

COMPARATIVE STUDY OF ACADEMIC PERFORMANCE OF STUDENTS FROM BROKEN AND INTACT HOMES IN BIOLOGY IN OMUMA LOCAL GOVERNMENT AREA OF RIVERS STATE: IMPLICATION FOR COUNSELLING

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ABSTRACT

This study investigated the comparative study of the academic performance of students from broken and intact homes in Biology in Omuma Local Government Area of Rivers State. Four research questions and four null hypotheses were formulated to guide the conduct of the study. The study adopted descriptive survey research design. The population of the study consisted of all SS 2 students in public schools in the area. The sample of the study consisted of 200 senior secondary school students drawn through stratified sampling technique. Mean score was used in answering the research questions while t-test was used in testing the null hypotheses at 0.05 level of significance. The results of the study observed that (1) there is significant difference in the mean performance of male students from intact and broken homes in Biology in the area (2) there is significant difference in the mean performance of female students from intact and broken homes in Biology in the area (3) there is significant difference in the mean performance of students from educated parents in intact and broken homes in the area. Finally, there is significant difference in the mean performance of students from uneducated parents in broken homes in the area. Based on the findings of the study, recommendations were made.

Key words: Academic performance, broken and intact homes.

INTRODUCTION

The family is the child's first place of contact with the world. The child as a result, acquires initial education and socialization from parents and other significant orders in the family. Agulana (2013) pointed out that the family lays the psychological, moral and spiritual foundation in the overall development of the child. Every child comes from a home and the home is regarded as the existing point of every human being. The home as a factor has profound role to play in a child's academic life be it negatively or positively.

Due to the importance of home or family, whatever happens in the family could affect the child's educational development as well as academic performance. The writer from personal experiences observed that children from broken homes may not have access and equal educational opportunities as other children especially from intact homes or families. This is why Frazer (2010) explains that psychological home condition, that is to say, homes with psychological problems arise mainly among adopted children, broken homes, divorced and parental deprivation. Such abnormal conditions of the home are likely to have negative influence on the child's performance in school.

Students from broken, divorced or separated homes may experience psychological problems, anxiety, depression and illness which in turn affect the learning and interaction ability of students in the school. Many children from broken homes often feel inferior to other children.

Structurally, family or home is either broken or intact. A broken home in this context is one that is not structurally intact as a result of divorce, separation. When a home becomes broken, it implies that either one parent is absent, leaving the child in the care of a guardian.

Havlaw and Havlow in Udoma (2012) observed that family setting or structure and its socializing influence mould the personality of the child. Individual members of the family serve as a model to the child as he/she copies from each of them.

Oburu (2014) explains that intact home is a home in which the parents are not separated or divorced, but live together irrespective of circumstances. Children from intact homes are less aggressive and perform better in their academic work. Such children are well catered and provided for.

In discussing the influence of broken and intact homes on academic performance of students, Ducan (2001) observed that the relationship between home variables and academic performances are positive but the broken home has negative relationship with academic performance. Allwell (2000) has identified variables responsible for broken home. Such variables include: incompatibility between the couples, lack of sensitivity between the couples, differences in ideology and interest between the couples, personality factors, persistent cruelty between the couples, persistent conflict between the couples, childlessness, bitterness and unforgiveness between the couples, wickedness, religious differences and so on.

Fosukun (2011) noted that children that fell within this category lack motivation, the parents are unable to provide the basic needs of the children. Subsequently, their academic performance will be adversely affected.

Ogunshola (2012) observed that broken home does not only have negative influence on the academic performance of children, it also embraces emotional trauma which can give birth to other problems such as mental retardation, anxiety, different kinds of phobia and personal social problems such as inferiority complex, truancy and examination malpractice.

In his analysis of the influence of gender and parental marital status on the academic performance of secondary high school students in India, Farkhada (2013) found out that male and female students perform academically well in intact homes than their counterparts from broken homes.

Faisal (2014) investigated the influence of parental marital status on their involvement in their children's education in Jordan. He revealed that the relationship between parental marital status and parental involvement in the academic activities of their children. Parents from intact homes are more likely to identify their children's problem to give a possible solution. They also help them to do their home work by providing facilities necessary for leaning and development.

The influence of the level of education of parents on the academic performance of their children is evident in all countries. Pamela and Kean (2010) observed that students whose

parents have a tertiary level of education perform on average, significantly better in tests on science, reading and mathematical ability than those whose parents have only basic schooling or no form of schooling at all.

Research on parenting also has shown that parents education is related to a warm social climate in the home. Dormina (212) observed that educated parents from intact homes positively influenced the academic performance of students. Ogunshola (2012) observed that students from educated parents from intact homes are better prepared for academic activities than students from uneducated homes. Again, the home environment is also seen to influence the academic performance of students.

Therefore, the main purpose of the study is to compare the academic performance of students from intact and broken homes in Biology from Omuma Local Government Area of Rivers State. Specifically, the study will:

- (i) Determine the performance of male students from broken homes and intact homes in Biology.
- (ii) Investigate the performance of female students from broken and intact homes in Biology.
- (iii) Examine the performance of students from broken and intact homes from educated families in Biology.
- (iv) Determine the performance of students from broken and intact homes from uneducated families in Biology.

The following research questions guided the study:

1. What is the difference in the mean performance of male students from broken and intact homes in Biology?
2. What is the difference in the mean performance of female students from broken and intact homes in Biology?
3. What is the difference in the mean performance of students from broken and intact homes from educated families in Biology?
4. What is the difference in the mean performance of students from broken and intact homes from uneducated families in Biology?

The following null hypotheses were tested at 0.05 level of significance:

H₀₁: There is no significant difference in the mean performance of male students from broken and intact homes in Biology.

H₀₂: There is no significant differences in the mean performance of female students from broken and intact homes in Biology.

H₀₃: There is no significant difference in the mean performance of students from educated broken and intact homes in Biology.

H₀₄: There is no significant difference in the mean performance of students from uneducated broken and intact homes in Biology.

Methodology

The study examined the comparative study of academic performance of students from broken and intact homes in Omuma Local Government Area of Rivers State. A sample of 200 secondary school students was random selected through stratified random sampling. An instrument titled the comparative study of academic performance of students in Biology from intact and broken homes (CASAPSBIBH) was used as instrument for data collection. Mean score and standard deviation was used to answer the four research questions while the independent t-test was used to test the four null hypotheses at 0.05 level of significance.

The results were presented in line with the research questions and hypotheses

Research Question One

What is difference in the mean performance of male students from broken and intact homes in Biology?

Mean score was used in answering this research question as shown in Table 1 below:

Table 1: Means performance of male students from broken and intact homes in Biology

Gender of Students	Parental Marital Status	N	\bar{X}	SD	Mean Difference
Male students	Intact Homes	72	75.08	8.33	20.89
Male students	Broken Homes	28	54.19	7.42	

Data in Table 1 shows the mean performance of male students from both intact and broken homes. While the mean performance of male students from intact homes is 75.08, the mean performance of male students from broken homes is 54.19. The standard deviation of the two groups are also shown in Table 1. Data in Table 1 therefore shows that the mean difference of male students from intact and broken homes is 20.89.

Research Question Two

What is the difference in the mean performance of female students from intact and broken homes in Biology?

Mean score was used in answering this research question as shown in Table 2 below:

Table 2: Means performance of female students from intact and broken homes in Biology.

Gender of Students	Parental Marital Status	N	\bar{X}	SD	Mean Difference
Female students	Intact Homes	80	8.41	8.41	19.08
Female students	Broken Homes	20	59.18	7.62	

Data in Table 2 shows the mean performance of female students from both intact and broken home. While the mean performance of female students from intact homes is 78.26, the mean performance of female students from broken homes is 59.18. The standard deviation of the mean performance of two groups of students is shown in Table 2 above. Data in Table 2 therefore shows that the mean difference of female students from intact and broken home is 19.08.

Research Question Three

What is the difference in the mean performance of students from broken and intact homes from educated families in Biology?

Mean score was used in answering this research question as shown in Table 3 below:

Table 3: Mean performance of students from broken and intact homes from educated families in Biology

Parental Education	Parental Marital Status	N	\bar{X}	SD	Mean Difference
Educated parents	Intact Homes	45	77.38	8.48	7.79
Educated parents	Broken Homes	15	69.59	7.51	

Data in Table 3 shows the mean performance of students from intact and broken homes from educated families. While the mean performance of students from intact homes from educated families is 77.38, the mean performance of students from broken homes from educated

families is 69.59. The standard deviation of the mean performance of the two groups of students are shown in Table 3 above. Data in Table 3 therefore shows that the mean difference of students from intact and broken homes from educated parents is 7.79.

Research Question Four

What is the difference in the mean performance of students from intact and broken homes uneducated families in Biology?

Mean score was used in answering this research question as shown in Table 4 below:

Table 4: Mean performance of students from broken and intact homes from uneducated families in Biology

Parental Education	Parental Marital Status	N	\bar{X}	SD	Mean Difference
Uneducated parents	Intact Homes	28	68.93	8.05	5.45
Uneducated parents	Broken Homes	12	63.48	7.39	

Data in Table 4 reveals the mean performance of students from intact and broken homes from uneducated families. While the mean performance of students from intact homes from educated families is 68.93, the mean performance of students from broken homes from uneducated families is 63.48. The standard deviation of the mean performance of the two groups of students are shown in Table 4 above. Data in Table 4 therefore indicates that the mean difference of students from intact and broken homes from uneducated parents is 5.45.

Hypothesis 1

There is no significant difference in the mean performance of male students from broken and intact homes in Biology.

T-test was used in testing this hypothesis as shown in Table 5 below.

Table 5: t-test analysis of the mean difference in mean performance of male students from broken and intact homes in Biology

Parental Marital Status	N	\bar{X}	SD	Df	Standard Error	Cal. t-value	Crit. t-value	Remark
Intact Homes	72	75.08	8.33	98	1.71	12.22	1.96	Significant
Broken Home	28	54.19	7.42					

Data in Table 5 indicates that the calculated t-value is 12.22 while the critical t-value is 1.96 at 0.05 level of significance. Since the calculated t-value (12.22) is greater than the critical t-value (1.96) at 0.05 level of significance, the null hypothesis is rejected. This reveals that the alternate hypothesis is accepted.

The result of this hypothesis shows that the mean difference in the mean performance of male students from intact and broken homes significantly differ.

Hypothesis 2

There is no significant difference in the mean performance of female students from broken and intact homes in Biology.

t-test was used in testing this hypothesis as shown in Table 6 below:

Table 6: t-test analysis of the mean difference in mean performance of female students from broken and intact homes in Biology.

Parental Marital Status	N	\bar{X}	SD	Df	Standard Error	Cal. t-value	Crit. t-value	Remark
Intact Homes	80	78.26	8.41	98	1.73	11.03	1.96	Significant
Broken Home	20	59.18	7.62					

Data on Table 6 reveals that the calculated t-value is 11.03 while the critical t-value is 1.96 at 0.05 level of significance. Since the calculated t-value (11.03) is greater than the critical t-value (1.96) at 0.05 level of significance, the null hypothesis is rejected. The alternate hypothesis is accepted. The result of this hypothesis shows that the mean difference in the mean performance of female students from intact and broken homes significantly differ.

Hypothesis 3

There is no significant difference in the mean performance of students from educated broken and intact homes in Biology.

t-test was used in testing this hypothesis is shown in Table 7 below:

Table 7: t-test analysis of the mean difference in the mean performance of students from educated broken and intact homes in Biology

Parental Marital Status	N	\bar{X}	SD	Df	Standard Error	Cal. t-value	Crit. t-value	Remark
Intact Homes	45	77.38	8.48	98	2.32	3.36	1.96	Significant
Broken Home	15	69.59	7.71					

Data in Table 7 indicates that the calculated t-value is 3.36 while the critical t-value is 1.96 at 0.05 level of significance. Since the calculated t-value (3.36) is greater than the critical t-value (1.96) at 0.05 level of significance, the null hypothesis is rejected. The alternate hypothesis is accepted. This result of this hypothesis reveals that the mean difference in the mean performance of students from educated broken and intact homes in Biology.

Hypothesis 4

There is no significant difference in the mean performance of students from uneducated broken and intact homes in Biology.

t-test was used in testing this hypothesis as shown in Table 8 below:

Table 8: t-test analysis of the mean difference in the mean performance of students from uneducated broken and intact homes in Biology

Parental Marital Status	N	\bar{X}	SD	Df	Standard Error	Cal. t-value	Crit. t-value	Remark
Intact Homes	28	68.93	5.05	98	2.62	2.08	1.96	Significant
Broken Home	12	63.48	7.39					

Data in Table 8 reveals that the calculated t-value is 2.08 while the critical t-value is 1.96 at 0.05 level of significance. Since the calculated t-value (2.08) is greater than the critical t-value (1.96) at 0.05 level of significance, the null hypothesis is rejected. The alternate

hypothesis is accepted. The result of this hypothesis shows that the mean difference in the mean performance of students from uneducated broken and intact homes in Biology.

DISCUSSION

The result of research question one (Table 1) reveals that the mean difference of male students from intact and broken homes is 20.89. When t-test was applied, the mean difference is found to be significantly different at 0.05 level of probability (Table 5). This indicates that male students from intact homes perform better than male students from broken home in Biology in Omuma Local Government Area of Rivers State. This result shows that the care, guardian, supervision and bonding between parents and their children in intact homes is lacking in broken homes. This result agrees with Farkada (2013) that male students from intact homes perform better than male students from broken homes.

The result of research question two (Table 2) shows that the mean difference of female students from intact and broken homes is 19.08. When t-test was applied, the mean difference is found to be significantly different at 0.05 level of probability (Table 6). This result shows that female students from intact homes perform better than other female students from broken homes in Biology in the area. This result reveals that the encouragement female students receive in intact homes is lacking in broken homes. This result is also in agreement with Faisal (2014) that the academic performance of female students from intact homes is better than the performance of female students from broken homes.

The result of research question three (Table 3) indicates that the mean difference of students from intact and broken homes from educated parents is 7.79. When t-test was applied, the mean difference is found to be significantly different at 0.05 level of probability (Table 7). This finding indicates that students from educated parents from intact homes perform better than the students from uneducated parents from broken homes. The result shows that students from educated families from intact homes are well provided for in order to excel in the academic pursuit than their counterparts from broken homes. This result agrees with Pamela and Kean (2010) that parental marital status influence the academic performance of students in India.

The result of research question four (Table 4) reveals that the mean difference of students from intact and broken homes from uneducated families or parents is 5.45. When t-test analysis was applied, the mean difference is found to be significantly different at 0.05 level of probability (Table 8). This result shows that students from intact homes from uneducated parents are well motivated, supervised, planned for and taken care of than students from broken homes from uneducated parents. This result agrees with Ogunshola (2012) that students from intact homes from uneducated parents performs better than other students from broken homes from uneducated parents.

CONCLUSION

Based on the findings of the study, the researcher concludes as follows: (1) that the mean performance of male students from intact and broken homes significantly differ in the area. (2) The mean performance of female students from intact and broken homes in the area significantly differ. That both the mean performance of parents from intact and broken homes and that of uneducated parents differ in the area.

Implications for counselling

The findings of the study have serious implications for family counselling. Couples whose marriages are going through one stressful situation or the other should be encouraged to attend counselling. This will reduce the incidence of broken homes. Another implication of the study for counselling is that counsellors should be employed in secondary schools so that students from broken homes can access such facilities and be able to refocus their lives. Lastly, training institutions should mount courses that will enable counsellors to handle the difficult cases of family or marital counselling.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made:

1. Counsellors should be employed in secondary schools and facilities for counselling should be provided in schools.
2. Counsellors should be motivated to be able to discharge their duties.
3. Parents should be encouraged regularly to go for counselling when the need arises.
4. Couples who are divorced or separated should plan adequately for the upkeep and education of their children.

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