing was doubled. Recent research indicated, however, that these youngsters were already at risk well before separation, perhaps due to the lessened support from the family in trouble before divorce or separation.

Pong (1997) reported that growing proportions of children in the United States resided with a single biological parent, and that there were also more children attending schools where the majority of students were from single-parent families or stepfamilies. Beyond the single parent's effects, analysis of eighth-grade mathematics and reading achievement scores showed that schools that predominately consisted of students from single-parent families negatively affected their students' achievement, even after individual demographic characteristics and family background were controlled. The negative effect of single-parent families was partly explained by the relatively low socio-economic status of children in these schools. In other words, attending a school with a high concentration of students from single-parent families was, on the average, more detrimental to a student's eighth-grade achievement than was his or her living in a single-parent family.

Similarly, during the 1990s, the number of people affected by divorce increased, school-based programmed for children. Divorced families became common and education courses for divorcing parents became mandatory in many states (Emery, Kitzmann, Waldron & Aaron 1999). A large number of studies in the 1990s continued to find that children with divorced parents score lower than children of

continuously married parents on the measure of academic success (Astone & McLanahan, 2002; Teachman, Paasch & Carver, 1996).

Divorce as a type of broken family has poisonous effect on students test scores through psychological distress, which arises mainly from the weakness that children feel if their parents are in conflict (Grych & Fincham, 1990). Emotional stress of students as a result of divorce of parents is usually seen as undermining academic achievement because it blocks enthusiasm and the eagerness to address students' long-term goals. It has also been established that students who have experienced distraction in the family show a decline in their cognitive self-efficacy compared to their peers in intact families (Derevensky, 1994). However, in analysing the test-score differences after divorce, few researchers have focused either on the fact, that irrespective of whether they experience divorce, different students will attend different classrooms, or on the extent to which this initial difference may contribute to their later academic achievement. Prior research has also given less attention to how circumstances that clearly differ between students with intact and broken families actually change after divorce, and the extent to which broken homes contribute to pupils' later school outcomes.

Put differently, Knox (2006) found that many people have questions about the influence of broken family (single-parent families) on a child's academic achievement and the ways in which single-parents can help their children succeed in school. Researchers using the Family Deficit Model begin with the assumption that single parenting is bad for children, and the results of these studies typically support this assumption. Some studies using the Family Deficit Model minimise or overlook the influence economic and other background factors have on academic achievement

rather than alter this research model (Marsh, 2007). Students in broken homes via single parenting are at greater risk than students from other types of families in some ways. When they have similar academic abilities at times, students in single-parent families are three times more likely to drop out of secondary school than students from intact families (Zmiles & Lee, 1991).

Broken families (Single-parents families) have less time to help students with homework and they are less likely to use consistent discipline, and they have less control, because they are the primary and frequent sole source of financial support for the family, and all of these conditions may lead to lower academic performance (Eamon, 2005). Therefore, no matter which parent is missing, students from single-parent families generally find it more difficult to connect with school (Mulkey & McLanahan, 2001).

In a different vein, much attention is given in the literature on intact families that become broken families and such have bad effects on children. This focus is on children that have not always been classified as members of broken families since conception. Whether changes in the family composition are one-time or reoccurring, the change from intact to broken inherently creates family instability. Jeynes (2010) described the two contradicting perspectives that exist in the field of family instability as the “Transition School of Thought” and the “Resiliency School of Thought” (p. 78-79). The Transition School of Thought maintains that family transitions such as parental divorce, parental remarriage and parental death create difficult transition situations for children that have negative academic and psychological implications. Yet, the Resiliency School of Thought say that students are resilient and family

transitions, therefore do not produce long-term, significant effects on academic or psychological health.

Although there is an abundance of literature supporting the existence of performance gap between students from broken families and those from intact families, some studies have produced contradictory results. Some studies have claimed that the performance differences are not significant (Marsh, 1990; Weisner & Garnier, 1992), some studies added that weak methodologies tend to “overestimate” (Amato & Keith, 1991, p. 36) the effects on students from some broken families, and some studies pointed out that a performance gap is not apparent everywhere around the world (Chiu & Ho, 2006).

On students from broken families compared to students from intact families, though not as well-supported, is presented to provide an unbiased picture of the effects of the family on student performance. The presence of this contradictory body of literature suggests that future research is necessary in order to investigate if any performance gap actually exists between students from broken families and those from intact families. In a 12-year longitudinal study, Weisner and Garnier (1992) claimed that there was no significant difference in the school performance of students from “broken families” (p. 605) and their peers from intact families.

The literature on level of academic performance of students from broken and intact homes suggested that the stability of a family’s status coupled with the family’s commitment to their chosen lifestyle (be it broken or intact families) are the greatest indicators of student achievement. In short, Weisner and Garnier’s research indicated that the structure of the family is not as influential on student achievement as stability and commitment. Though the results are contradictory to much of Jaynes’ (2010) work

on broken and intact families, the implications about family stability are consistent with Jaynes' (2006) "Transition School of Thought" (p. 78) which maintains that family transitions such as parental divorce, parental remarriage and parental death create difficult transition situations for children that have negative academic and psychological implications

More importantly, Marsh (1990) compared students from stable intact families to students from unstable broken families. The results showed no significant relationship between family structure and student performance or behaviours, even after controlling for sex, race, religion, SES, academic ability, school type, and community type. These findings are similar to Weisner and Garnier's (1992) position that family stability is a greater indicator of student performance than actual family structure itself. However, although the study was a longitudinal study by design, it did not investigate any data prior to students' sophomore year of high school. Even if the results were not statistically significant at the high school level, there may have been more to the picture on family structure and student achievement than the scope of the study was able to investigate.

On the other hand, Pong (1997; 1998) acknowledged that performance gap did exist between students from broken families and students from intact families; however, Pong (1998) claimed the achievement gap could be entirely accounted for by social capital and economic status. This argument in the literature suggests no causal relationship exists between family structure and student achievement. Rather, social capital and economic status, collectively referred to as SES, are the true predictors of academic success.



The meta-analysis performed by Amato and Keith (1991) had added yet another dimension to the debate. Though their meta-analysis offered support for the existence of performance gap, Amato and Keith noted, “These results suggest that the implications of parental divorce for children’s well-being have become less pronounced since the 1950s and 1960s” (p. 34). Furthermore, the meta-analysis claimed the negative effects of parental divorce are weaker in the United States than in other countries studied. Other researchers agreed with (Chiu & Ho, 2006) which stated that a performance gap is not apparent everywhere around the world. Therefore, even if recent research suggests performance gap exists between students from broken families and students from intact families, the gap may be narrowing over time. International research indicates that even if a performance gap exists between students from broken families and students from intact families in the United States, the gap is not evident everywhere across the globe (Chiu & Ho, 2006), as Amato and Keith (1991) suggested. In a study of 4,405 15-year old students from Hong Kong, results showed no significant difference between reading, mathematics, and science scores of students from single-parent families and those of students from intact families.

Furthermore, the differences found between students living in a broken family and students living in intact families in the areas of reading, mathematics, and science could be eliminated by controlling for family involvement and investment. Chiu and Ho (2006) suggested the apparent differences in performance between students from Hong Kong and students from the United States could be attributed to differences in culture, the higher socioeconomic standings of single parents in Hong Kong, the prevalence of extended family networks in Hong Kong and equal school funding policies for students in Hong Kong. If performance gap is not present in other areas of the world and the gap could potentially be narrowing in the United States, perhaps the



gap could become insignificant altogether in the near future. The literature presented cases in which students from broken families do experience academic success (Uwaifo, 2008). This prompts investigation into various characteristics of broken families and intact homes.

### **2.3 Effects of Parents (Mother or Father Absence) on the Academic Performance of Students from broken homes**

Parents are primarily responsible for the educational and career development of their children (Salami & Alawode, 2000). Works on academic performance among children suggest that children's academic performance improve when both parents are actively involved in their education. (Nyarko & Vorgelegt, 2007) married parents are more likely to be involved in their children's education than single parents (Nyarko 2011; Chowa et al, 2012). As parents engage in the academic activities of their children, it is most likely to have a positive influence on their academic performance. However, this does not necessarily suggest that once parents engage in a child's academic activities, the child would be academically successful as the child's own abilities and the school environment also play critical roles in that respect. In a related development, Donkor (2010) indicated that parents' perception of the poor academic performance of their children emanates from their lack of proper supervision of their ward's homework.

Salami and Alawode (2000) in particular, pointed out that both parents have roles to play in the child's education. The father is to provide the necessary tools for the educational advancement while the mother is to supplement the father's effort in this regard. When the father is absent and the mother is not privileged enough to cater for all the basic needs as well as supervise the academic performance of the child, his or her (the child) will be backward or withdrawn. The same thing occurs when the

mother is absent and the father is not privileged enough. The same thing occurs when the mother is absent and the father is not privileged enough (Ortese, 1998). This means that a single parent faces doubled responsibilities requiring more time, attention and money which of course may not be enough. Kelly (2004) stated that the absence of the father is often viewed as partially harmful to self-esteem and looking at a child that has no self-esteem will not be able to perform well in his or her academic work and as such he or she will not be able to perform well in school.

Thorton (1991) opined such children without proper training due to breakdown of their families or marriage are trained at the mercy of other people, turn out to be truants. From this assertion, it is clear that some surrogate mothers cannot monitor the education progress of children entrusted to their care and they cannot also help in teaching them at home since many are usually not educated.

The direct effect of being raised by a single parent is, especially visible in the child's thinking and mental mind set. This has been validated by psychologists and advocates over time. Tests and observations have consistently concluded and found that single parenting makes school children more aggressive and rebellious. Hence, these are transferred on their educational needs for survival in the society. Experts say the behaviour could be the outcome of the anger and limitation the child experiences while growing up. These are obvious reasons to make the child feel abnormal, different and unaccepted (Joyce & Philip, 2016).

Single parenting has negative effects on the academic achievements of the adolescents, such that their talents, abilities and interests may not be fully developed to allow them to achieve self-actualization in life. In a report by Salami and Alawode (2004), they suggested the need for these critical issues to be looked into, as they do

more harm than good to the proper and successful educational development of the school learners. As Ezewu (2000) noted, if the child from broken home fails to make the necessary adjustment at school, he or she becomes mal-adjusted and this might make him or her resort to any undesirable course of action. For example, he or she may attempt to change the situation violently and as a student would see both teachers and seniors as threat to his existence in the school and would attack them. He or she may turn his or her mind to other things so as to forget his or her failure to adjust to the situation as a student and develop hatred for participation in any school activity. Finally, he or she may decide to avoid the unfavourable situation by refusing to go to school or become a truant.

According to Zayana (2000) the home influences the child at the most impressionable time of his or her life, at a time when his or her mind is most receptive, it provides the first impression on the whole of the child's subsequent life. It is the home that a child learns his or her earliest lesson in obedience, politeness and consideration for other. If the home and the school work in the same direction towards the best development of the child, the result will be most successful. If the school pulls in one direction while the home in another, the child's true development is bound to be handicapped. It is true that a family or broken home cannot be conducive for the smooth learning of the child in that the home will only succeed in pulling down what has been learnt by the child in the school because of lack of reinforcement from the home.

Children that grow up in a broken home are unlikely to develop their academic potentials to the fullest while children brought up in a stabilized and organized home are more likely to develop to a full fledged human beings, being able to discover their

academic and other attributes leading to success in life endeavour. According to Spear (2000) a child from broken home may lead to feelings of insecurity that continues throughout his or her childhood to adolescence. In a broken home where a child is left with only the fathers, the man is unlikely to bring up the child well for school and church or stay constantly enough with him or her to guide the child through appreciating academic programme in the mass media. There is also the tendency for the father to trust the child's welfare to school.

The children living in the shadow of the broken home are affected by coming and going by the more fact that essential relationship are not promoted or are broken off and disrupted verily impressionably. It is necessary that both parents should endeavour to bring up their children in an atmosphere of harmony. In a situation where another woman other than the child's mother becomes the legitimate wife of the family there is bound to be negative social stigma that might be inextricable to the child's development early in life.

It has been well documented that children of single parent-headed families, typically headed by females, exhibit more behavioural problems, poorer academic achievement, engage in early sexual activity, demonstrate poorer psychological well-being and experience greater life adversity, compared to the children of dyadic families (Lang & Zagorsky, 2001). According to Hetherington (2002), children from single parent-headed families experience difficulties in developing intimate relationships and autonomy, with parental loss increasing behavioural problems and maladjustment.

In comparing behavioural problems and academic achievement among children from single woman-headed families and dyadic families, Govind and Stein (2004) found that children from single woman-headed families had significantly more behavioural problems and considerably poorer academic achievement (see also Lang and Zagorsky, 2001). Evidence has it that children have poor moral development, especially when they are from single motherhood families. Hilton and Devall (2012) argued that father absence is a significant risk factor for drug use among boys but not among girls. Chances of boys from these families being drug abusers are very high as compared to where the father is present. Children from single motherhood families tend to have low cognitive abilities. Major studies across the world which follow families over time have found father's involvement with their children linked with higher educational achievement and high educational mobility (Biller, 1993). These children have high incidence of academic, emotional and behavioural problems than children from two-parent family. An analysis of data by the National Association of Educational Procurement indicates that the children from single motherhood families score considerably lower scores than those with both parents (McLean, 2001). For children, the disruption of family life due to parental death and whatever represents an extraordinary upheaval of normal life. It may be followed by many other stressful experiences such as residential change, deterioration in economic situation, diminished parental availability and perhaps, parental discord and increased emotional problems (Wallerstein & Blakeslee, 1998). Altogether, this may complicate the psychological maturation process and the adjustment of children in single-parent families. In addition to the acute stress, parental divorce may have detrimental impact on the life course of the offspring up to adulthood (Amato & Keith 1991).

Compared with those raised in intact two-parent families, adults who had experienced parental divorce score lower values in psychological well-being, had more behavioural problems, experienced less education, achieved lower job status, lower standard of living, lower marital satisfaction and an increased risk of being a single parent or suffering from poorer physical health. However, most of the children who have experienced parental divorce nevertheless do grow up into well-adjusted adults (Amato & Keith, 1991b). The immediate effects of divorce and family disruption on children are better known than the possible long-term effects of living in single-parent families.

Researchers in the US have consistently found adverse effects of single-parent families on the child's educational achievement. For example, in reviewing research results from large longitudinal data, Zill (1996) found that students from nuclear intact families had the best academic performance, while students from alternative family types such as step-parent families and single-parent families performed not so well.

On the other hand, although students from step-parent families appeared to perform better than those from single-parent families, once other background characteristics were taken into consideration, however, performance of students from step-parent families became indistinguishable from that of single-parent families. (Huang, 2000) also found that in Taiwan, 33 children in single-parent families had a lower rate of attending college than those from intact families.

In the study of Yongm and Yuanzhang (2008), cited in Amofa (2013) made clear that in some cases, children in homes of separation or divorce do not always perform well academically. Studies such as those of Nyarko (2007) and Nyarko and Vorgelegt

(2007) revealed that children's academic performance improve when both parents are actively involved in their education. In this sense, the reverse can be presumed to be true. Uwaifo (2008) examined the effects of family structure and parenthood on the academic performance of Nigerian university students. The study found that differences in academic performance of children existed in terms of those from single parent and those from two parent families. Abudu and Fuseini (2013), after their study found that there is a significant difference between the academic performance of pupils from single-parent homes and pupils from two-parent homes. Abudu and Fuseini continued that there is evidence that single parenting has a negative effect on the academic performance of pupils.

Again, in a study of twenty-three persistent truants, Galloway (1995) found that most of the truants came from broken families. Similarly, Hodges (1998) in a survey carried out on 110 truants found that nearly 50 percent of the absentees came from broken homes and relatively large families. Bumpass and Raley (1995) found that as compared to non-absentees, many of these had parents who were either separated, divorced, remarried, unmarried (but cohabiting) or single. Other findings were that the occupations of single fathers of truants were significantly lower than those of the fathers of non-truants. In the case of divorced mothers, most of them were unemployed. Those who were in employment worked in significantly lower occupations than the mothers of the non-absentees. The findings reported by Galloway (1995) seem to indicate that truants in schools often come from home backgrounds that are often characterized by multiple deprivation in terms of parents' marital status, relationship of the pupil to whoever she/he lives with, area of residence, parents' occupation and family size of whoever the pupil lives with.



The issue of divorce is an increasing social problem that has become a topic for discussion in recent times. It is traumatic for those who experience it. Those affected may experience grief, embarrassment, resentment, disappointment, intense anger and divided loyalty. Amato and Keith (1991), after a systematic analysis of the effects of divorce on children, concluded that parental divorce is associated with negative outcome in academic achievement, conduct, psychological adjustment, self-esteem and social relations. Children who have experienced divorce frequently have lower academic achievement than children from non-divorced families (Wolchick, 2002). In a review done on family and school factors related to adolescents' academic performance, it noted that it is two times more likely for a child from a divorced family to drop out of high school than a child from a non-divorced family. These children from divorced families may also be less likely to attend college, resulting in the discontinuation of their academic career (Rodgers & Rose, 2001). The school as a system is confronted with large numbers of families coping with transitions created by divorce (Lamden, King & Goldman, 2002).

A few studies in Europe have also found the more negative effects of divorce than the death of a parent, especially among single-mother families (Borgers, Dronkers & Van Praag, 1996). A study by Pong (1996), which is a rare study conducted in non-Western context that made a distinction between divorced and widowed single mothers, also provides evidence of the relative advantages of children in Malasia living with a widowed mother over those living with a divorced mother. According to Salami (1998), adolescents from broken homes are usually associated with anti-social behaviour and poor academic records.



Empirical research confirmed that children of divorced homes are at an increased risk for the development of psychological, behavioural, social and academic problems (Amato, 2000; Amato, 2001; Amato & Keith, 1991; Emery, 1999; Hetherington, Bridges & Insabella, 1998; Kelly, 2000). Yongm and Yuanzhang (2008) made it clear that in some cases children who experience separation or divorce do not always perform well or achieve academically. According to Borgers et al. (1996), educational outcomes of children living with a divorced single mother were generally poorer than those of children living with two parents although fairly small in the magnitude. According to Dronkers and Van Praag (1996), educational outcomes of children living with a divorced single mother were generally poorer than those of children living with two parents although fairly small in the magnitude. Children of divorced families are at risk of lower academic performance than their peers from non-divorced families (Hetherington & Elmore, 2003).

The modest differences decrease but do not disappear when income and intellectual ability are controlled. Teachers rate children from divorced families higher on factors such as heightened anxiety surrounding academic failure, the inability to reflect, irrelevant talk and inattention. Research Evidence-Based Counselling 7 indicated that children of divorced attend school less, watch more television, do less homework, and have less parental supervision of their schoolwork (McLanahn, 1999). Academic functioning declines less precipitously when fathers are involved in the child's education and schoolwork after separation (Nord, Brimhall & West, 1997).

Parental divorce or separation is related to youths' academic performance and educational expectations. Compared with their peers from intact families, students who had experienced parental marital disruptions scored lower on academic tests and

had lower educational aspirations both before and after the disruptions (Sun & Li, 2002). Students learn more and perform better at school when there is strong parental involvement (Goldring & Shapira, 1996). In this light, the study by Downey (1994) have found that the low parental involvement at school such as attendance at school functions and meetings and providing help in school chores are responsible for the low academic performance of children living in single parent (mothers) families.

Astone and McLanahan (2002) found that children of single parents reported that their parents had lower educational expectations for them compared to reports from children in intact families. Children from single-parent families also reported that their parents are less likely to monitor school work and provide “less overall supervision of social activities” compared to reports from children in intact families. Compared with their peers in intact families, children from divorced single-parent households tend to have greater levels of absenteeism, tardiness and truancy in school (Demo & Acock, 1988). Parental divorce altered daily routines and work schedules while imposing additional demands on both adults and children living in single-parent households. This is because most adolescents might have to assume extra domestic and childcare responsibilities. These are what might cause children from single parent households to be involved in greater levels of absenteeism, tardiness and truancy in school.

Onzima (2011) opined that children from broken homes have the tendency of not finishing up their studies at the high school and college levels. They also have less parental care, parent monitoring of school work and less social supervision. In the view of Zangqa (1994), there are three requirements for academic achievement that should be met by the school, namely children must be helped to recognize their

potentials, they should have to be motivated to utilize these potentials and the school must recognize learners' potentials.

These requirements indicate that the school is the place where adolescents can realize or actualize their academic potentials. However, the achievement of academic success is not the work of the school alone; parents have to play their part. Getting time of their commitments, their office work and businesses to get involved in the academic work of their children is vital for the children to succeed. Therefore, it is expedient that parents do not overlook their teens irrespective of their tight schedules, they should devote their time to be with their children at home.

#### **2.4 Factors Responsible For Differences in the Academic Performance of the Students from Broken and Intact Homes**

Murphy (2002) observed some factors within the students home that affect their achievement 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, child's access to learning materials, experiences of students in schools and students' punctuality. Also Balikisu (2005), revealed that children become educated not only by attending school but by his or her total experience in life, including their experiences with family members through which they learn and get direct experiences. The study reviews the following literature on the factors responsible for differences in the academic performance of sexes from broken homes.

### **2.4.1 Environment**

There is no doubt that a child's level of intelligence plays a vital role in his or her academic achievement in school, this is the factor of his/her environment. In addition, parental homes suggested a lot on the child's influence in later development. The influence of the home environment is most important at two periods, first, is during the pre-school years and secondly, at the secondary school period. In the pre-school years, there appears to be an increasing social class gap in test performance between the ages of eight and eleven. This indicates the growing influence of the environment on the measured ability and attainment of primary school children (Goje, 2002).

### **2.4.2 Socio-demographic factors (gender and age) that influence academic performance of students**

In terms of gender, several studies have sought to identify how males and females have fared in single-parent homes. In Hetherington, Camara and Featherman's (2000) study, they concluded that the intellectual and social development of males is more adversely affected by living in one-parent homes than that of females from similar family circumstances. Similar results have also been reported by other studies that point that females from single parent families performed academically better than those males from the same family type (Farooq, 2011). Fry and Scher (1994) found that the achievement scores of boys declined significantly over a five-year period of living in a single parent home while the scores of girls in similar home environments remained stable. With respect to Krein and Biller (1993), they discovered that Caucasian males spending 18 years in a single-parent home complete 1.7 fewer years of school as compared to Caucasian males spending 18 years in a two parent home. These evidences suggest that females are less affected academically as compared males when they live in single parent homes. Farooq et al. (2011) found that the

academic performance of secondary school students in Pakistan, females performed better than males.

In sub-Saharan Africa, the situation is not much different from similar patterns reported in developed countries. Salami and Alawode's (2000) researched on the influence of gender on the adolescent's academic achievement and the study revealed that there is a significant difference between the academic achievement of the male and female adolescents from single parenting homes with girls scoring higher than boys. It is also clear from the result of the null hypothesis on male and female from intact homes that there was no significant difference in the academic achievements of male and female students from two parent homes. Eweniyi (2005) examines the impact of family structure on the academic performance of university students and the show significant differences in academic performance of male and female students compared on two types of family structures (single versus two-parent homes).

Wallerstein (2005), in a ten-year follow-up of children who were pre-schoolers at the time of separation, found that although there were no initial sex differences in the effects of broken home, eighteen months following the separation, many of the girls appeared recovered, but boys were significantly more troubled at school, in the playground and at home. Five years after the separation, these sex differences had again disappeared. Guidubaldi and Perry (2008) found that boys in divorced households or broken homes exhibited more adverse effects than girls, in terms of inappropriate behaviour, work effort and happiness. Girls with divorced parents, on the other hand, scored higher in locus of control than their counterparts. Over the years, the investigations of the factors that influence academic performance of students have attracted the interest and concern of teachers, counsellors,

psychologists, researchers and school administrators in Nigeria (Wiseman, 2003). This is because of the public outcry concerning the low standard of education in the country (Imoge 2002).

Krein and Biller (1998) documented a significant negative effect of the number of years spent in a single parent home on educational attainment for all groups except Caucasian women. According to their findings, Caucasian males spending 18 years in a single-parent home (SP) complete 1.7 fewer years of school as compared to Caucasian males spending 18 years in a two parent home. African American males complete 1.26 fewer years of school, and African-American females complete 0.73 fewer years of school when compared to their counterparts living in two-parent homes (TP). Also, for Caucasian women, the difference was only 0.03 years. In their recent study of African-American adolescents, Mandara and Murray (2006) found SP to be a significant risk factor for drug use among boys but not among girls. They reported that African-American boys in a SP home were almost six times more likely to use drugs than African American boys in a TP home, while the risk factor for African American girls was the same regardless of the number of parents in the home.

A study by Salami and Alawode (2000) on the influence of gender on the academic achievement of adolescents revealed that there is a significant difference between the academic achievement of male and female adolescents from single parent homes. Specifically, they found that girls were obtaining higher scores than boys. However, regarding males and females from intact or two parent homes, Salami and Alawode found that there was no significant difference in the academic achievements of males and females from two parent homes. In examining the impact of family structure on academic performance, Eweniyi (2005) found that there was a significant difference

in academic performance of male and female students on the basis of family structure, thus single and two parent homes.

Eweniyi also discovered that there is a significant difference between the academic achievement the male and female adolescents from single parent homes with girls scoring higher or performing better than boys. Similarly, Pong et al. (2003) compared the achievement gap between children in single-Parent homes and those in Two Parent homes across 11 countries. They found that the United States had the largest gap between the academic achievement of children from Single-parent homes and children from two-parent homes. The findings of Abudu and Fuseini (2013) revealed that there is a significant difference between the academic performance of male pupils and female pupils from single parent homes. In terms of direction, it was revealed that female pupils from single-parent homes perform better academically than the male pupils from the same family. In contrast to popular view in most of the studies reviewed, a meta-analysis of 37 studies which examined the long-term consequences of parental divorce for adult well-being, Amato and Keith (1991) found no support for the contention that parental divorce has more detrimental consequences for males than females. Differences have been identified by most of the studies between the academic performance of male and female students who live in single-parent homes. Even though they both live in the same house, majority of the studies reviewed point to the fact that they react to the single-parenting issue in different ways and as such are affected by it in very different ways.



### 2.4.3 Parents educational level

The overall disposition and attitude of parents towards their children are usually affected by their level of academic standing. In other words, the quality and development level for every child could be seriously affected when the parents have no enough education. Single parents that are educationally not qualified will not have the opportunity of having good jobs with adequate wages. According to Schulz (2006), such a condition may earn the parents loss of wage potential with higher incidence of health problems, while violent behaviour, dejection and nervousness become the attributes of their children. This implies that the higher the socio-economic level of parents, the higher the opportunities for the children to receive appropriate parental support. Schools should create awareness to parents on the possible ways they should be of help to the children in order to encourage their interest on their children educational attainment.

Families with appropriate educational desires often produce more successful children because such desires are functions of how the children perceive school life and the practices (Jodl, Malanchuk & Sameroff, 2001). In the same vein, the level of parental educational practices determines the amount of parental contribution, vis-a-vis supervising of the student's learning (Spera, 2005 and 2006).

Davis-Kean (2005) also agreed that parents' levels of education and their expectations for their children's success are positively related, and that gives the children the courage to build up higher prospects by themselves. Parental educational achievement proves to be a pointer to their children's educational achievement due to the fact that they know what it takes and what the children want to be able to succeed in life. The researcher assumes that parents' educational attainment may be a pointer to



adolescence educational outcome and job placement, if the adolescent is not carried away by influences around.

Apart from difficulties in financial and psychological effects of children that are raised in a single family home, they have a different outlook of life, than children that are raised with two parents. This behaviour was identified by studying 159 spouses and ex-spouse with their 12-year old children (Tesse, 2004). According to this study, children have low self-esteem when they are being brought up in a single-parent. Marjaribanks (2003) identified that higher achievers have been linked to high socio-economic status having come from highly educated families. This is supported by Lloyd (2002) that children with high level success scores could have come from well to do families. The present study observed that adolescent who is not ready to achieve good academically even with the high socio-economic family many still fall out, the most important is determination and interest to really follow the trend of academics, otherwise money with lack of interest in the child may not bring the much desired academic achievement. Ajila and Olutola (2007) contented that home situations affect learners because the first socializing agents are the parents' home backgrounds have major functions in dealing with a child's life experiences and academic achievement. Parents are one of the agents of socialisation, so the home is just like a mirror to the children, the home should not shift its roles to any other, and the children learn more through what they see.

#### **2.4.4 Economic backgrounds of the learners**

Young mothers are at risk due to the fact that their state may warrant them to leave the children to their grand-parents who may not understand much about education. The young mother may face the problem of social and economic disadvantage than her peers who are not pregnant. Many teen mothers' dropout from school as a result of their economic status and as such, cannot achieve much academically. This situation can result in reduction of job opportunities which in turn affect the child's training. Hence, Frazer (2004) indicated that early age childbearing practice necessitates seeking support among the lower socio-economic families in particular. Children of low-income families begin their academic training below their advantageous peers. Alderman-Swain (2003) supported that socio-economic status of a household is three times more influential than household itself. Bliss (2004) reported that for the reason of lack of initial experience of forms of infrastructures in the school system from the home, children of low socio-economic background react incomprehensively to classroom teaching. Ajila and Olutola (2007) agreed that home background and the level of educational attainment of children are related, however, this relationship is not always strong in all circumstances because a proportion of learners from single-parenthood perform academically better than those of intact families. This researcher, therefore agrees with the duty of parents as to make home environment to work for the learner. Without the parents' guards and motivation, no matter how good the environment will be the learners may not achieve much academically. Klein and Pellerin (2004) reported that single fathers to be of better economic standing compared to their single mother counterparts and learners of single fathers enjoy significant higher economic advantage than their peers from single mothers.

#### **2.4.5 Family size and position in the family**

The larger families have been found to have less attention and devotion to children. Furthermore, large families cause stress to the parents in meeting the needs of the children, both physically and emotionally. However the position a child occupies in a family plays a significant role in the child's development and academic achievement. Generally, the first child enjoys most among the middle class and the rich families because the parents are excited and determined to provide all the required needs. First born children are generally overprotected and have tendency to become "spoilt" due to the type of family they come from. Due to some of the facts stated above, some of them are undetermined to achieve low academic excellence.

#### **2.4.6 Family Cohesion**

Family cohesion appears to be one of the indicators of student achievement. Family cohesion is defined as the "emotional bonding" between family members (Uruk, Sayger & Cogdal, 2007, p. 52). Family cohesion could theoretically still be high when family members are not cohabitating in the same household. Likewise, family cohesion could theoretically be low for intact family lacking strong emotional connections with one another. Thus, family cohesion is an independent family variable, and it appears to predict both psychosocial adjustment and academic success (Caplan, Henderson & Fleming, 2002). In general, the greater cohesiveness the family displays, the higher the academic achievement is for children. There are discrepancies in the literature, however, in one study with gifted and talented students, Chan (2005) reported that family cohesion could not be directly linked to academic success for students.

Despite conflicting arguments in the literature, family cohesion is, at least indirectly linked to student achievement. Family cohesion has been shown to be a significant predictor of self-perceived talent in students (Chan, 2005). Chan (2005) reported, “Students who perceived their family as more cohesive and their parents as having high expectations of them also perceived themselves as having more talents in academic skills, creativity, and leadership” (p. 219).

In addition, student self-perceptions and self-concept play an influential role in student achievement. Student self-concept has been conclusively associated with student achievement (Olszewski-Kubilius and Turner, 2002; Rudasill & Callahan, 2008). Rudasill and Callahan (2008) stated, “In fact, researchers have concluded that self-concept may be as or more important to academic aspirations and achievement than intellectual ability” (p. 71). In another study, Uruk, Sayger, and Cogdal (2007) found high levels of family cohesion to be associated with lower levels of trauma symptoms and higher levels of psychological well-being in college-aged students. Thus, even though Chan’s analysis in one study of family cohesion and academic achievement yielded inconclusive results, family cohesion has been shown to influence self-concept, trauma response and psychological well-being. These individual dimensions of the human psyche affect student achievement. Therefore, high levels of family cohesion can indirectly enhance academic achievement.

#### **2.4.7 Parenting and relationships**

The quality of the parent-child relationship, parenting practices and mothers’ psychological well-being are all important predictors of children’s well-being, generally (Hou & He, 2008) and these are themselves linked. The psychological well-being, of parents, generally is important as it predicts the extent to which the parent-

child relationship and parenting are likely to be disrupted. Where the resident parent's mental health is good following separation, parenting and the parent-child relationship are less likely to be impacted (Emery, 1999). Children who reside with a parent with whom they have a good relationship, and who continues to offer warmth and emotional support, to be attentive, discipline appropriately and have expectations that are age-appropriate, are likely to adjust more easily after separation, compared to children where the resident parent is preoccupied and inattentive, less supportive or disciplines coercively (Hetherington, 2001; Maccoby & Mnookin, 1992; Kelly, 2003). Longitudinal researches have that good quality parent-child relationships and flexible arrangements can ameliorate many of the potentially negative effects of separation on children's well-being (Neale & Flowerdew, 2007).

The quality of the relationship with the non-resident parent, usually the father as about 90 percent of children end up living with their mothers when their parents separate, also impacts on child outcomes. Aspects of the relationship which are linked to fewer adjustment problems in children are involvement, affection, support and limit setting (Dunn, Cheng, Connor & Bridges, 2004). Children of non-resident fathers who are actively involved with them, and have close relationships with them, are more likely to have fewer adjustment problems and greater academic success, compared to those with less involved fathers (Amato & Fowler, 2002, cited in Kelly 2006; Amato, 1991).

Although the evidence in relation to children's educational outcomes points to the importance of the quality of the relationship rather than the frequency of contact, children with good relationships were generally also more likely to have regular and more frequent contact with their non-resident fathers (Smith, 2004c). In other words,

good relationships are likely to result in more frequent contact. It is probable that positive father-child relationships existing before family breakdown are more likely to result in a higher level of positive contact after separation, and that this is itself a factor in sustaining the positive relationships after family breakdown (Dunn et al & Smith, 2004c). Children do not benefit from contact with non-resident parents with whom they have a poor relationship, where parenting practices are poor or where the non-resident parent is mentally ill or abusive (Amato & Fowler, 2002; Emery 1999; Kelly, 2000, Pruett et al., 2003 all cited in Kelly, 2006).

#### **2.4.8 Level of family support students obtain from broken and intact homes**

Family support in the learning activities of children contributes a lot to the motivation and abilities of their children which enhance their academic achievement. Family support in whatever form it may take is likely to bring about positive results (Dixon, 1992). The level of commitment of parents is crucial thus it is better both parents are committed to the needs of their children (Vinlergrift & Greene, 1992). Empirical evidence has shown that children from intact-homes are taken care of and better socialized. This is due to the fact that the process of socialisation depends on both parents playing complementary roles in raising such children; which will definitely impact positively on the children during school years. On the other hand, children from single parent homes are more likely to suffer deprivations and denials of some rights and opportunities that will have negative psycho-social impact on them in school years (Azuka, 2013).

However, parents are primarily responsible for the educational and career development of their children (Salami & Alawode, 2000). Available literature on academic performance among children suggest that children's academic performance

improve when both parents are actively involved in their children's education. (Nyarko 2007; Nyarko & Vorgelegt, 2007) married parents are more likely to involve in their children's education than single parents (Nyarko 2011; Chowa et al, 2012). As parents engage in the academic activities of their children, it is most likely to have a positive influence on their academic performance. However, this does not necessarily suggest that once parents engage in a child's academic activities, the child would be academically successful as the child's own abilities and the school environment also play critical roles in that respect. In a related development, Donkor (2010) indicates that parents noted that the poor performance of their children emanates from their lack of proper supervision of their ward's homework. Salami and Alawode (2000) in particular, pointed out that both parents have roles to play in the child's education.

The father is to provide the necessary tools for the educational advancement while the mother is to supplement the father's effort in this regard. When the father is absent and the mother is not privileged enough to cater for all the basic needs as well as supervise the academic performance of the child, he/she (the child) will be backward or withdrawn. The same thing occurs when the mother is absent and the father is not privileged enough. Given the positive influence of parental involvement on children's educational outcome, children under single parent family structure might not receive the necessary attention they require because the single parent might be overwhelmed by many responsibilities. Abankwa (2013) states that children in single-parent families are three times more likely to drop out of high school than children from two-parent families. Because single-parents are the primary and frequently the sole source of financial support for the family, they have less time to help children with homework, are less likely to use consistent discipline, and have less parental control, and all of these conditions may lead to lower academic achievement. In contrast, there



are few studies that believe that the single parent household may not have as widespread and adverse an effect on academics as is publicised. Findings from studies suggest that conventional wisdom may exaggerate the detrimental effect of father's absence (Debell, 2007). This study seemed to imply that once the socio-economic factors are controlled, there is a much lessened effect on the academic performance and all round well-being of the child.

In a different vein, being a single-parent and struggling for money often coincides. Economic hardship has been found to cause emotional distress in parents, which can in turn hamper parent's ability to be supportive, sensitive and consistent with their children (Darling, McCartney & Taylor, 2006). Also in a study carried out by Azuka-Obieke, 2013, he noted that single parent homes are more likely to be low-economic homes. These children would, therefore, be subject to problems associated with their socio-economic group. When there is only one parent, the family is often less well off financially and this is the main reason for so many family problems.

The report of the study by Azuka-Obieke, 2013 shows that effect of coming from a low-income family can include things like lower educational level; lower economic achievement and can result in leaving the child feeling isolated and lonely. A similar study was carried out by single-(Rushton & McLanahan in 2002). The study was concerned with the well-being of the child in the absence of one parent the outcome of the study draws our attention to the fact that children raised by one biological parent fare worse on a host of social and economic measures than children raised by both biological parent. Single parent families tend to be poorer than are two-parent families. Given that family economic status is an important determinant of children's education, it is evident that differences in economic standing between children from



single-parent homes and intact homes explain some of the educational differences between them. The absence of one parent has serious effects on the adolescent as homes led by single mothers experience lower household income which eventually influences children's educational opportunities and success in school (kim and Rohner, 2012)

#### **2.4.9 Family support for students from broken home and intact home**

It is widely believed that the home has a great influence on students' psychological, emotional, social and economic state. According to Ajila et al, (2007), the state of the home affects the individual since the parents are the first socialising agents in an individual's life. This is because the family background and the context of the child affect her reaction to life situations and his or her level of performance. Uwaifo (2008) asserted that parents and the individuals experience at home plays a tremendous role in making the child what he or she is.

Involvement of the parents will make students achieve more, exhibit more positive attitudes and behaviour and feel more comfortable in the environment. Parents being the first teachers and the caretakers of the home, the home environment shape the child's initial views of learning, parents' beliefs, expectations and attitudes about education affect their children's conception of the place of education in their values. According to Khalilah (2012), the high socio-economic status parents are able to provide their children with books and toys to encourage them in their various learning activities at home. Parents face major challenges when it comes to providing optimal care and education for their children. However, the challenges are more accurately devastating among the poor income families that struggle to provide the basic needs to sustain the family.

Families with low economic status often lack financial, social and educational support that characterised families with high socio-economic status due to their poverty levels. Poor income families may have adequate or limited access to community resources that can promote and support children's development and school readiness. Bernardi and Cebolla (2011) opined that in terms of material circumstances or environmental, parents of the relatively high class are able to supply their children with more opportunities to learn those things which will aid their learning in school. In addition, they have more appropriate knowledge about the academic needs of their children thus the children coming from well to do homes will have an advantage in learning due to prior and continuous experience resulting from the opportunities provided in their privileged circumstances.

Blackwell (2010) stated that high income enables parents to give their children the advantages of what money can buy. A high income parents provide their children with household equipment like educative video, text books and take them to good schools and this can enhance their academic performance. According to (David-Kean, 2005), many students from low income homes are kept away or sent out from schools or excluded from certain activities or lack of money to provide the prescribed equipment or materials. They suffer from stigma of being isolated during break, meals because of poverty.

Bodovski and Youn (2010) explained the empirical regularity that families with higher income have fewer children. He said that as income raises individuals may choose to increase the average quality and reduce quantity while correlation between income and family size is clear. There is a little further evidence that supports to this

theory. Having a larger family has a causal effect and families who choose to have more children are inherently different and children would have done worse regardless of family size.

Billings (2012) used the exogenous variation in family background to determine the causal relationship between family background and the child's academic performance. Although the school is responsible for the experiences that make up the child's life during school periods, parents and the students' experiences at home play a tremendous role in building the personality of the child and make the child what he is, thus (Ichado, 2008), concluded that the environment in which children come from can greatly influence his or her performance at school.

The family lays the psychological moral and spiritual foundations of the child while the mother's significant roles cannot be over emphasised. Studies on a further child-relationship suggest that the presence of a father at home influence significantly the development of a child. Birtch et al (2006) contended that the relationship between parental involvement and students' academic achievement is stronger when academic achievement is represented by a more global indicator of academic achievement rather than by academic subject indicators.

According to Morgan (2009), stressed that children from low socio economic status households and communities develop academic skills more slowly compared to their counterparts from higher socio-economic status families. The low socio economic status (economic struggling families) deprives children of what is necessary to support their growth and welfare. Initial academic skills are correlated with home environment where low literacy involvement and chronic stress negatively affect a child's academic performance. Parents from low socio economic background are less

likely to have the financial resources or time availability to provide children with academic support.

An American, David-Kean (2005), suggested that more highly educated parents actively encourage their children to develop higher expectations of their own. Globally, Hargreaves (2002) reported that in Germany, students with parents who are involved in their school tend to have fewer problems and better academic performance and are more likely to complete high school than students whose parents are not involved in their school. Good grades require positive effects of parental involvement that have to be demonstrated at both elementary and secondary levels across several studies with the largest effect often occurring at elementary level where numeracy, literacy as well as values of human development are very essential.

Family background tends to a negative association with the academic success whereas parental engagement like volunteering in most cases should be positive correlations. Similarly, the relations between families and academic achievement also need to consider children's family structure. A mother does homework with her children and it is generally acknowledged that family environment is the most powerful influence in determining the child's academic motivation and achievement.

The social position of any family determines the ability of the parents to cater for their children in many areas of life, including food, shelter and clothing as well as education requirements. Anderson (2012) stated that the social position of a child's family, his or her father's occupation, and the books available to him or her at home, the size of the family are constantly related to his or her final achievement. Anderson further said that teaching approaches, class size, teachers experience and

qualifications, methods, use of radio and televisions did not constantly and unambiguously the final outcome of the child (Anonymous, 2017)

The social support received from families, friends, parents and teachers serve as a factor to buffer the effects of stress that culminate in broken homes (Ahorlu, Pfeiffer & Obrist, 2015). Students from intact home are less likely to be on warfare, to have dropped out of school, and to be unemployed (Marsiglio, 1993). It means that not only do families provide emotional and financial support, but they fulfil more practical needs such as childcare and thereby remove a major obstacle to completing school and/or becoming employed. In order to be able to assist students from broken home to realise their educational goals, they need a supportive environment in order for them not to experience depression. This is because depressed students cannot realise their full potential themselves in their studies.

## **2.5 Summary of Literature Review**

The study is guided by three theories, namely the Family Deficit Model, the Social Exchange Theory and the Theory of Social Network Paradigm. The Family Deficit Model plays down the effects that economic and other background factors could have on the academic attainments of the learners. In view of this, the Family Deficit Model assumes that broken homes can have an influence on the academic performance of pupils.

On the other hand, the Social Exchange Theory suggests that economic hardships in single-parent families are likely to require adolescents to work long hours and to take greater responsibility for younger brothers and /or sisters. Family background can constrain the availability of economic and social resources such as the parents' ability to spend time with their child, get involved in their children's educational activities,

and use monetary resources in ways that can promote positive educational outcomes. As a result, these time-consuming activities are likely to be related to lower school achievement. In this sense then, exchanging time spent with children for some economic and financial gain, has the tendency to affect the life of the children in the house.

In addition, social networks provide social support which is defined as the availability of people on whom others can rely, people who let others know that they care about, value and love them. The greater a child's social support, the greater the likelihood that he or she will succeed in school. With this in mind, it can be inferred from the Social Network Theory that the family structure (single or two-parent homes) can affect the achievement of pupils in school. The parental support will serve as a source of social network. Studies on effects of family background on academic performance on broken home and intact home provided an important basis for this study.

Several studies have pointed that when academic performance of broken home students are compared to those in the intact home, the performance of broken home students is lower than that of the intact home students (Abudu and Fuseini , 2013; Pong , 2003; Batool, 2010; NCES, 1998)

Again, the literature review on parental effect pointed out that that there is was statistically significant difference found between parent type (father or mother absence) and achievement of academic dreams in a broken home. The study on parental effect (father or mother absence) on academic performance found that students from broken homes who stay with mother had poorer academic performance as compared to their counterpart from same home who stay with the father (Lang & Zagorsky, 2001).

Literatures on academic performance among children suggest that children's academic performance improve when both parents are actively involved in their education. (Nyarko 2007; Nyarko & Vorgelegt, 2007) married parents are more likely to involve in their children's education than single parents (Nyarko 2011, & Chowa et al, 2012).

Murphy, 2002; Marjaribanks, 2003; Tesse, 2004; Schulz, 2005; Farooq *et al*, 2011; Goje, 2002) observed some factors within the students' home that affect their achievement such as socio - economic status, family size, birth ' order, parental attitude, child rearing practices, parental absence or presence, home environment, gender of the child, parental educational level, family cohesion have been found to affect the social and intellectual learning, experiences of students in schools.

More importantly, family support in the learning activities of children contributes a lot to the motivation of their children and these enhance their academic achievement. Family support in whatever form it may take is likely to bring about positive results (Dixon, 1992). The level of commitment of parents is crucial, thus it is better that both parents are committed to the needs of their children (vinlergrift & Greene, 1992).

## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

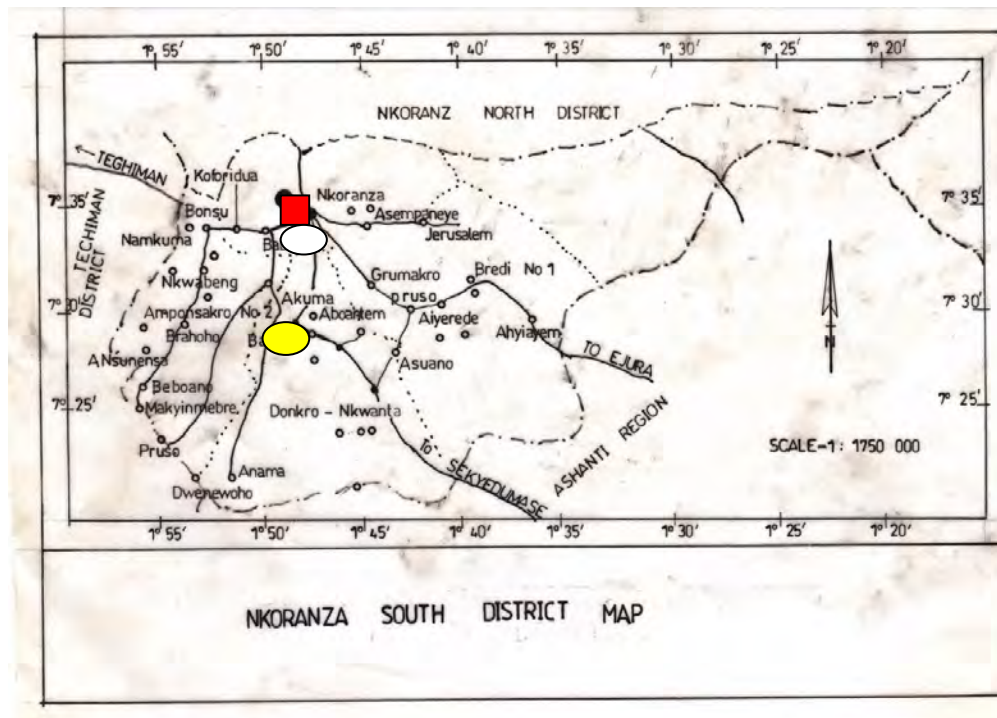
This chapter concentrated on the methodology adopted for the study and discusses the study design, population, sample size and sampling technique. It also covers instrumentation, data collection procedure, validity and reliability of the study, source of data, method of data analysis as well as ethical consideration.

#### 3.1 The study Area (Setting- Scope)

The study was conducted in the Nkoranza South Municipality of Brong-East Region of Ghana. The Nkoranza South Municipal is one of the 260 Metropolitan, Municipal and District Assemblies (MMDAs) in Ghana, and forms part of the 11 of Municipalities and Districts in the Bono East Region with its capital as Nkoranza.

It is located in the middle portion of the Bono East Region. It lies within Longitudes 1010°W and 1055°W and Latitudes 7020°N and 7055°N. The Municipality shares boundaries with Nkoranza North District to the north, Techiman Municipal to the West, all in the Brong Ahafo Region and Offinso North and Ejura-Sekyedumase Municipal (all in Ashanti Region) to the south and south-east. With land size of 1,100km<sup>2</sup>, it has about 126 settlements traditionally headed by one paramount chief. The population of the Municipality according to 2010 population and housing census stands at 100,929 With 50,071 males 50,858 females.





*Figure 1: Map of the study Area*

### 3.2 Study Design

A research design is a specific plan or protocol for conducting a study that could enable the researcher translate the conceptual hypothesis into an operational one (Creswell, 2003; Babbie & Mouton, 2010). It is a series of advanced decisions that make up a master plan or model for a research study. The purpose of this study was to explore the effects of family background on the academic performance of students in Senior High Schools in the Nkoranza South Municipality. The sequential explanatory mixed-method design was employed for this study. The first phase dealt with the collection and analysis of quantitative data. It was followed by collection of the qualitative data based on emerging issues from the quantitative outcome (Creswell, Plano-Clark, Gutman & Hanson, 2003). Thus, in this design, one set of data complemented the other, helping to overcome any weakness associated with each other (Creswell, & Plano-Clark, 2007).

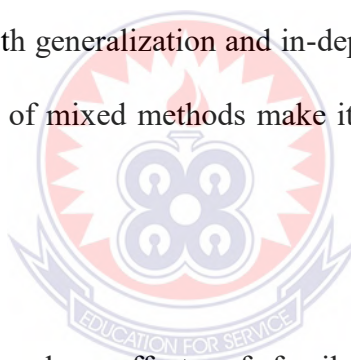
The combination of qualitative and quantitative approaches provides a complete understanding of a research problem than either approach alone (Creswell, 2009). Sequential explanatory mixed method design was used for this study because mixing quantitative and qualitative methods in one study complement each other and allow for a more robust analysis, taking advantage of the strengths of each other (Greene & Caracelli, 1997; Creswell, 2009; Tashlkori & Teddie, 2003; Creswell, 2012). This method was used for this study because it made generalisation of the research findings possible and at the same time paved the way for an in-depth understanding of the effect of family background on the academic performance of students in senior high schools in the Nkoranza South Municipality, Bono –East Region.

Again, the review of the literature demonstrated that there was no account of studies done with mixed method design on the effect of family background on the academic performance of students in the area.

The sequential explanatory mixed method design follows two distinct data collection phases (Cameron, 2008; Denscombe, 1999). The first phase of this study dealt with the collection of quantitative data to explore the effects family on the academic performance. The second phase also dealt with the collection of a qualitative database on emerging issues from the quantitative studies (Creswell, Plano-Clark, Gutman & Hanson, 2003). The first phase was pivotal to the development of the second phase and dominant phase in this study. According to Morgan, 1998; Creswell, 2003) giving more weight or priority to qualitative or quantitative data depends on the researcher's interest and what the study seeks to emphasise. For this reason, this study will gave priority or more weight to the quantitative data than the qualitative data for a number of reasons). More priority was given to the quantitative data because the purpose of

the study seeks to assess the effects of family background on the academic performance of students in Senior High Schools in the Nkoranza South Municipality of Brong-East. Therefore, the quantitative data offered the opportunity to quantify the effects of broken home on the academic performance for clearer presentation.

In this study, the two sets of data were connected during the interpretation phases of the study to ensure that each data set builds on what was learnt from the previous phase. Even though the sequential explanatory mixed method is time and cost demanding and not appropriate for people who specialise in only quantitative or qualitative studies, analysis and interpretation (Tashakori & Teddlie, 2003; Ivankova). It is easy to implement because the steps fall into clear and separate stages (Ivankova et al., 2006). It makes both generalization and in-depth understanding possible within one study. The strengths of mixed methods make it more appropriate to be used for this study.



### **3.3 Research Approach**

This study sought to explore effects of family background on the academic performance: a comparative study of students from broken and intact homes in senior high school in the Nkoranza South Municipality, of Ghana. The study adopted mixed method approach underpinned by pragmatic paradigm. Teddlie and Tashakkori (2003, 2006, and 2009) Johnson and Gray (2010): Creswell and Plano Clark (2011) pointed out that the mixed methods research literature has identified pragmatism as the “best paradigm” for this type of research. Unlike a critical realist approach to mixed methods research, a pragmatic approach gives less influence to philosophical assumptions for the conduct of research methods. By doing this, researchers are less restricted in terms of how they can carry out research. Here, pragmatism considers

–what works” to answer research questions (Johnson and Onwuegbuzie, 2004; Onwuegbuzie & Johnson 2007), rather than making a choice between the positivist or constructivist paradigms. This does not mean, however, that mixed methods are adopted in a haphazard fashion, such that “anything goes” (Denscombe, 2008). They should be adopted thoughtfully (Bryman, 2006; Freshwater, 2007; Denscombe 2008), by choosing and integrating the results of the appropriate methods to answer research questions.

Mixed methods research involve the collection and analysis of both quantitative and qualitative data, and integrating the two sets of results at some point in the research to draw inferences from the quantitative and qualitative results (Johnson and Onwuegbuzie, 2004; Tashakkori & Creswell, 2007). By undertaking this integration, it is hoped to provide a better understanding of the research topic in order to give more detailed answers to research questions, identify new research questions and suggest changes to subsequent research designs (Creswell and Plano Clark, 2011). For example, Teddlie and Tashakkori (2009) pointed out that combining questionnaires and interviews in a single research study brings together the advantages of breadth and depth associated with these two respective methods.

### **3.4 Population**

Population is the group of people or things the researcher is interested in gaining information and drawing conclusions (Amedahe, 2002). The target population for the study was 3,477 students in the senior high schools in Nkoranza South Municipality. This study targeted the final year students. They were considered for this study because they are more likely to face financial and academic challenges than their counterparts who are enjoying the free SHS policy. They had more experience and

could give vivid account of the effects of the absence of either parent on their school life.

### **3.5 Sample Size and Sampling Technique**

A research sample is a specific unit or section of the population that we take to study basically because it is practically difficult to study the entire population. A research sample is expected to mirror the population from which it comes Trochim (2005) and Orodho, (2004) maintain that in any education and social sciences studies, the sample should be selected in such a way that one is assured that such sub-groups in the population will be represented in the sample proportional to the numbers in the population itself

The study adopted a multistage sampling technique in selecting respondents for the students from intact homes. This method was adopted in order to select students from intact homes across the various schools. This aided in drawing samples proportionate to the relative size of the stratum (Amedahe, & Gyimah, 2013; Singh & Masuku, 2014).

According to the class attendance, the total number of students from the three schools (Kwabre, NSTS and NTI SHS) are 3,477. Krejcie and Morgan (1970) sample size estimation was used to arrive at the sample size. According to Krejcie and Morgan, for a population of 3,477, the suggested minimum number that could be used as sample size is 486, which is equivalent to about 14% of the accessible population.

In order to ensure that each student had an equal opportunity to be selected, they were grouped into clusters/stratum. Proportionality sampling based on class size was used to determine total sample size required from each school (stratum) as can be seen from Table1.

**Table 1: Sample Size Determination for Intact Home Students**

Cluster	Total	Proportionality Calculations	Sample
Kwabre	647	$\frac{647}{3477} \times 486 = 90$	90
NSTS	1257	$\frac{1257}{3477} \times 486 = 176$	176
NTI	1573	$\frac{1573}{3477} \times 486 = 220$	220
<b>Total</b>	<b>3477</b>		<b>486</b>

Source: Fieldwork, 2019

In selecting students from each school, class attendance register in each school (stratum) was used as a sampling frame. Unique numbers were assigned to students names and were mixed in an enclosed bowl. Simple random sampling technique, (the lottery method) was applied to select students required from each school, depending on their proportionality to size (see Table 2).

On the part of the students from broken homes, the census method was employed and this resulted to selecting 160 respondents. The method was employed because broken home students' population was small across the three SHS as compared to those from intact homes. Also, they were easy to be identified and interviewed with the aid of the school register.

In all, 646 respondents were drawn from both intact and broken homes as can be seen from Table 2.

**Table 2: Sample Size for Students from Intact and Broken Homes**

Category of homes	Number of respondents
Intact home	486
Broken home	160
<b>Total</b>	<b>646</b>

Source: Fieldwork, 2019



Additionally, 30 students from the sample were selected purposively from the three schools for the qualitative aspect of the study with 10 students from each school. Thirty students were selected for the qualitative aspect because of the data saturation point guiding the gathering qualitative data collection.

### **3.6 Instruments for Data Collection**

This study used structured questionnaire and semi-structured interview schedules to gather the quantitative and qualitative data. A questionnaire was used because it was stable, consistent and has a uniform measure without variation. It also offered less opportunity for bias caused by the presence or attitude of the interviewer (Sarantakos, 1998). Questionnaire was chosen because the participants were comfortable responding to predetermined questions and to reach out to all the respondents within a reasonable time frame (Kusi, 2012). The introductory part of the questionnaire covered the name of the institution, research topic and the purpose as well as section A and B. Section A covered the demographic data of the respondents. Section B was divided into four parts with questions covering level of academic performance of students from intact and broken homes; analyse how the absence of the mother and the father affects academic performance of the victims; examine the factors responsible for differences in the academic performance of the students from broken and intact homes and examine the level of family support students obtain from broken and intact homes. A revised three-point Likert rating scale of Strongly Agree (SA), Neutral (N) and Strongly Disagree (SD) were adopted for the questionnaire. Likert rating scale was dominated the questionnaire in order not to spend much of respondents' time in soliciting their responses.

The interview guide was employed to gather the qualitative data after the quantitative phase. The most usefulness of this instrument was that it allowed respondents to express themselves at length (Wragg, 2002) and also offered enough shape to prevent aimless rambling. This interview guide helped to pose further questions to authenticate and complement the results from the quantitative data. The semi-structured interview guide was designed based on the issues that emerged from quantitative data for further exploration.

### **3.7 Pilot Testing of Instrument**

Blaxer, Hughes and Tight (2001) describe a pilot test as a preliminary test of a questionnaire or interview schedule that helps to identify problems and benefits associated with the instrument. According to Kumar (2011), pre-testing a research instrument entails a critical examination and understanding of each question and its meaning as understood by a participant. It also helps the researcher to get a balanced understanding of the frame of reference relevant to the questions and wording. To establish the internal consistency of the questionnaire instrument, 60 questionnaires were pre-tested at Busua SHS. This school was chosen for the pre-testing because it is a public school and lies within the same geographical area as the school selected for the study. Through the use of Cronbarch Alpha, the instrument yielded an alpha level of 0.78. This was considered as reliable and declared valid for the study. In order to establish the validity of the instrument, a colleague with MPhil (Social Studies) was given the instrument for a thorough review. Indeed, constructive comments and suggestions were considered in the instruments. Furthermore, to grant the content validity of the instruments, they were given to supervisors to scrutinise them.



### **3.8 Sources of Data**

The study made use of primary data obtained from students from broken homes and intact homes. The data captured information on how to assess the level of academic performance of senior high students from intact and broken homes in the study area, analyse how the absence of the mother and the father affects academic performance of the victims, examine the factors responsible for differences in the academic performance of the students from broken and intact home and also examine the level of family support students obtain from broken home and intact homes

### **3.9 Data Collection Procedure**

Primary data was gathered through field studies and visits to the study area.

An introductory letter was obtained from the Department of Social Studies Education, University of Education, Winneba, to the study area. This letter was sent to the Nkoranza South Education Directorate for a permission letter to all the public senior high schools in the Municipality to conduct the study. The entire data collection process lasted for 21 days (three weeks). Activities that went into the data collection were community entry process and fieldwork

Firstly, seven days were used for community entry processes. The researcher visited all the three senior high schools and met the –Gate Keepers” and other influential people concerned. The researcher briefed the school authorities about the purpose of the study. Subsequently, a meeting was held for the 646 participants from broken and intact homes for a briefing about the study. The selected students were asked to propose time they would be available for the questionnaire administration and the conduct of the interview. Based on their proposed time schedule, data collection plan was developed indicating the dates and venues for each exercise. This agreement with

the students was communicated to the school authorities for administrative purposes and documentation.

Secondly, thirteen days were used for the actual data gathering. Data collections were done in two phases. In the first phase, structured questionnaires were administered to 646 students. The researcher used two days in each school for questionnaire administration and made sure be collected whatever he was able to administer on the same day. This ensured a 100 percent retention rate. This first face lasted for six days.

The second phase lasted for seven days. Here, interviews were conducted at the convenience of participants in the various school premises. To ensure consistency during the interview, an interview protocol was developed to guide the study (Yin, 2003 & Creswell, (2003).

Prior to each interview, the researcher did self-introduction, research purpose was made known to the respondents, category of interviewees were also clarified, steps being taken to maintain confidentiality and their anonymity were also outlined and respondents were notified about the duration of the interview.

Thirdly, the researcher asked the interviewees concerned to read and sign the consent form developed and sought their consent to tape-record the interview. The researcher also took brief notes against recorder malfunction (Creswell, 2009). The collection of data was done according to the time provided by the various participants. No personal identifiers were placed on the questionnaires or transcribed copies of the interviews. The researcher also informed each participant that they would be given a pseudonym and that their answers would remain confidential. Averagely, an interview lasted for 30 minutes. Participants were also informed that the period of interaction would last for about 1 to 2 weeks as they could be contacted after the interview for further

clarification or verification of their responses in the course of the study. After each day's interview, the recorded interviews, as well as the field notes, were kept confidentially.

Interview questions were based on the research questions. To debrief the participants, they were informed that they could have transcribed copies of their interviews and that they could also read the final thesis if they were interested. None of the participants was provided with any incentives for participating in this study; they all participated for free. At the end of each interview session, the researcher expressed his appreciation for their cooperation and participation. Data collection started on 14th April 2019 and ended on 5th May 2019.

### **3.10 Validity of the Instrument**

Validity basically means “measure what is intended to be measured” (Field, 2005). Validity explains how well the collected data covers the actual area of investigation (Ghauri & Gronhaug, 2005). The study ensured that the instrument measures what it is out to measure. Validity demonstrates that the propositions generated and tested match the causal conditions as obtained in the real world (Salkind & Rainwater, 2000). Validity, therefore, provided the assurance of whatever was measured in this study was really measured to achieve the objectives and satisfy the purpose of the study as well as guaranteeing that the study was free from any bias in terms of inferences and conclusions. Two aspects of validity which are face and content validity were considered in this study. Face validity through peer review of the instrument, that is, the instruments were given to course mates to scrutinise and moderate the items in the questionnaire. Their comments were considered in the final questionnaire.

Content validity on the other hand was ensured where the research supervisor and experts in the field of assessment were provided with access to the instruments to moderate and give their comments. Based on their comments, misleading statements or items were revised for clarity. Items on the interview guide which were not relevant to answering the questions were discarded or modified.

Validity is one of the strengths of qualitative research based on determining whether the findings are accurate from the standpoint of the researcher, participant or the reader of an account (Creswell, 2009). Qualitative validation means that the researcher checks for accuracy of finding by employing certain procedures (Creswell, 2009). Member checking was used to determine the accuracy of the qualitative findings. Member checking implies that the researcher takes back parts of the polished product such as the themes, the case analysis, and cultural description to the interviewee for affirmation. The researcher took the final report of the interview back to participants to determine their accuracy and they accepted the script as accurate report of what transpired during the interview sessions. Qualitative researchers, according to Bryman (2008), employ trustworthiness criteria to judge the quality of the studies. The idea such as trustworthiness, authenticity and credibility enhance the researcher's ability to assess the accuracy of the findings as well as convince readers of that accuracy.

### **3.11 Reliability of the Instrument**

Mugenda and Mugenda (2003) defined reliability as the degree to which research instruments yield consistent data or results after repeated trials. The researcher used test-retest technique to test the reliability of the questionnaire. The questionnaires were administered on 60 students of Busunya senior high school in Nkoranza North

District. The answers supplied by respondents pointed out the short comings regarding the length of the questionnaire, whether the questions were precise or ambiguous and brought their suggestions for the necessary improvement and amendments to be done. The test-retesting also helped the researcher to ensure that the questions asked catered for all the set objectives. To establish the internal consistency of the questionnaire instrument, ten questionnaires were pre-tested at Busua senior high school. This school was chosen for the pre-testing because it is a public school and it is within the same geographical area as the school selected for the study.

### **3.12 Data Analysis Procedure**

The study used the sequential explanatory mixed method, therefore, data collected were analysed quantitatively and qualitatively. All data collected through the interview schedule were analysed manually through the constant comparative thematic approach (Creswell, 2009). The data was first organised by the researcher, immersed himself in and transcribed the data, generated themes, coded the data and described them in line with the sub-themes to correspond with the research questions posed for the study (Gay, Mills & Airasian, 2009). For the purpose of anonymity, participants were identified by prefixing the abbreviation of their respective titles with codes of 1, 2, 3 ...6.

The result from the quantitative survey was analysed using the Statistical Package for Social Sciences (SPSS) version 20. Both descriptive and inferential statistics were used in data analysis. At the descriptive level, computation of proportions and frequencies for the basic demographic characteristics of the respondents from intact and broken homes were done. This was followed by bivariate analysis between

selected outcome variables and independent variables of the study using proportions and frequencies with their respective chi square test of independence results reported for each study objectives. At the inferential level, considering the fact that the study derived its data from an independent two sample groups (that is students from broken and intact homes), the two study hypothesis were tested using an independent t-test. The level of precision was set at 95% confidence interval (CI). The difference between the group means was declared statistically significance if the alpha value was 0.05 or less.

Again, the means of the comparative groups in each of the four subject area was analysed. The means and standard deviations were computed for students from broken and intact homes in Senior High Schools in the Nkoranza South Municipality.

According to Blaxer, Hughes and Tight (2001), descriptive research provides an accurate portrayal of characteristics of a particular individual, situation or groups for the purpose of discovering new meaning, describing what exists, determining the frequency of its occurrence and categorising information. The purpose of descriptive analysis was to explore and describe the phenomenon in real-life situation. During the analysis of the findings, links and relationships between responses were explored in making interpretation.

Finally, quotations from views raised by the participants were used to support the findings. In ascribing quotations to the participants, the broken home and intact home students were represented by pseudonyms. The serial numbers for the participants were generated together with initials of a student family type (IHS-Intact home student and BHS-Broken home student), for instance, *IHS1*, *IHS2*, *BHS1* and *BHS*

### **3.13 Ethical Considerations**

Guidelines in consistent with all ethical standards required to conduct a research were followed. First, a copy of the research proposal was submitted to the Department of Psychology and Education, University of Education, Winneba, for assessment and approval letter. After that permission was sought from the Nkoranza South Education Directorate to carry out the study in all the senior high schools.

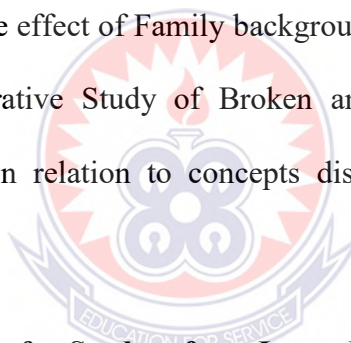
Again, to ensure free informed consent and participation in the recruitment processes, the participants were briefed about the purpose of the study. Before any interview took place, students were given a written consent form to read and freely decide to participate in the study by signing or thumb printing. Further, consent was sought from the participants before every interview was tape-recorded. After every interview, the recorded voice and the field notes were kept safely to conform to the ethics of confidentiality. Confidentiality was adhered to throughout the data collection. The tape-recorded data was encrypted with a password. Also, no information that could reveal or identify names of respondents was included in the study report to ensure anonymity.

## CHAPTER FOUR

### PRESENTATION AND ANALYSIS OF FINDINGS

#### 4.0 Introduction

In this chapter, the data collected from all the related sources are presented for critical analysis. The demographic information of the participants is covered in the first part (It first presents descriptive results for students from to intact and broken homes). The chapter also captures the level of academic performance of students, effects of family type (broken/intact homes) on academic performance of students, other general factors that affect students' academic performance and finally presents contributions students received based on their type of family. The second segment presents participants' views on the effect of Family background on the Academic Performance of Students: A Comparative Study of Broken and Intact Homes. Finally, these findings are discussed in relation to concepts discussed throughout the literature review



#### 4.1 Descriptive Statistics for Student from Intact Home

Table 3 displays the descriptive statistics for students from intact homes. It was found that majority of them 389 (80.2%) students were within aged 15 to 19 years. Also, almost all of the students were in SHS 3 (483) (99%). It was evident that the Christians were dominating 419 (86.21%) whilst more than half of them 276 (57.02%) were Day students. The analysis also revealed that majority of them 57 (52.49%) came from a family consisting of 6 to 10 people with over 425 (88%) of them also coming from family consisting of one to 5 children. It was also evident that most of them were second born 138 (32.09%).



**Table 3: Descriptive Statistics of students Intact Home**

<b>Demographic characteristics</b>	<b>Valid Frequency</b>	<b>Valid Percent</b>
<b>Age</b>		
10-14	2	0.42
15-19	389	80.2
20-24	94	19.4
<b>Class</b>		
SHS 3	483	99.79
<b>Religion</b>		
Christian	419	86.21
Muslim	67	17.79
<b>Residential status</b>		
Boarder	208	42.98
Day	276	57.02
<b>No of people/house</b>		
1-5	219	47.51
6-10	57	52.49
<b>No of children/house</b>		
1-5	425	88.17
6-10	57	11.83
<b>Parity</b>		
1 <sup>st</sup>	109	25.35
2 <sup>nd</sup>	138	32.09
3 <sup>rd</sup>	80	18.6
4 <sup>th</sup>	79	18.37
5 <sup>th</sup>	4	0.93
6 <sup>th</sup>	20	4.65

Source: Fieldwork, 2019

#### 4.2 Descriptive statistics of Students from Broken Homes

Table 4 shows the descriptive statistics for students evolving from broken homes. As far as residential status was concerned, the results indicated that majority of the boarders (63%) were staying with their mothers and similar results were recorded among the day students (54%). While more than half of the students staying with mothers (57%), divorce was the reason for staying with the mother, few of them among those staying with fathers also mentioned death (30%). As far as the number of years students parents' separation occurred, among marriage that broke up 15 years and above, all of them were staying with their mothers while few of them (32%) whose parents broke up between 11-15 years were staying with fathers as indicated by Table 4.

From the analysis, it was evident that those between 6-10 years, most of them (75%) were staying with mothers, just as those between 16-20 years (100%). Among those who have stayed with single parents below 5 years, most of them (59%) were with their mothers and similar observation were recorded for those that have stayed between 5 to 10 years (64%) and above 10 years (51%). Also among those at parity four and six, all of them were staying with mothers.

Furthermore, the results also indicated that among those who get assistance for homework, most of them (71%) and similar observation were made for those who had no assistance for doing homework (54%). Among those whose parents most often inquired about school work, all of them were staying with fathers while those whose parents did not inquire school work, all of them were staying with mothers as indicated by Table 4.

The results of the chi square test showed that, with the exception of age, residential status, years stayed with single parents, parity, parents help in school work and frequency for inquiring children's school work, the rest of the demographic variables had significant association with broken home as seen in Table 4.

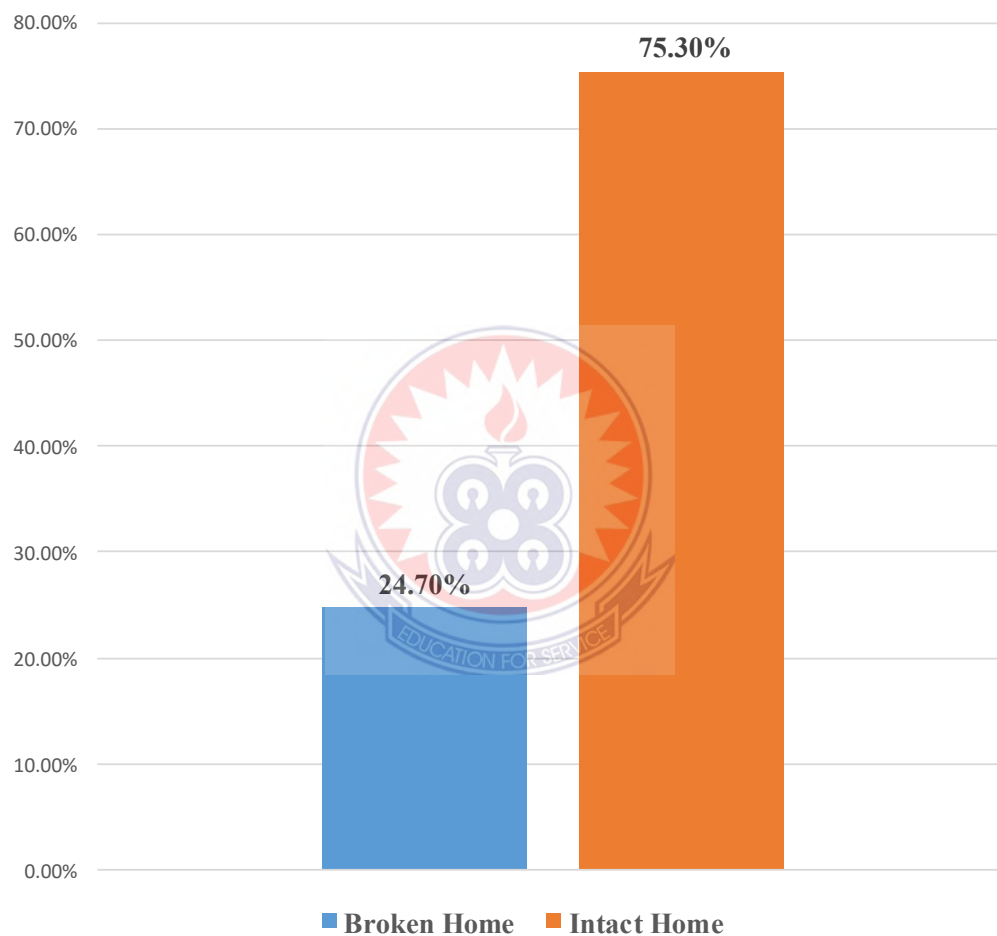


**Table 4: Descriptive statistics of students from Broken Home**

<b>Demographic characteristics</b>	<b>Father Valid percent (%)</b>	<b>Mother Valid percent (%)</b>	<b>Chi-value</b>	<b>P-value</b>
<b>Age</b>				
15-19	45	55	2.61	0.11
20-24	30	70		
<b>Class</b>				
SHS 3	41	59	-----	-----
<b>Religion</b>				
Christian	45	55	3.94	0.05
Muslim	28	72		
<b>Residential status</b>				
Boarder	37	63	1.14	0.29
Day	46	54		
<b>Causes for staying with one parent</b>				
Divorced	43	57	6.62	0.04
Dead	30	70		
Travelled	0.0	100		
<b>When did your parents separate</b>				
5-10 years	49	51	8.41	0.04
11-15 years	32	68		
Above 15 years	0.0	100		
<b>How old were you when parents separated (years)</b>				
1-5	44	56	30.87	0.00
6-10	25	75		
11-15	70	30		
16-20	0.0	100		
<b>Years stayed with single parent/different parent</b>				
Below 5	41	59	2.39	0.30
Between 5-10	36	64		
Above 10	49	51		
<b>Parity (birth order)</b>				
1 <sup>st</sup>	50	50	9.34	0.10
2 <sup>nd</sup>	32	68		
3 <sup>rd</sup>	48	52		
4 <sup>th</sup>	0.0	100		
5 <sup>th</sup>	42	58		
Last born	0.0	100		
<b>Parents help school work</b>				
Yes	29	71	2.90	0.09
No	46	54		
<b>Frequency of parents inquiring school work</b>				
Very Often	100	0.0	5.46	0.14
Often	47	53		
Sometimes	45	55		
Never	0.0	100		

Source: Fieldwork, 2019

Figure 2 shows the percentage of students from intact and broken homes. Pictorially, it could be seen that majority of the students were from to intact homes (73.5%). This could have several implications on the academic life of students. Arguably, students from intact homes could get financial assistance and emotional support from both parents and this might boost their academic performance.



*Figure 2: A Bar Graph showing Distribution of Students from Intact and Broken Homes*

### 4.3 Analysis of Data in Relation to Research Questions

The study sought to investigate the Effect of Family background on the Academic Performance of Senior High School Students in the Nkoranza South Municipality of Brong East: A Comparative Study of Broken and Intact Homes. The research questions posed in the study were: what is the level of academic performance of students from intact and broken homes in the study area? What are the effects of parents (mother or father absence) on the academic performance of students from broken homes? What are the factors responsible for differences in the academic performance of students from broken and intact homes? And what is the level of support students from broken and intact homes received?

#### 4.3.1 Research Question One:

**What is the Level of Academic performance of Senior High Students from Intact and Broken Homes in the Study Area?**

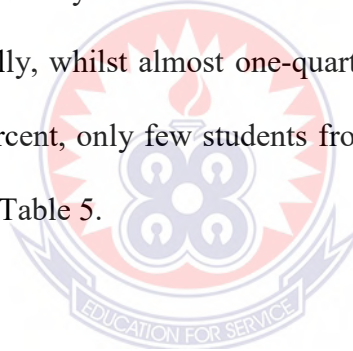
Table 5 displays descriptive results of the academic performance of students across the family they belong to. Although there was a statistically significant association between the scores obtained in English Language and the type of family students come from, none of the students from either broken or intact homes scored a mark above 69 percent as far as English Language was concerned ( $X^2=98.54$ ,  $p$ -value=0.00). Specifically, majority of students from intact homes (51%) scored 40-44 percent while majority of the students from broken homes (51%) also scored 0-39 percent in English Language.

With regards to Integrated Science, a statistically significant association was found between marks scored and the type of family students come from to ( $X^2=79.04$ ,  $p$ -value=0.00). Meanwhile, none of the students either from broken or intact homes

scored above 74 percent. Specifically, majority of the students from intact homes (43%) scored 40-44 percent whilst majority of the students from broken homes (50%) also scored 0-39 percent as indicated by Table 5.

Again, as far as Core Mathematics was concerned, a statistically significant association was found between marks scored and the type of family students belong to ( $X^2=118.44$ ,  $p$ -value=0.00). It was recorded that 2% of students from intact homes managed to score 75-100 percent while none of the students from broken homes had such marks, as indicated by Table 5.

Finally, concerning Social Studies, a statistically significant association was also found between marks scored by students and their family they belongs to ( $X^2=187.52$ ,  $p$ -value=0.00). Specifically, whilst almost one-quarter of students from intact homes (41%) scored 75-100 percent, only few students from broken homes (16%) obtained such marks, as shown in Table 5.



**Table 5: Descriptive Statistics on Level of Academic Performance of Students**

Subjects	Intact Home		Broken Home		Chi Value	P Value
	Freq	Percent	Freq	Percent		
<i>English</i>						
0-39	75	15	81	51	98.54	0.00
40-44	246	51	41	26		
45-49	79	16	12	6		
50-54	48	10	20	13		
55-59	22	4.80	3	2		
60-64	15	3	0	0		
65-69	1	0.2	3	2		
<i>Inter-Science</i>						
0-39	95	20	80	50	79.04	0.00
40-44	210	43	26	17		
45-49	55	11	6	4		
50-54	64	13	15	9		
55-59	28	6	14	9		
60-64	13	3	7	4		
65-69	16	3	9	6		
70-74	5	1	3	2		
<i>Core Maths</i>						
0-39	28	6	32	20	118.44	0.00
40-44	45	9	21	13		
45-49	30	6	47	29		
50-54	127	26	17	11		
55-59	96	20	21	13		
60-64	79	16	15	9		
65-69	57	12	3	2		
70-74	13	3	4	3		
75-100	11	2	0	0		
<i>Social Studies</i>						
0-39	1	0.2	22	14	187.52	0.00
40-44	1	0.2	12	8		
45-49	15	3	12	8		
50-54	7	1	13	8		
55-59	26	5	24	15		
60-64	17	4	8	5		
65-69	47	10	28	18		
70-74	171	35	16	10		
75-100	201	41	25	16		



### **An independent T Test results on level of academic performance of students**

To ascertain whether significant difference exists between the type of family students belong to and the level of academic performance (measured by the test results for English Language, Integrated Science, Core Mathematics and Social Studies), an Independent T Test was carried out and the results is shown in Table 5. It was revealed that there was a statistically significant difference between the type of family students belong to and level of academic performance in English Language and that students from intact homes had higher mean score and performed better in English Language than those from broken homes ( $t=4.52$ ,  $CI=0.29-0.73$ ). . The test result of students both in broken homes and intact home is in line with the study by Batool et al (2010) who indicated that students from divorced families (broken home), as a group, did score lower than their counterparts, married-couple families.

From the interview, it was established that students from single parent home (broken home) have experienced distraction in the family which show a decline in their cognitive self-efficacy compared to their peers in intact families. This has long run effect on their academic performance.

Some had these to say:

*Since the separation of my parents I have not been able to concentrate on my studies. The mind cannot concentrate again, I seem not to be of myself, psychologically I am deeply affected, this has tremendously impacted to study the core subjects (BHS1, 2019).*

*I am weak in almost all the core subjects, this is because I have been so unhappy since the death of my mother and that has affected my cognitive efficacy to learn hard. Also subjects such mathematics and science need focus mind but my condition at the moment doesn't satisfy that (BHK1, 2019).*

These responses from broken home students is in line with the study that the family can facilitate or limit the ways in which parents are able to positively influence the psychosocial and educational outcomes of their children (Amato & Keith, 1991). This was also confirmed by Johnson (2005) who noted that the family can influence the psychological and academic life of children.

With regards to Integrated Science, it was noted that there was no statistically significant difference between the type of family students belongs to his/her and level of academic performance in Integrated Science although students from intact homes had high mean score to perform better in Integrated Science than those from Broken Homes ( $t=0.74$ ,  $CI=-0.22-0.48$ ) (see Table 5). This test score is also in conformity to the study by Kelly (2003) which purported that children in divorced families have lowered academic performance and achievement test scores compared to children in married families (intact homes).

The study also specified that although the performance of students from broken homes in Integrated Science was not encouraging but that of intact home too was not far better than that of the broken home. This was based on the fact that there were some students from broken home who were able to receive some kind of intervention which led to improvement in academic performance of some students from broken homes

This participant had this to say:

*I live with only my father (broken home) who is a government worker, my siblings are many, and so my father is unable to provide the necessary needs. I am not able to meet my needs as an individual and this doesn't enhance my commitment to learn in schools so this has affected my performance in school (BHS1, 2019).*

*Aba! I get almost all the support from my both parents. I do perform better than my friend who do not stay with both parents in Integrated*

*Science as a subject because I am well guided so my commitment level is high IHN1, 2019).*

As far as Core Mathematics was concerned, a statistically significant difference was found between the type of family students belong to and the level of academic performance in Core Mathematics and that students from Intact Homes had high mean score to perform well in Core Mathematics compared with those from Broken Homes ( $t=8.11$ ,  $CI=1.03-1.68$ ) (see Table 5). The score of the students from broken home in Mathematics and is consistent with Pong et al. (2003), who opined that single parent family is associated with lower mathematics among young children.

It was confirmed from the interview that most broken home students were unable to meet their educational needs as result of their home condition and this affects their performance, especially their performance in Mathematics. The excerpt displays some of the views of the respondents from a broken home:

*My only surviving parent cannot buy me a calculator, textbooks, pamphlet, etc. that will help me to have improvement in the core subjects, this is because my siblings are many. This has affected my academic performance (BHN3, 2019).*

Similarly, another respondent also added:

*It is really true that single-parent homes do really affect academic performance because in the previous days when all my parents were surviving, my performance in mathematics was better than today. During such period I used to get most of the materials I may need in school which are not there for me these days”(BHK3, 2019).*

This is consistent with the views of Cho (2007), who opined that single-parent family unit serve as threats to a child's development partly because single-parent families are unable to fulfill the appropriate responsibilities towards the child. As established by some scholars (Abudu & Fuseini, 2013; Chowa, Ansong & Osei-Akoto, 2012), children from single-parent homes are more inclined to poor academic performance in

Africa partly because they are unable to meet their educational needs which affect their academic performance.

Finally, with regards to Social Studies, a statistically significant difference was found between the type of family students belong to and their level of academic performance in Social Studies and that students from intact homes had high mean score to perform well in Social Studies compared to students from Broken Homes ( $t=11.24$ ,  $CI=2.09-2.97$ ) (see Table 5).

**Table 6: An Independent T Test Results on Level of Academic Performance of Students across Family Type**

Kind of Family Support Provided by Parents	Mean		t-statistic	df	Sig.(2-tailed)	95% CI
	Intact Home	Broken Home				
<i>English</i>	2.48	1.97	4.52	644	0.00	0.29-0.73
<i>Inter-Science</i>	2.69	2.56	0.74	222.85	0.46	-0.22-0.48
<i>Core Maths</i>	4.67	3.32	8.11	644	0.00	1.03-1.68
<i>Social Studies</i>	7.85	5.32	11.24	192.63	0.00	2.09-2.97

The text score obtained by students from intact and broken is in line with the study conducted by Kelly (2003) who found that children in divorced families have lowered academic performance and achievement test scores compared to children in married families.

The conclusion from the evidence above portray that apart from integrated science which the difference between the scores of students from and broken and intact homes wasn't all that clear, the performance of most students from intact home on the other core subjects was better as compared to that of students from broken home. This was confirmed by one of the respondents who said:

*I am able to do well in almost all the core subjects. This is because all my parents are surviving and that alone makes me happy to study and perform well. I have people by my side who would support me in times of needs. This motivates me to do well in the core subjects as I have the necessary comfort. This has enhanced my performance (IHS1, 2019).*

*I have been getting 'A' in all the core subjects since I started schooling. This because I am able to learn harder and master whatever I have been taught. My secret is commitment and motivation I receive from my two surviving abled parents. (IHS4)*

These evidence are consistent with findings which show that children who live with both parents have access to funds and other resources needed in school and this promotes their learning and academic excellence as compared to those from broken homes (McLanahan & Sandefur, 1994). It can be deduced that without providing students, especially those from broken homes with the basic things necessary to improve their academic activities, academic disparity will exist which will go against student from broken homes.

It was also unravelled from the study that most students from intact homes were able to have enough time to study as compared to those from broken homes.

These participants have these to say:

*My parents are very supportive, I get more time to learn at home because they help to finish my work on time so that I could study” This has improve my academic performance (IHS2, 2019).*

*I have to go on the street, sell after school every day so that I can cater for myself and my younger siblings, so sometimes, I fail to go to school because I become very tired. This affected me badly (BHN2, 2019).*

#### 4.3.2 Research Question 2:

##### **What are the Effects of Parents (Mother or Father Absence) on the Academic Performance of Broken Home Students?**

The study among its objectives was to unravel how home background influences academic performance of students. It was evident that majority of those from broken homes (64%) agreed that they perform well when staying with their father with few of them disagreeing (36%). Few of them also agreed that they perform well if staying with mother (37%) as indicated by Table 7. These results have been confirmed by other studies elsewhere which focused on families over time and concluded that father's involvement with their children are linked with higher educational achievement and high educational mobility (Hilton & Devall, 2012).

The result is not consistent with findings by Wallerain and Kelly (2004), who stated that the absence of the father is often viewed as partially harmful to self-esteem and looking at a child that has no self-esteem will not be able to perform well in his or her academic work and as such he will not be able to perform well in school.

The study confirmed a study by Birtch et al (2006) that children without proper training due to breakage of their families or marriage because they are by trained at the mercy of other people. This implies that surrogate mothers cannot monitor the education progress of children entrusted to their care by helping in teaching as many are usually not educated.

From the interview, these were the views expressed by majority of the students.

*My mother died when I was about five years. I stayed with my father since then. His efforts have strengthened me so much. I am able to do well in school. My father's encouragement has motivated me a lot to study well and this has really affected my academic performance (IHS4, 2019)*

*I live with my mother only. My father broke with mother long time before he died. Although my mum take care of me but cannot monitor my education progress as my father could do and this has impacted badly on my academic performance (BHN3)*

The results also revealed that majority of students from broken homes (56%) agreed that they perform well since they stayed with, at least, a parent (either being a father or a mother) while few (44%) disagreed. With regards to students from divorced family are less likely to achieve academic dreams, majority of those from broken homes (77%) agreed that students from divorced families can't achieve their academic dreams. This has been well documented in the literature that children of single parent-headed families, typically headed by women, exhibit more behavioural problems, poorer academic achievement, engage in early sexual activity, demonstrate poorer psychological well-being and experience greater life adversity, compared to the children of dyadic families (Lang & Zagorsky, 2001). While majority of students from broken homes (68%) agreed that home conditions affects their academic performance, less than half of those from intact homes (44%) agreed as can be seen from Table 7.

On the views about whether broken home students perform better than Intact Homes, majority of those from intact homes (54%) agreed whilst few students among broken homes (31%) agreed.

From the interview this participant had this to say:

*I have a sense of belonging because my parents are by my side, I can, therefore, fall on them for any kind of assistance. This has helped me gain full concentration in class. I don't think of any problem when I am in school. This has in a way enhance my performance in class (IHK2, 2019)*



Also, on whether the family one belongs to affects children's academic performance, majority of students from Intact (75%) and broken homes (79%) agreed.

From the study, most participants from intact home indicated that their home conditions affect them positively but their counterparts also categorically stated that they are negatively affected. Some of them shared the following:

*Since childhood, I have never lacked any educational material in school although my parents have divorced even before I celebrated my fifth birthday. Each of my divorced parents do are alive and both support me in my education hence I have necessary educational material than those come from intact home (BHS1, 2019).*

This means that there are times students from broken homes as a result of some intervention can meet all his or her educational needs and can positively affects their academic performance better than their counterparts in the intact homes.

Similarly, these students said the following:

*My mother died at my tender age and my father is the only person taking care of us. I am the 5th born of my parents, hence the burden of my father is big. I am not well monitored and cared for. I was the first student to be sack from school for not paying school fees. This has badly affected my academic performance (BHS1, 2019)*

*I have not been punctual to school for some time now, all because I run away from some kind of embarrassment I will go through when teachers come to class and I do not have learning materials. This has wrongly affected my studies. This reminds me of my dead parents” (BHK3, 2019)*

This presupposes that in a broken home where children are unable to experience better home condition such as better socio-economic status of the single-parent or where the single-parent is a worker but the burden on him/her is big, the children on such a family will definitely not achieve their academic goals (Kelly, 2003)

The results of the chi square test indicated that with the exception of “I perform well since I stay with parents”: Students from divorced family can't achieve academic dreams and Family one belongs to affects academics”, the rest of the variables

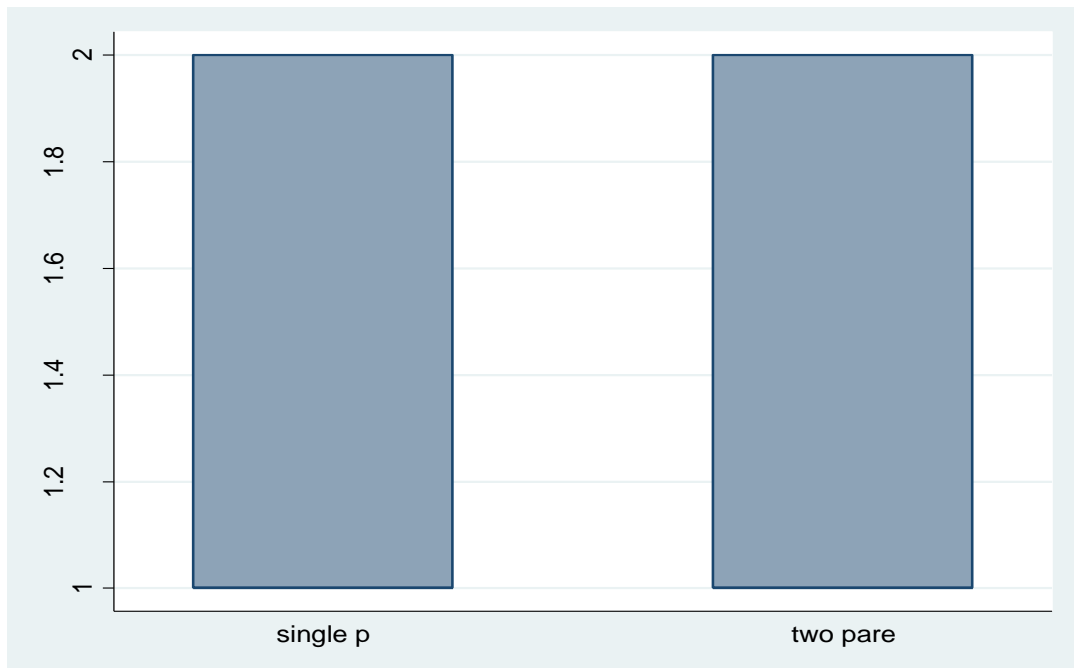


showed a significant association with family type (broken/intact homes) as displayed in Table 7

**Table 7: Descriptive Statistics on Influence of Home Background and Academic Performance of Students**

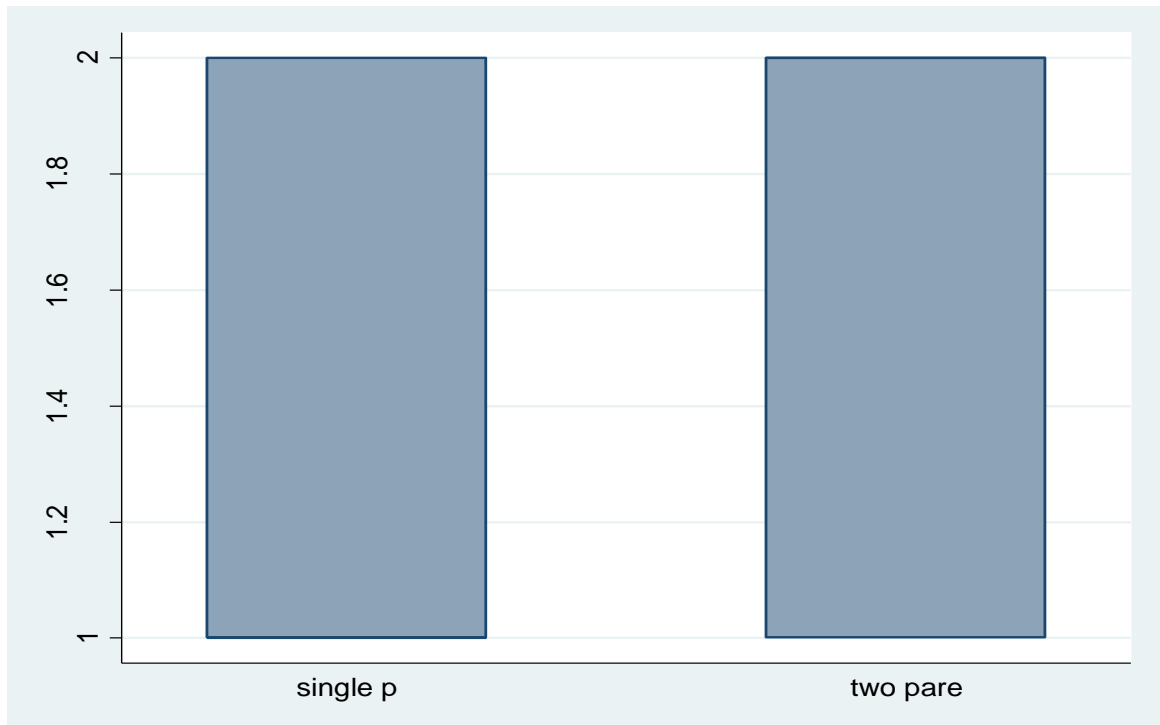
Factors	Broken Home		Intact Home		Chi Value	P Value
	Freq	Percent	Freq	Percent		
<b><i>I perform well when I stay with father</i></b>						
Agree	74	47	312	64	15.78	0.00
Disagree	85	53	173	36		
<b><i>I perform well when I stay with mother</i></b>						
Agree	34	21	158	33	7.17	0.00
Disagree	125	79	327	67		
<b><i>I perform well since I stay with both parents</i></b>						
Agree	89	56	279	56	0.12	0.73
Disagree	70	44	206	42		
<b><i>Students from divorced family can't achieve their academic dreams</i></b>						
Agree	123	77	342	71	2.68	0.10
Disagree	36	23	142	29		
<b><i>Home conditions affect my academics</i></b>						
Agree	108	68	214	44	27.13	0.00
Disagree	51	32	271	56		
<b><i>Broken home students performs better than intact homes</i></b>						
Agree	49	31	261	54	25.37	0.00
Disagree	110	69	224	46		
<b><i>Family one belongs to affects academic</i></b>						
Agree	117	79	311	75	0.77	0.38
Disagree	32	21	104	25		

Figure 2 is a Box Plot displaying results for an exploratory test to ascertain whether there is a mean difference existing among students from intact and broken home on their academic performance improvement because the student stays with parents (thus, either single or two parents). Pictorially, it was evident that those from intact and broken homes all have same mean.



**Figure 3: Box Plot showing means ( $\bar{X}$ ) of Staying with Parents And academic Performance**

Figure 3 is a Box Plot displaying results for an exploratory test to ascertain whether there is a mean difference existing among students from Intact and Broken Home and influence of conditions at home on their academic performance. Pictorially, it was evident that those from Intact and Broken Homes, all have same mean difference on their academic performance improvement when the student stays with parents (thus, either single or two parents)



**Figure 4: Box Plot showing means ( $\bar{X}$ ) of how Conditions at home Affect Academic Performance**

### **An independent T Test results on influence of home background on academic performance of students**

Considering the fact that students from intact homes and broken homes were separate and independent group from each other, an Independent T Test was applied to investigate the significant difference between influence of home background and academic performance of students (see Table 6). It was found that there was significance difference between students' family background and performing well academically since the students stay with the father and in the broken home have higher mean score to perform well than those from broken homes when staying with the mother ( $t=3.93$ ,  $CI=0.88-0.267$ ) (see Table 6).

This was in line with a study by the National Association of Educational Procurement which indicated that the children from single motherhood families score considerably lower than those with both parents (Jacobs & Harvy, 2005)

From the study, it was deduced that majority of students from broken home who stay only with the father performed well as compared to their counterparts who stay with only the mother. Staying with a single parent psychologically prepares their minds that made them emotionally stable and focus on their academic life.

Some of them had these to say:

*I came to this world to see that my parents have divorced. I stay with only my father but he gives me care, attention and provide me with the necessary needs in school. This enhanced has improve my concentrate level in class. This positively affects my academic performance (BHS1, 2019)*

*I was told that my father died before I celebrated my first birthday and since then my mother has been pampering me so much, I do not learn in the house, I, therefore do little in academic in school because I am not well monitored (BHN4, 2019)*

The study also noted a significant difference between family type and conditions at home affecting students' academic performance and that those from intact home had high mean score to be affected by home conditions which deprive them of academic success ( $t=-5.48$ ,  $CI=-0.32- -0.15$ ). This result is consistent with study by Kelly (2003) who found that children in divorced families have lowered academic performance and achievement test scores compared to children in intact families. Children from divorced families were two to three times more likely to drop out of or be expelled from school than children from intact families, and the risk of teenage childbearing was doubled.

Also, there was significant difference with family type and students from divorced families that cannot achieve academic dreams but the evidence showed that students from broken homes had high mean score of not performing better as compared to intact home students ( $t=-1.71$ ,  $CI=0.15-0.31$ ). This is in line with a study by Jaynes (2006) who described the two contradicting perspectives that exist in the field of family instability as the “Transition School of Thought” and the “Resiliency School of Thought” (p. 78-79). The Transition School of Thought maintains that family transitions such as parental divorce, parental remarriage and parental death create difficult transition situations for children that have negative academic and psychological implications.

Finally, it was found that students’ academic performance affected by home background had a significant difference with family type and that those from Intact Homes have high mean score to be affected by family background ( $t=-89$ ,  $CI=-0.11-0.42$ ) as displayed in Table 6. This is consistent with the study the findings from that students in broken homes via single-parenting are at greater risk than students in intact homes. When they have similar academic abilities at times, students in single-parent families are three times more likely to drop out of secondary school than students from intact families (Lee & Valerie, 2001).

From the study, it came out that was deduced that parents are the child’s first point of contact with the world. Hence, when both parents are present, the child will get the most care. However, when one of them is absent in a child’s life, a gap is created as the child would lose the support that would have received from the other parent.

From the study, it emerged that the students from the single parent families testified that their bad home conditions affect their educational outcomes.

Some statements by some participants confirmed the extent to which single parents affect their academic performance:

*I am sad because the separation of parents does not give me peace of mind to concentrate well on my studies and it makes one feel I can't achieve my academic goals. This is true because the home condition makes me disturbed every day in school and this harming my studies (BHK2, 2019)*

*Sir, it is really true that if you do not have better home support you can never succeed in life. The death of my father has affected me and my siblings such that I am always devastated as I cannot pay attention in class because I cannot pay school fees. This attitude failed me in the last term's exam that we did (BHK2, 2019)*

This view is in line with Amato and Keith (1991), who after a systematic analysis of the effects of divorce on children concluded that parental divorce is associated with negative outcome in academic achievement, psychological adjustment and self-esteem. It has also been validated by the study that there is often some academic effects on children when they are raised by single parents' worldwide (Downey, 1994; Balcom, 1998).

Similarly, extracts such as the one below attest to the ordeals of most participants:

*When I think about the condition that I find myself in it puts some stress on me to learn hard to better my performance in school. It makes me dull and also restrict my thinking capacity. Mentally, I am at a disadvantage all because I am disturbed by the home circumstance (BHN3, 2019)*

This is in conformity with the study that posited that children from single parent homes are more likely to suffer deprivations and denials of some rights and opportunities that will have negative psycho-social impact on them in school years (Azuka-Obieke, 2013)

**Table 8: Independent T Test results on Influence of Home Background and Academic Performance of Students**

Academic performance variables	Mean		t-statistic	df	Sig.(2-tailed)	95% CI
	Broken Home	Intact Home				
I perform well since I stay with my father	1.53	1.35	3.93	259.77	0.00	0.88-0.267
I perform well since I stay with my mother	1.79	1.67	2.87	303.50	0.00	0.04-0.19
I perform well since I stay with my parents	1.44	1.42	0.34	642	0.73	-0.73-0.10
Students from divorced family can't achieve their academic dreams.	1.23	1.29	-1.71	289.82	0.89	-0.14-0.10
Home conditions affect academics	1.32	1.56	-5.48	283.66	0.00	-.032- -0.15
Broken home students performs better than intact homes'	1.69	1.46	5.32	287.54	0.000	0.15-0.31
Home background has affects students' academic	1.21	1.25	-89	273.78	0.37	-0.11-0.42

#### 4.3.3 Research Question 3:

#### **What are the Factors Responsible for Differences in the Academic Performance of Students from Broken and Intact Homes?**

Several factors could inhibit quality academic performance and this study assessed these factors across students from broken home and intact homes as displayed in Table 9. It was found that majority of the broken home students 104(65%) agreed that they could not pay attention in class and similar observation was made among those from intact homes 261(54%).

While majority of the students from broken homes 75 (52%) agreed that parents supervise and monitor school work, counter results were observed among students from Intact Homes whereby most of them disagreed that parents monitor and supervise school work 258 (58%) as indicated by Table 9.

As far as having time to study at home was concerned, majority of students from broken home 84 (53%) and intact homes 295 (61%) agreed. On punctuality in school/class, majority of students belonging to broken homes 106 (67%) agreed to that and similar observation occurred among those from intact homes 392 (81%) as displayed in Table 9.

It was also evident that among students from broken homes, majority of them 93 (58%) were not having learning materials at home and similar observation was found among those from the intact homes 261 (54%). With regards to provision of learning materials at home for students, majority of them from broken home 93 (58%) and intact home 261 (54%) disagreed. The results of the chi square test indicated that, with the exception of having time to study at home, the rest of the variables had significant association with students' family type (broken home/intact home) as can be seen in Table 9.

**Table 9: Descriptive Statistics about Factors that Affect students' Academic Performance**

Factors	Broken Home		Intact Home		Chi Value	P Value
	Freq	Percent	Freq	Percent		
<i>Can't pay attention in class.</i>						
Agree	104	65	261	54	6.56	0.01
Disagree	55	35	224	46		
<i>Parents monitor and supervise work.</i>						
Agree	75	52	190	42	3.84	0.05
Disagree	70	48	258	58		
<i>Having time to study at home.</i>						
Agree	84	53	295	61	3.16	0.08
Disagree	75	47	190	39		
<i>Punctuality in class</i>						
Agree	106	67	392	81	13.69	0.00
Disagree	53	33	93	19		
<i>I get learning materials at home.</i>						
Agree	66	42	224	46	1.06	0.30
Disagree	93	58	261	54		



### **An Independent T Test Results on Factors Affecting Academic Performance**

Table 8 indicates results for the Independent T Test on factors that can affect academic performance across family type. It was found that there was a significant difference between family type and can't pay attention in class and that those students from intact homes had high mean score to concentrate less in class room as compared to their counterparts from Broken Home ( $t=-2.63$ ,  $CI=-0.20—0.30$ ).

This is invalidates with a study by (Kurtz and Derevensky, 1994) which states that emotional stress of students as a result of divorce of parents is usually seen as undermining academic achievement because it blocks enthusiasm and the eagerness to address students' long-term goals. It has also been established that students who have experienced distraction in the family show a decline in their cognitive self-efficacy compared to their peers in intact families (Kurtz and Derevensky, 1994)

From the study, it was established that there was a higher of number of students from intact home who cannot pay attention in class as compared to those from the broken homes.

Statement by a participant confirmed the extent to which two-parents could badly affect their academic performance:

*I am in pain, my parents are surviving but they don't care about me and my siblings. This doesn't gives me peace of mind to concentrate well my on studies and it makes me feel I can't achieve my academic goals. This has become true because the home conditions prevent me from getting the necessary materials which make me emotionally traumatised every day (IHK2, 2019)*

On the other hand, fewer students from the Broken home testified that they cannot pay attention in class (most of the students concluded that they are able to concentrate in class).

This participant indicated:

*I am not emotionally disturbed at all because I live with one parent, only my father and I get almost all the things I will need in life. This gives me peace of mind to concentrate well on my studies and it makes me feel that I shall surely achieve my academic goals. This is true because my single parent is hard working, responsible and we only two children the family. This makes me emotionally stable every day in school and it motivates me to study well (BHN3, 2019).*

From the study most students who come from to the intact homes confirmed that, psychologically, they are stable as they can concentrate and have good academic performance. Some of the intact homes students confirmed the extent to which two parents family affect their academic performance by giving them poor concentration.

They said that:

*I am not well monitored and guided, I live with both parents but it doesn't give me peace of mind to concentrate well on my studies and it makes me feel that I all hope is lost in my academic (IHN2, 2019)*

*I don't remember the last time I go to school. I have not been very punctual and regular at school. This affected my confidence to study well. This has occurred because my parents do not supervise and monitor my movement to be successful" (IHS4, 2019).*

Moreover, a significant difference was found between Family Type and parents monitoring and supervising their wards and that those from Intact Homes scored higher mean to be supervised and monitored as compared to those from Broken Homes ( $t=-1.95$ ,  $CI=-0.19-0.00$ ) (see Table 8). This score relates to the study conducted by Donkor (2010) which indicates that parents noted that the poor performance of their children emanates from their lack of proper supervision of their ward's homework. It also links the study Astone and McLanahan (1991) found that children of single parents reported that their parents had lower educational expectations for them compared to reports from children in intact families. The children from single-parent families group also reported that their parents are less

likely to monitor school work and provide less overall supervision of social activities” compared to reports from children in intact families.

From the study, it was observed that majority of students from intact home higher than those in the broken home specified that their parents do monitor and supervise their school work.

Extracts such as the one below attest to the ordeals of most participants:

*My mother and father supervise and monitor my school work, this is done by making sure that I go to school on time, attend my school P.T.A meetings and find from the school academic board about my academic performance” (IHK5, 2019).*

This student had this to say:

*I don't remember the last time my parent supported me to do my school work. My mother doesn't give me attention and time to monitor and guide my study. Most at times, I do most of my homework and school work alone as if my parents are not surviving. Sometimes I get devastated because I am fed up with my parents attitude toward my school work (BHS4, 2019).*

This study is consistent with (Eamon, 2005) who opined that broken families (Single-parents families) have less time to supervise students school work.

With regards to students getting time to study at home, the study indicated no significant difference between students from intact home and broken home although those from broken homes reported high mean score to have enough time to study at home ( $t=1.76$ ,  $CI=-0.01-0.17$ ) (see Table 8). This is in conflict with study by Abudu and Fuseini (2013), who said that there is evidence that single-parenting has a negative effect on the academic performance of students.

From the study it was realised that, majority of students from broken homes have higher mean than that of the intact home were able to have enough time to study at

homes. Here the students from the single parent family categorically stated that they are not much overburdened with household activities because their single parents support them to do the work and for that matter they have enough time to study at the home. Statement by some participants confirmed that most of the student in the broken home get ample time to study in their homes than those from intact homes.

This participants said that:

*“Yes, I am less busy at my home, although I work but I get enough time for studies in the evening. My father support me in doing some of my household duties so I finish my work on time to learn for not less than three hours before I go to bed” (BHS1, 2019)*

This implies that, most students from single parents' family get ample time for their studies at times even more higher than their counterpart from the intact home hence, they do not get too tired in the home which may not negatively affect their academic performance so there is possible reason for single parent families to determine and prove to others that they can take care of their children.

The reverse of the above is true of intact home homes. Below are some statement given by students who cannot have ample time to study at the home because of their home condition.

*I am a day student, and I stay with my both parents and the workload on me is high. It is so because my mother sells food in order to pay my school fees as my father looks so unconcern. This affects my studies in the home. We are getting to the end of the term but I haven't opened my book for the whole term (IHS1, 2019)*

This means that some intact home victims who stay with both parents may sometimes get tired in the house so much that they cannot even have time to study at the house and this can affect their academic performance in school.

This participants said that:

*I sell chilled water and some other items at a bar called point-4 closer to my school every single day after school, sometimes I don't even go to school because that is what keeps us going as an intact family hence if I don't sell we will not eat (IHK2)*

Similarly, a significant difference was found between student from broken home and intact home as far as punctuality in school/class was concern and that students from broken home scored high mean to be punctual in school/class as compared to students from Intact Homes ( $t=3.73$ ,  $CI=0.67-0.23$ ). This score is not in line with the study of twenty-three persistent truants, Galloway (1985) found that most of the truants came from broken families. From the interview, it was deduced that sometimes students from broken homes become more punctual in school than their counterpart from the intact homes.

This participants said:

*I do not belong to two parent family, I struggle so much in life as a student. My single parent and I work so hard as a result we get assistance from other people to provide my school materials. This makes me punctual in school and this has positively affected my performance in school (BKS4, 2019)*

*Sometimes, because of the day's hard work, I am unable to wake up early or even forget to go to school. This has affected by punctuality in school which resulted in my failure in the last terms examinations (IHN3, 2019)*

Meanwhile, it was found that no significant difference exist among students from broken home and Intact Home as far as students having access to learning materials at home was concerned although students from broken home students scored high mean to obtain learning materials at home compared with intact home students ( $t=1.03$ ,  $CI=-0.42-0.14$ ) (see Table 8). This is not consistent with the study by Onzima (2011) opined that children from broken homes have the tendency of not finishing up their studies at the high school and college levels. The students from broken families

have less parental care, parental monitoring of school work and less social supervision and less educational materials.

**Table 10: Independent T Test results on factors that affect academic performance across Family Type**

Factors affecting academics	Mean		t-statistic	df	Sig.(2-tailed)	95% CI
	Broken Home	Intact Home				
<i>Can't pay attention in class</i>	1.35	1.46	-2.63	279.89	0.01	-0.20--0.30
<i>Parents monitor and supervise work</i>	1.48	1.58	-1.95	241.33	0.05	-0.19-0.00
<i>Having time to study at home</i>	1.47	1.39	1.76	263.65	0.08	-0.01-0.17
<i>Punctuality in school/class</i>	1.33	1.19	3.73	642	0.00	0.67-0.23
<i>I get learning materials at home</i>	1.58	1.54	1.03	271.35	0.30	-0.42-0.14

#### 4.3.4 Research Question 4:

##### **What is the Level of Support Received by Students from Broken/Intact Home?**

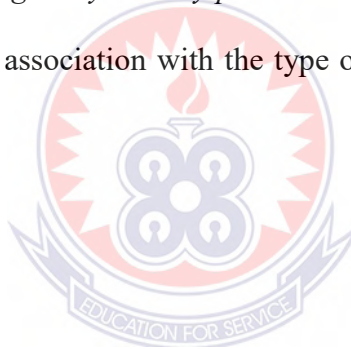
Support received by students from their families (either Broken Home/Intact Home) cannot be overlooked since it has influence on their academic performance of students. Table 9 displays the forms of support received by students from the family type they belong to (either broken home or intact home). It was evident that majority of the students from Broken Homes 85 (53%) disagreed that their parents pay their fees regularly. Meanwhile a reverse occurred among those from intact homes whereby majority of them 262 (54%) agreed that their parents pay their school fees regularly.

Also, while majority of the students from broken homes 106 (67%) disagreed that their parents assist them in doing homework, only half of those from Intact Homes disagreed 244 (50%). From the analysis, it was evident that more than half of those

from Broken Homes 75 (52%) agreed that parents monitor and supervise their academic progress while more than half of those from intact homes 258 (58%) also disagreed (see Table 9).

Moreover, the study revealed that majority of those from broken homes 101(64%) disagreed that their parents provide chop money for school and similar observation was recorded among those from intact homes 255 (53%). Also it was evident that majority of those from Broken Home 89 (56%) their parents attend PTA meetings and this was similar to the observation made among those from intact homes 297(61%).

Finally, the results of the Chi-square test indicated that with the exception of *My parents pay school fees regularly* and *My parents attend PTA meetings*, the rest of the variables had significant association with the type of family students belongs to (see Table 9).





**Table 11: Descriptive Statistics on Family Support received by Student**

Family Support Variables	Broken Home		Intact Home		Chi Value	P Value
	Freq	Percent	Freq	Percent		
<i>My parents pay school fees regularly</i>						
Agree	74	47	262	54	2.68	0.10
Disagree	85	53	223	46		
<i>My parents assist in doing home work</i>						
Agree	53	33	241	50	12.91	0.00
Disagree	106	67	244	50		
<i>My parents monitor and supervise my academic progress</i>						
Agree	75	52	190	42	3.84	0.05
Disagree	70	48	258	58		
<i>My parents provides chop money when going to school</i>						
Agree	58	36	230	47	5.80	0.02
Disagree	101	64	255	53		
<i>My parents attend PTA meetings</i>						
Agree	89	56	297	61	1.38	0.24
Disagree	70	44	188	39		

### **An Independent T Test results on Family Support received by Students**

Table 10 indicates the results of the Independent T Test results on family support received by students from broken/intact homes. It was found that there was no significant difference between students' Family Type one belongs to and parents paying school fees regularly though students from broken homes had high mean score for their parents paying their school fees regularly ( $t=1.64$ ,  $CI=-0.01-0.16$ ).



This does not validate the study by Downey (1994) which found that the low parental involvement in children's school such as attendance at school functions and meetings and providing help in school chores are responsible for the low academic performance of children living in single parent families.

From the interview, it was observed that higher number of broken home students than the intact home are able to pay their school fees.

Statement by most participants show that students from the broken home are able pay to their school fees. This means that they are able to receive the necessary support from their single-parent.

This student had this to say:

*My mother died while I was young, my father is very responsible, he pays my schools fees every term because, she is educated and is a government worker and he pays it at the appropriate time as I am her only child. Sometimes, she pays school fees for two terms together. Most at times I am the first student to pay school fees in my class. This is because my single-parent is working. This has gingered me so much to learn hard (BHN3, 2019)*

On the other hand, from the interview, most students from the two parent family recounted that their parents did not pay their school fees as compared to the students in the broken home.

This participant commented that:

*My both parents are alive, but, they don't pay my school fees. I am sacked from school always. This is because they are not working (IHS1, 2019)*

This study is inconsistent with a study conducted by researchers in the US who consistently found adverse effects of single-parent families on the child's educational achievement. For example, in reviewing research results from large longitudinal data,

(Zill (1996) found that students from nuclear intact families had the best academic performance, while students from alternative family types such as and single-parent families performed not so well

This participant also had to say this:

*I feel quite embarrassed any time teachers come round to check on those who haven't paid their school fees. Most at times I monitor such a way that when I find out that teachers are coming round to sack school fees I ran before they come to avoid any kind of disgrace. This affects my academic performance (IHK2, 2019).*

This view does not validate the study conducted by Abankwah (2013) which states that children in single parent families are three times more likely to drop out of high school than children from two-parent families. Because single parents are the primary and frequently the sole source of financial support for the family, they have less time to help their children with homework, are less likely to use consistent discipline, and have less parental control, and all of these conditions may lead to lower academic achievement.

This participant lamented that because she was not able to pay her school fees, she seemed quite truant and her punctuality in school was also at stake. She recounted that:

*The whole of last term I absented from school for about thirty days. Even the days I attended school, I closed early, thinking that teachers will come round to sack me which will add salt to my injury (IHN3, 2019).*

This is not in conformity with a study which showed that the effect of coming from a low-income single parent family can include things like lower educational level and lower economic achievement and this can result in leaving the child feeling isolated and lonely which affect students' academic performance (Kerby, 2002).

Again, the analysis revealed a significant difference between the type of family student belongs to and parents assisting their wards to do homework and that those from intact homes were more favourable to receive parent support in terms of doing homework ( $t=3.62$ ,  $CI=0.07-0.25$ ).

This is consistent with the study that specified that broken families (Single-parents families) had less time to help students with their homework and are less likely to use consistent discipline, and have less parental control, because they are the primary and frequent sole source of financial support for the family, and all of these conditions may lead to lower academic performance (Astone & McLanahan, 2001).

It was deduced from the study that majority of the students from intact home are assisted by their parents to do their homework as compared to the students from broken homes.

Extracts such as the one below attest to the statements of most participants:

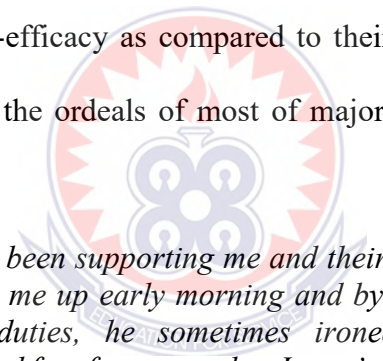
*My parents support me to do my homework. I am a day student and I have been provided with a part-time teacher who support me in doing my homework. This has impacted positively on my academic performance because my teacher spends enough time with me to understand what I am not able to understand well in school (IHS1, 2019).*

Another participant also said this:

*My parents are very supportive when it comes to my homework. I am a Twi student at the SHS so my father supports me when it comes to the customs and traditions of the subject. Sometimes, where he is not sure, he could call some old men who could know better than him to help. My mother also supports me when it comes to poems. This has helped me to gain extra knowledge on the subject apart from what I am taught in school (IHK2, 2019)*

Moreover, from the interview, the majority of the intact home students said that they were able to do well in school because they have support from both parents. However, students from broken homes said that their homes or family type affected their academic performance because they were not having access to the needed support, including financial support to stimulate and motivate them to do well academically. It can be argued that when both parents are present the child would get most care because of the resources received from a mother and a father will make students more resourceful which will promote or facilitate learning and academic excellence.

It has also been established that students who have experienced stability in the family improves cognitive self-efficacy as compared to their peers in broken families. The extracts below attest to the ordeals of most of majority of the participants from the intact homes:



*My parents have been supporting me and their care for me is so great. My father wakes me up early morning and by the time I finished with my household duties, he sometimes ironed my school uniform, prepared my breakfast for me so that I won't be late to school (INK2, 2019)*

This confirms that parents are primarily responsible for the educational and career development of their children (Salami & Alawode, 2000). Literature on academic performance among children suggest that children's academic performance improve when both parents are actively involved in their education.

This participant indicated that her parents help her in home and school work by saying:

*When the light was off one of the days, it was very difficult for me to hold the torch light and write at the same time, but my mother held the torch light which helped me to do my homework that day. It took her*

*more than two hours to help me, but she did not hesitate to help me”  
(IHN3, 2019)*

It was also found that a significant difference exist between the type of family a student belongs to and parents monitoring and supervising his or her academic progress of students and that intact home students were more favourable to be monitored by their parents as compared to broken home students ( $t=-1.96$ ,  $CI=-0.19-0.00$ ) (see Table 10). This has been validated by the view of Donkor (2010) who indicated that parents noted that the poor performance of their children from broken homes emanate from their lack of proper supervision of their ward's homework

This applicant had this to say:

*I don't remember the last time a parent supported me to do my homework. Most at times, I do a lot of things in the house. Sometimes I get devastated because I don't rest at all at the house and this makes me so tired and sometimes unable to go to school next morning  
(BHK2, 2019).*

Moreover, a significant difference was found between the type of family students belongs to and parents providing students chop money and that those from Broken Homes were more inclined to receive chop money as compared to Intact Home Students ( $t=2.46$ ,  $CI=0.02-0.20$ ).

This study supports the literature on academic performance among children which suggest that children's academic performance improve when both parents are actively involved in their education (Nyarko 2007; Nyarko and Vorgelegt, 2007). Two parents' families are more likely to involve in their children's education than single parents.

However, it was also realised from the study that most of the students from single-parents family more than those from the intact home are not supervised or monitored by their parents so far as the doing of homework is concerned.

Extracts such as the one below attest to the ordeals of most participants:

*Hmm! my mother doesn't support me to do my homework, she goes to work early morning and report late in the night when I have even gone to sleep. I am therefore left alone to work on my homework. This affects his or her academic performance (BHN3, 2019).*

Finally, the analysis revealed no significant difference between the type of families students belong to and parents attending PTA meetings although students from Broken Homes had high mean for their parents to attend PTA meetings as compared with Intact Home students ( $t=1.18$ ,  $CI=-0.35-0.14$ ) (see Table 10).

This study been validated by the study conducted Coleman (1993) which emphasised that family structure can constrain the availability of economic and social resources such as the parents' ability to spend time with their child, get involved in their children's educational activities, and use monetary resources in ways that can promote positive educational outcomes. As a result, these time-consuming activities are likely to be related to lower school achievement

From the interview, it was recounted that parents of broken homes are punctual in P.T.A meetings more than the parents from intact home students.

One student had this to say:

*All my parents are surviving but I don't remember the first time any of them my parents attended P.T.A meeting of my school. This is because the demands of my parents' work do not allow them to have time for P.T.A. gathering. This is affecting my educational goals" (IHN3, 2019).*

**Table 12: Independent T Test Results on Family Support Students from intact and broken recieved**

Kind of Family Support Provided by Parents	Mean		t-statistic	df	Sig.(2-tailed)	95% CI
	Broken Home	Intact Home				
<i>My parents pay school fees regularly</i>	1.53	1.46	1.64	642	0.10	-0.01-0.16
<i>My parents assist in doing home work</i>	1.52	1.64	3.62	640	0.00	0.07-0.25
<i>My parents monitor and supervise my academic progress</i>	1.48	1.58	-1.96	591	0.05	-0.19-0.00
<i>My parents provides chop money when going to school</i>	1.67	1.50	2.46	277.33	0.02	0.02-0.20
<i>My parents attend PTA meetings</i>	1.44	1.39	1.18	620	0.24	-0.35-0.14

From the interview, it is conclusive that when the academic performance of students from intact homes is compared to those from broken homes, the performance of the students from the two-parent family was higher than students from broken homes.

However, it was mentioned that there are some students who may come from broken homes but may have higher academic performance than some students from intact homes due to certain factors such as the single parent economic status as compared to that of the intact home parents

It was also emerged that two-parent family is more responsible and supportive than a single family or broken home.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATION

#### 5.0 Introduction

This chapter presents the summary of the entire study, conclusions and recommendations drawn from the findings and their implications. The chapter also ends with suggestions on areas for further research. The study explored the academic performance of students from broken home and intact home in Senior High Schools in the Nkoranza South Municipality of the Brong-Ahafo Region of Ghana. The study was guided by Family Deficit Model, The Social Exchange Theory and the Theory of Social Network Paradigm. The study was a mixed method which was guided by Sequential Explanatory Mixed Method design. The study was underpinned by the pragmatic paradigm. Multi-phase sampling and census techniques were used to select participants for the study. Specifically, census was used to select participants from broken homes while multi-phase sampling technique was used for selecting participants for the intact homes. Questionnaire and interview guide were used to collect data from the participants. The sample size for the study was 646 participants.

Descriptive statistics: Frequency tables, graphs, percentages, means and standard deviations were generated to explain various attributes of the variables under study, while inferential statistics (independent t-test) was used to test hypotheses. Data collection started on 14th April 2019 and ended on 5th May, 2019. Questionnaire and interview guide was used to collect data from the participants. Each interview was audiotaped and transcribed verbatim and data was analysed.



To fulfil the purpose of this study, four research questions were formulated to guide the study and they are as follows:

- i. What is the level of academic performance of Senior High Students from intact and broken homes in the study area?
- ii. What are the effects of parents (mother and father absence) on the academic performance of students from broken homes?
- iii. What are the factors responsible for differences in the academic performance of students from broken and intact homes?
- iv. What is the level of support students receive from broken and intact homes?

### **5.1 Summary of Research Findings**

This section provides a summary of the research findings based on the research findings:-

- 1. What is the level of academic performance of Senior High Students from intact and broken homes in the study area?**

In the study, the academic performance of students from intact homes when compared to the broken homes, the performance of the students from the two parent-family was higher than students from broken homes.

- 2. What are the effects of parents (mother and father absence) on the academic performance of students from broken homes?**

It study found that there was statistically significant difference found between parent type (father or mother absence) and achievement of academic dreams due to broken home. The study also found that students from broken homes who stay with their father had high academic performance as compared to their counterparts from same home who stay with the mother.

Finally, on whether the students' academic performance being affected by home (family type) background, it was deduced that students from broken home could be affected negatively by family background.

**3. What are the factors responsible for differences in the academic performance of students from broken and intact home?**

It was found that there was a significant difference between students' family type one belongs and paying attention in class and that those students from intact homes had high mean score to concentrate less in class room as compared to their counterparts from broken home. This is as result of how responsible single parent family may be as compare to two parents' family.

It was found that there was no significant difference between students' Family Type one belongs to and parents paying school fees regularly though students from broken homes had high mean score for their parents paying their school fees regularly. This was as a result of educational and economic status and the size of the broken home family.

**4. What is the level of support students receive from broken and intact home?**

Again, the analysis revealed a significant difference between the types of family students belong to and parents assisting their wards to do homework and that majority of students from broken homes were more favourable to receive parental support in terms of doing homework as compared to the intact homes.

It was also found that a significant difference exist between the type of family student belongs to and parents monitoring and supervising academic progress

of students and that intact home Students' were more favourable to be monitored by their parents as compared to broken home Students.

## **5.2 Conclusion**

Based on the findings, the following conclusions were drawn:

The study noted and concluded that there is statistically significant difference between the students' family type and academic performance and that academic performance of students from intact homes when compared to the broken homes, the performance of the students from the two parent-family was higher than students from broken homes.

The study further established that students from broken homes who stay with father had high academic performance as compared to their counterparts from the same home.

Again, on the factors responsible for differences in the academic performance it was deduced that broken students pay attention in class than their counterpart in the intact homes.

Finally, it was deduced that intact home students were more favourable to be monitored by their parents as compared to broken home students.

## **5.3 Recommendations**

Based on the research findings, the study makes the following recommendations.

To start with, the study noted and concluded that there is statistically significant difference between the students' family type and academic performance and that academic performance of students from intact homes when compared to the broken homes, the performance of the students from the two parent-family was higher than students from broken homes. It is, therefore, recommended that school management

should encourage the single parents to involve themselves in their children's academic work by embarking on family friendly programs (taking into account the needs and realities of family life) such as guidance and counselling.

The study further established that students from broken homes who stay with father had high academic performance as compared to their counterparts from the same home. It is, therefore, recommended that teachers, children's homes and all institutions who have children at the heart should make it their responsibility to support children whether in kind or cash regardless of being their biological parents.

Again, on the factors responsible for differences in the academic performance it was deduced that broken students pay attention in class than their counterpart in the intact homes. It is, therefore, recommended that Nkoranza South Education Directorate should adopt a holistic approach that will seek to educate parents, teachers, and classmates to offer timely social support that will encourage student both from broken and intact families a comfortable lives in school.

Finally, it was deduced that intact home students were more favourable to be monitored by their parents as compared to broken home students.

It is, therefore, recommended that offices of DOVSU, WAJU and family tribunal courts should be able to perform their roles in a more sensitive manner when resolving problems between marriage couples. They should use tact and wisdom so that one of the partners does not lose interest in the marriage

#### **5.4 Suggestion for Further Research**

Based on the observations during the study, the future research could compare factors affecting academic performance of broken and intact homes in senior high schools.

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## APPENDICES

### APPENDIX A

#### Letter of Introduction



29<sup>th</sup> January, 2019

*TO WHOM IT MAY CONCERN*

Dear Sir/Madam,

#### **LETTER OF INTRODUCTION: MR. GORDON ASANTE**

We write to introduce Mr. Gordon Asante to your outfit. He is an M.Phil. Social Studies Education student with index number 8170140003 from the Department of Social Studies Education, University of Education, Winneba.

As part of the requirements for the award of the Master of Philosophy degree, he is undertaking a research on the topic: *Effects of Broken Home on the Academic Performance of Students in Senior High Schools in Nkoranza South Municipality, Brong Ahafo Region.*

We wish to assure you that any information provided would be treated confidential.

Thank you.

Yours faithfully,

**Lucy Effeh Attom (Ph. D.)**  
*Ag. Head of Department*

HEAD  
DEPT. OF SOCIAL STUDIES EDUC.  
UNIVERSITY OF EDUCATION  
WINNEBA

## APPENDIX B

### Letter of Introduction from GES

# GHANA EDUCATION SERVICE

*In case of reply, the number and date of this letter should be quoted*

Office Tel. Line: 0352097134



Republic of Ghana

**NKORANZA SOUTH MUNICIPAL OFFICE**

POST OFFICE BOX 50

NKORANZA-B/A

GHANA-WEST AFRICA

[gesnkoranzasouth@yahoo.com](mailto:gesnkoranzasouth@yahoo.com)

My Ref. No. GES/BA/NKZ/154/V.8/86.....

Your Ref. No:.....

**Date: September 2, 2019**  
.....

ALL SECOND CYCLE SCHOOL HEADS  
NKORANZA, BONO EAST

### INTRODUCTORY LETTER

GORDON ASANTE

STUDENT REG. NO.: 8170140003

I write to introduce to you Mr Gordon Asante, a final year MPhil (Social Studies) student working on the topic: *Effects of Family Background on the Academic Performance of Senior High School Students in the Nkoranza South Municipality, Bono East: A Comparative Study of Broken and Intact Homes* for your assistance in data collection for his project.

I count on your cooperation.

.....  
**YAW ADOMAKO POKU (MR)**  
**(MUNICIPAL DIRECTOR)**

cc

Gordon Asante  
Victory Presby Church  
Post Office Box 22  
Nkoranza, Bono East

DT/\*



## APPENDIX C

### Questionnaire for Students

#### UNIVERSITY OF EDUCATION, WINNEBA

#### DEPARTMENT OF SOCIAL STUDIES EDUCATION

Effects of family background on the academic performance: a comparative study of students from broken and intact homes in senior high school in the Nkoranza South Municipality, Ghana

Dear Student,

I am a student of the University of Education, Winneba pursuing Master of Philosophy (Social Studies). I am undertaking a study on the effects of family on the academic performance of students in Senior High Schools in the Nkoranza South Municipality in Bono Region.

The study is for educational purposes and your readiness to respond appropriately will make its findings imperative for policy direction. I wish to assure you that your identity and whatever information you provide will be kept confidential.

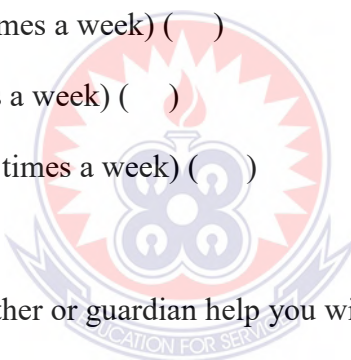
Thank you for your cooperation and assistance.

#### SECTION A

#### SOCIO-DEMOGRAPHIC CHARACTERISTIC

1. What is the name of the school you attend.....
2. How old are you? .....
3. Sex : Male ( ) Female ( )
4. What form/class are you? (a) SHS1 ( ) (b) SHS2 ( ) (c) SHS3 ( )
5. What is your religion? Christian ( ) b. Muslim ( ) c. Traditionalist ( )
6. What is your residential status in the school (a) boarder ( ) (b) day-student ( )
7. Which of your parents do you stay with: father ( ) mother ( ) both ( )

8. What is the cause of your staying with only one biological parent? (a) divorce ( )  
(b) dead c) travelled ( )
9. Your family type: Single parent family ( ) Two parent family ( )
10. When did your parent separate? -----
11. At what age range did your parent's divorce? (a) 1-5 ( ) (b) 6-10 ( ) (c) 11-15  
( ) (d) 16-20 ( )
12. How many years have you stayed with one parent or different person?
13. Who looks after you (Please indicate) -----
14. State the number of people in your family \_\_\_\_\_
15. State your family position (e.g. first born) \_\_\_\_\_
16. How often does your mother / father or guardian inquire about your school work?  
Frequently (4-5 times a week) ( )  
Often (2 – 3 times a week) ( )  
Sometimes (1 – 2 times a week) ( )  
Never ( )
17. Does your mother, father or guardian help you with school work? Yes ( ) No ( )
18. If the answer to the question above is Yes, indicate how often you are helped?  
Frequently (4-5 times a week) ( )  
Often (2 – 3 times a week) ( )  
Sometimes (1 – 2 times a week) ( )  
Never ( )



**SECTION B:**

**For the following descriptions, state whether you strongly agree, agree or disagree by ticking in the box.**

S/n	Item	Strongly agree	Agree	Disagree	Strongly disagree
19	My performance in academic core subjects is affected by my home background				
20	Students who stay with divorced parents do better academically than those who stay with non-divorced parents				
21	Would you say that conditions at home affect your performance at school?				
22	If your parents are divorced, do you think that will prevent you from achieving your dreams of becoming what you want to be in life				
23	I perform well in school because I live with my all parents				
24	I have trouble concentrating or paying attention in class				
25	Students staying with only their father perform well academically				
26	Students staying with only their mother perform well academically				
27	Cannot pay my tuition fees because my mum and dad have separated				
28	I feel lonely at school				
29	Divorced father/mother helps me with and/or supervises homework				
30	Am doing well academically because I live with my father and not my mother				
31	I believe the divorce of my parents affects my academic performance				

<b>31</b>	My parents monitor and supervise the progress of my academic				
<b>32</b>	I hardly get time to study at home because of my long hours of work at home				
<b>33</b>	I am provided with enough learning materials at home to aid my studies				
<b>34</b>	My parents pay school fees regularly				
<b>35</b>	My parents get time to attend school meetings such as PTA				
<b>36</b>	My parents assist in doing my homework				
<b>37</b>	I lose interest in going to school				
<b>38</b>	I pay my school fees regularly because my parents are alive				
<b>39</b>	I am always punctual in school because I live with both parents				



## APPENDIX D

### Interview Guide

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF SOCIAL STUDIES EDUCATION

**Effects of family background on the academic performance: a comparative study of students from broken and intact homes in senior high school in the Nkoranza South Municipality, Ghana**

Dear interviewee,

I am an M. Phil student of the University of Education, Winneba undertaking a study on the effects of family background on the academic performance: a comparative study of students from broken and intact homes in senior high school in the Nkoranza south municipality, Ghana

The study is for educational purposes and your readiness to respond appropriately will make its findings imperative for policy direction. I wish to assure you that your identity and whatever information you provide will be kept confidential. Thank you for your cooperation and assistance. Asante Gordon

#### SECTION 'A'

#### SOCIO-DEMOGRAPHIC CHARACTERISTIC

1. What is the name of the school you attend.....
2. How old are you? .....
3. What form/class are you? (a) SHS1 ( ) (b) SHS2 ( ) (c) SHS3 ( )
4. What is your religion? Christian ( ) b. Muslim ( ) c. Traditionalist ( )
5. What is your residential status in the school (a) boarder ( ) (b) day-student ( )
6. Which of your parents do you stay with: father ( ) mother ( ) both ( )
7. What is the cause of your staying with only one biological parent? (a) divorce ( ) (b) dead c) travelled ( )
8. Your family type: Single parent family ( ) Two parent family ( )

## SECTION 'B'

### **Level of Academic Performance of Senior High Students from Intact and Broken Homes in the Study Area.**

What are the factors responsible for differences in the academic performance of students from broken and intact homes? Probe using the following if possible?

- Academic performance
- Concentration in class
- punctuality
- Please, is there any other thing you would like to add?

### **Effects of Parents (Mother and Father Absence)/ Broken and Intact Homes on the Academic Performance of Students**

What are the effects of parents (mother and father absence)/ broken and intact homes on the academic performance of students? Probe using the following if possible?

- Monitoring of school work
- Educational support
- Achievement of academic goals
- Concentration
- punctuality
- Please, is there any other thing you would like to add?

### **Factors Responsible for Differences in the Academic Performance of Students from Broken and Intact Homes**

What are the factors responsible for differences in the academic performance of students from broken and intact home? Probe using the following if possible?

- Access to educational materials
- Supervision and guidance
- Punctuality
- Concentration
- Time to study
- Please, is there any other thing you would like to add

### **Family Support Received by Students from Broken/Intact Homes**

What is the level of support students receive from their home? Probe using the following if possible?

- Educational support
- Assistance concerning homework and activities
- Financial support
- Monitoring and supervision
- Please, is there any other thing you would like to add
- Beyond all that you have said, what kind of support would you like to get from your home

**THANK YOU**

