

## The Impact of Broken Homes on Students' Academic Performance

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### Abstract

*This study aimed to analyze the influence of problems encountered from broken homes on academic performance among senior high students. This study adopted a Descriptive-Correlational design. A constructed survey questionnaires were given to 168 students identified through purposive sampling for the response of the problems encountered of being in a broken home. Through simple random sampling, another 168 students from two-parent homes were used as a comparison. Secondary data such as grade point average was taken from the School Registrar. Descriptive statistics were employed to summarize the different variables and Spearman correlation was undertaken to identify the significant relationship between variables. Results revealed that there is no significant difference between the academic performance of students from single-parent homes and two-parent homes. It is also found out that problems encountered by students from single parent homes does not affects their studies and learning attitudes. With the aid of Spearman Rho Correlation Coefficient, it denotes a highly significant relationship between problems encountered by the students and their academic performance. This suggest that students are considering their problems as motivation to strive hard in their studies in order to become successful.*

**Keywords:** Broken Homes; Academic Performance

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### Introduction

A child acquires initial education and socialization from significant persons in the family particularly the parents. However, home could be intact or broken. A broken home is defined as one that is not structurally intact because of separation of parents, death of one parent and illegitimacy (Adu-Okoree et al., 2020; Ichado, 1998; Omoruyi, 2014). It is worth noting that broken homes has been unstable that influences the achievement of a student academically. Apparently, there are a lot of studies in literature that deals with the effect of broken homes to students' academic performance (Achilike, 2017; Adu-Okoree et al., 2020; Awoniyi, 2019; Kasoma, 2013; Minolin & Priya, 2018; Ugwuta, 2016; Smardon, 2008). In broken homes, students that have suffered from neglect or lack of care and it is known to be psychologically imbalanced to face the realities their lives. It is worth noting that cognitive development of a child socialization plays a major role. Thiessen pointed out that single parenting is one of the factor that can lead low academic outcomes of adolescents (Thiessen, 1997). This is supported also by Frazer that abnormal conditions in home such as illegitimacy of children, the label of adopted child, broken homes, divorce and parental deprivation are likely to have a detrimental effect on school performance of the child (Frazer, 2001). An argument of the parents is one of the basic causes of broken families as pointed out

by (Saikia, 2017). Furthermore, money is mostly the cause of the basic cause of a couples' arguments. Too much money in a person's mind can cause greediness; this will let the person forget about love towards its partner.

Academic performance is the measurement of student achievement across various academic subjects and considered as important indicator on students learning. Hence, several studies has been proven that there are different determinants of the academic performance of a student (Ainley et al., 1995; Casinillo et al., 2020a; Casinillo and Guarte, 2018; Chunmei et al., 2009; Kabre & Brown, 2011; Mushtaq & Khan, 2012; Nathan, 2008; Schuman, 2000; Weintraub & Sax, 2018). In particular, Fabien pointed out that the factors that determine academic achievement are student characteristics such as innate endowment, perception of self, achievement motivation and attitude towards learning (Fabien, 1991). However, Saikia piercing out that one of the most influencing factor on academic performance of students is their respective family background. And it is found out that broken homes or single-parent homes has negatively affects students' academic achievement and learning attitudes (Saikia, 2017). Abudu and Fuseini asserted that teachers should give pupils from single parent homes attention to enable them cope and that they should equally be counseled to make them adjust to the academic environment because it is evident from their study that students from two parent homes has significantly higher academic performance than the single parent (Abudu & Fuseini, 2013). Thus, it is concluded in several studies that a single parenting has a negative impact on the child's academic performance (Azuka-Obieke, 2013; Pinquart & Kauser, 2018; Turner et al., 2009; Wong et al., 2018).

It was revealed in the study of Omorogiuwa and Omorogiuwa that marital instability influences students schooling adjustment given parental socio-economic status, parental level of education, gender of student and school class or level. The finding of the study indicates that low school adjustment of student often occur due to the influences of marital instability, as a number of children's academic potentials are now confronted with increasing difficulties which places them at risk of poor academic achievement. Marital disharmony is a strong indicator to the academic adjustment and achievement of children because they usually have a strong bond with the nuclear family, most especially the parents and when there is an alteration in this relationship, it does affect the children's schooling (Omorogiuwa & Omorogiuwa, 2016).

Drop Out Reduction Program (DORP) report of Baybay City Senior High School were noticed to have several students who were raised by a single parent or relatives. As a student, their tasks of coming to school every day is to learn and to demonstrate their level of achievement. It is evident to some previous studies that present the same results, that there is a significant relationship between broken homes and academic performances of students or somehow affects their motivation to learn in school (Abudu & Fuseini, 2013; Ichado, 1998; Omoruyi, 2014). Thus, taking into consideration the part of own school's setting, the researchers wonders if it would also contribute to same result. Thus, this study is conducted to evaluate the impact of broken homes on students considering that happiness or well-being is very important factor in teaching-learning process (Casinillo et al., 2020b; Casinillo & Casinillo, 2020). In general, this study aims to investigate if there is an influence of problems from broken homes on academic performance of Baybay City Senior High School students.

Specifically, this study seeks to answers the following objectives: (1) to measure the academic performance of students from single-parent and two-parent homes; (2) to determine the significant difference between the academic performance of students from single-parent and two-parent homes; (3) to evaluate the different problems encountered by the students with broken homes; (4) to determine the significant relationship between the problems encountered by the students with broken homes and their academic performance; and (5) provide some recommendations to improve students' well-being.

## Methods

This study adopted a Descriptive-Correlational design which is based on the study of Casinillo and Guarte that sought the influence of broken homes to the academic performance of the senior high students (Casinillo & Guarte, 2018). Some descriptive measures were used to summarize the gathered data such as frequency distribution, percentages and weighted means (Walpole, 1982). In determining the significant association between problems encountered from broken homes and academic performance, a correlational approach was employed.

Prior to the conduct of this study, a permission of the school principal of Baybay City Senior High School was asked through a formal letter. A non-probability purposive sampling technique was employed to select 168 senior high students who bears the characteristic of being in a challenged homes or broken homes. This was aided through the report from the Drop Out Reduction Program (DORP), Baybay City Senior High School coordinator which has the record of students from broken home. On the other hand, a simple random sampling technique was used to select students from two parent homes with the same number of students for the sake comparison. For the ethics of the study, the selected participants were educated on the purposes of the study. Also, the following participants were informed that the information gathered will be treated with utmost confidentiality and for research purposes only.

A semi-structured questionnaire was constructed to carry out the data for this research which is based on the study of (Saikia, 2017). The questionnaire consists of 15 items which describe the different kinds of problems met by the students from broken homes through a Likert-type scale (Warmbrod, 2014) such as: 4-Strongly Agrees, 3-Agrees, 2-Disagrees, and 1-Strongly Disagrees. The questionnaire was validated through constructive suggestions by fellow teachers and Master Teachers. A pilot study then was conducted to 50 students at Baybay City National Night High School to test the reliability of the questionnaire and it was proven reliable by achieving a Cronbach's Alpha Coefficient of 0.874. Furthermore, the academic performance of the students from First Semester School Year 2017-2018 were taken from the School Registrar of Baybay City Senior High School.

To represent the academic performance of students from single parent and two parent, frequency count and percentage was used according to the scale mandated by the Department of Education (DepEd) Order No. 8 series of 2015, Philippines as shown in Table 1.

**Table 1.** Interval of academic performance and its corresponding description

<b>Academic Performance</b>	<b>Description</b>
90 and above	Outstanding
85 – 89	Very Satisfactory
80 – 84	Satisfactory
75 – 79	Fairly Satisfactory
74 and below	Did Not Meet Expectation

For the comparison of academic performance, Z-test (two sample for means) was used as statistical tool to analyse the significant difference of students from single parent homes and two parent homes. Weighted mean was used to determine the problems encountered by the students from broken homes and the following scoring method below was employed to interpret each of the problem.

**Table 2.** Range of weighted mean perception score and its corresponding description.

<b>Weighted Mean Perception Score</b>	<b>Description</b>
3.25 – 4.00	Strongly Agrees
2.50 – 3.25	Agrees
1.75 – 2.50	Disagrees
1.00 – 1.75	Strongly Disagrees

Finally, Spearman Rho Correlation Coefficient was used as the statistical tool to determine the correlation and significant relationship between the problems encountered by the students from broken homes and the academic performance. To ensure the accurate calculation, a statistical program called Statistical Packages of Social Sciences (SPSS) version 20.0 was used.

## **Results and Discussion**

### ***Academic performance of students from single-parent and two-parent homes***

Table 3 shows the distribution of senior high students under single-parent and two-parent homes in relation to their academic performance. It reveals that dominant of the senior high students are having a good academic achievement level for both single and two parent homes. It also shows that there are only few students with low performance but still meet the passing grade. Furthermore, Table 3 reveals that the academic performance of single-parent and two-parent homes students are almost the same. This suggest that the two types of students has the same level of academic achievement despite of different family backgrounds. This result is not parallel to the existing studies that revealed significant difference between single-parent and intact homes in terms of academic performance and cognitive development ( Falana et al., 2012; Oluwatosin & Joseph, 2011). This goes to infer that this two type of students are well motivated to achieve more in their studies while under the influence of different family situations.

**Table 3.** Frequency and Percentage Distribution of the Academic Performance of Students from Single Parent Homes and Two parent Homes

<b>Academic Performance</b>	<b>Single Parent Homes</b>		<b>Two Parent Homes</b>	
	Frequency	Percentage	Frequency	Percentage
90 and above <b>(Outstanding)</b>	72	42.9%	76	45.2%
85-89 <b>(Very Satisfactory)</b>	75	44.6%	51	30.4%
80-84 <b>(Satisfactory)</b>	20	11.9%	37	22.0%
75-79 <b>(Fairly Satisfactory)</b>	1	0.6%	4	2.4%
74 and below <b>(Did not meet Expectation)</b>	0	0.0%	0	0.0%
<b>Mean</b>	<b>88.44</b>		<b>88.14</b>	

The results in Table 4 presents that z-computed of 0.715 is not significant (p-value=0.475). Thus, it shows no difference between the academic performance of students from single-parent homes and two-parent homes. It could be seen clearly that the mean of single parent homes which is 88.44 is almost the same with the mean of two parent homes

which is 88.13 (Table 3). This result contradicts to the findings of Abudu & Fuseini in their study stating that the academic performance of students between single parent families and two parent families are significantly different, and that the latter has higher academic performance than the single parent (Abudu & Fuseini, 2013). This situation could be linked to the fact that perhaps this single parent had given the role of a two parent where the child has taken care well of. This supports to the idea of Hamilton-Ekeke and Dorgu which states that the environment where a child finds himself/herself goes a long way in determining his learning ability and ultimately his academic performance in school (Hamilton-Ekeke and Dorgu, 2006). These students had start to develop the reality of the problems of the society. Furthermore, it implies that these single parents have big role and responsibility to still cater the different needs of the child. This is supported on the existing studies on the role of parent to child's cognitive development (Cunningham et al., 2004; Bano et al., 2018).

**Table 4.** Statistical z-test results for academic performance between students from single-parent and two-parent homes

Variables	z-computed	df	p-value
Single-parent vs Two-parent	0.715 <sup>ns</sup>	334	0.475

Note: ns- not significant.

Table 5 presents the weighted mean perception score of the problems encountered by the students from broken homes. It is very clear as seen the table that the highest mean perception score among the problems is only 2.41 which is interpreted as disagree and there are two problems which has a mean perception score that falls to strongly disagree. And the over-all mean reveals that the students disagrees that their problems encountered at home affects their schooling. Thus, this result implies that Baybay City Senior High School students from broken homes generally does not encountered problems along the learning process. This result is somehow contradicts to the findings of Abudu and Fuseini, Omoruyi, and Wallerstein. Hence, students under the influence of single-parent homes does not mind family problems but focusing their studies as a normal student (Abudu & Fuseini, 2013; Omoruyi, 2014; Wallerstein, 1991). Even if single-parent students are experiencing lack of family care, but through proper parenting, students can be a good acheiver in their studies (Ma et al., 2018; Nair et al., 2018; Pinqart & Kauser, 2018)

**Table 5.** Weighted Mean (WM) of the Problems encountered by students from Broken Homes

No	Problems	WM	Interpretation
1	I perform poorly in group activities because I find it hard to relate well with my friends from intact homes.	2.01	Disagrees
2	I feel insecure to my classmates or friends as I see that they are being cared by both of their parents and it affects my motivation in achieving my academic performance.	2.33	Disagrees
3	I have difficulty in doing my projects because of financial constraint.	2.41	Disagrees
4	My attendance in school is affected because of financial constraint.	1.82	Disagrees
5	I perform below the expectation in school because I feel that I am not secured.	1.88	Disagrees

No	Problems	WM	Interpretation
6	I perform poor in doing my assignments because of the absence of my father or mother.	1.79	Disagrees
7	My scores in major exam are poor because of the absence of my father or mother.	1.68	Strongly Disagrees
8	I lack the motivation in coming to school because there is no parent who appreciates and cares for my performance in school.	1.92	Disagrees
9	I am doing in disciplinary act which affects my performance in school.	2.19	Disagrees
10	I lack confidence to share my opinion during class discussion or recitation because I don't feel motivated in school	2.19	Disagrees
11	I feel lonely and depressed that I don't belong to an intact family thus, made me less motivated to achieve my academic performance.	2.15	Disagrees
12	My self-esteem is very low that I find it hard to share my feelings with others.	2.36	Disagrees
13	My concentration in studying my lessons is disturbed whenever I feel the pain of not having an intact family.	2.11	Disagrees
14	I do cutting classes engaging in vices such as computer games, excessive alcohol, smoking, etc. just to temporarily forget the situation of the family.	1.54	Strongly Disagrees
15	I am not motivated to study during major examinations.	1.93	Disagrees
<b>Over-all Weighted Mean</b>		2.02	Disagrees

It was found that there is moderately positive correlation having a coefficient of 0.419 and p-value of lesser than 0.01 level of significance which denotes a highly significant relationship exists between problems encountered by the students and their academic performance. Thus, even if the students are encountering problems, their academic performance is still high. This goes to infer that problems encountered as a broken home family is considered as a process that initiates, guides, and maintains goal-oriented behaviours to pursue their studies and achieve good academic performance. In the study of Casinillo et al., academic resilience locates itself in a positive psychology which addresses mental wellness and makes the students positively perceived that education is interesting and worthy to work with despite of problems (Casinillo et al., 2020c). This result is in consonant with the idea of Alika & Edosa, and Saikia that even if splitting up is a broken family, there are still some that run the family well (Alika & Edosa, 2012; Saikia, 2017). There are many families without father, mother, and other members which resulted to lack of care security and discipline but still conditionally and systematically running (Ichado, 1998; Yara & Tunde-Yara, 2010). Some children irrespective of home background or structure may work hard and become successful in life. They understand and accept the problems that happens in the society and takes responsibility to address these problems. Therefore, even if the said problems are involved from being in a broken home by these students, somehow it does not affect their performance in school but instead they are more driven to work hard to achieve their dreams and goals due to the problems that make them strong as an individual. This result is somehow parallel to the study of Omorogiuwa & Omorogiuwa that deals with the influence of marital instability on students' school adjustment (Omorogiuwa & Omorogiuwa, 2016). Furthermore, in the study of Casinillo and Guarte, it is stated that a good teaching strategy can impact on academic performance of students which influences them to pursue

harder in their studies despite of family problems (Casinillo & Guarte, 2018). In addition, students also does not mind the problems at home but rather their interest keep them motivated and improve the academic performance (Casinillo & Aure, 2018).

**Table 6.** Spearman Correlation Coefficient Result and Test of Significance between Problems Encountered by Students from Broken Homes and Academic Performance

Variables	Samples (n)	$\hat{r}_s$	$\hat{r}_s^2 \times 100$ (%)	p – value
Problems from Broken Homes Vs Academic Performance	168	0.419**	17.556	<0.001

Note: \*\*-highly significant at 1% level.

### Conclusion

Results revealed that there is no significant difference between the academic performance of students with single parent and two parents. This situation could be linked to the fact that perhaps this single parent had given well the responsibility of a two parent. It can further be implied that these single parents have big role in catering the different needs of the child. It was found out also that there is moderately positive correlation and a highly significant relationship exists between problems encountered by the students and their academic performance. Thus, even if the students are encountering problems, their academic performance is still high. Generally, it is concluded that a student being from a broken home does not influences the academic performance given that the environment that surrounds the student can still hold on the responsibility of two parent. Furthermore, this study does not imply that it is good to be in a broken home to have a good performance but instead, this gives basis of information for the single parent or guardian to be responsible enough to cater the needs of the student. This situation could be linked to the idea that adolescents of today's generation have developed their personal strategy to cope up with the problems that may encountered. This is to still maintain or improved whenever possible the academic output or performance of students. The competent guidance counsellors also may be prompt enough to welcome these students to be counselled properly in order to help achieve the academic performance.

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