

## **RELATIONSHIP BETWEEN BROKEN HOME AND EMOTIONAL ADJUSTMENT OF SECONDARY SCHOOL STUDENT IN KADUNA STATE METROPOLIS, NIGERIA**

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### **Abstract**

*This study investigated the Relationship between Broken Home and Emotional Adjustment of Secondary School Students in Kaduna State Metropolis, Nigeria. The study adopted a survey research design. The target population of the study were male and female SS II Secondary school students in Kaduna State Metropolis, Nigeria. The sample of the study were 272 respondents drawn from SS II students. Data were collected using Broken Home Inventory (BHI), and Emotional Adjustment Inventory (EAI). The collected data were processed and analyzed using descriptive (frequencies, mean and standard deviation) and inferential statistics Pearson Product Moment Correlation ( $r$ ). All null hypotheses were tested at 0.05 level of significance. The finding shows that relationship exist between broken home and emotional adjustment of SS II secondary students with the following values; parental separation and students emotional adjustment of SS II secondary school students  $r=0.739$ ,  $p=.0002$ . Emotional adjustment and single parenting of SS II secondary school students  $r=0.633$ ,  $p=0.004$ . Emotional adjustment and divorce of SS II secondary school students  $r=0.855$ ,  $p=001$ . From the results of the study it was recommended that ministry of education, Kaduna State Metropolis should have functional psychological testing and counseling centres in all the secondary schools in Kaduna State Metropolis to address students with emotional problems in order to foster positive adjustment.*

**Key Words:** *Broken Home, Emotional Adjustment of Secondary Schools Students*

### **Introduction**

Emotional adjustment can be described as the behavioural process by which human beings maintain equilibrium among their various needs or between their needs and the obstacle of environments. (Mallinckrodt, 1994). A sequence of adjustment begins when a need is felt and ends when it is satisfied.

The concept of adjustment refers to an individual's general adaptation to his environment and the demands of life such as the way he relates to other people that is interpersonal behaviour, handle his responsibility, deals with stress and meet his own need and life satisfaction. The society is dynamic and change is the only constant thing, so the individual's ability to review his attitude and behaviour is an essential ingredient of adjustment. Emotion on the other hand is described as the prime mover of behaviour. A human being is considered as a rational being, but in the grip of emotions people behave like immature. Some people may breakdown completely, cannot take proper decision and many people even collapse in severe emotional arousal. It may also hamper the studies of students and occupations of people. In some people emotion may lead to crime because people lose reasoning power and their ability to control behaviour is hampered. Hence, emotional control and management is very essential for an adjusted life.

Adjustment in school has been described as a very important aspect of student life. Primary purpose of education is to train students to be well adjusted in their emotional life. Human beings have the capacity to adapt to new situation. They do not only adapt to physical demands, but also adapt to emotional pressure. As such, emotional pressure plays an important role in decision making and student's success.

Home can either be stable or broken. A stable home is one in which both parents (mother and father) live together with their children while a broken home is the one in which the home operates that determines the emotional adjustment of the child in school. Homes influence to a very large extent, the adjustment of the child, negativity or positivity. Children that have suffered from neglect or lack of love (in a broken home) are known to be emotionally maladjusted to face the realities of life. When there is disunity in the family or conflict between a mother or father, the child is caught up in the middle and will be at disadvantage/receiving end. According to Giwa (2005),

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

Abdulganiyu (1997), added that researches have shown that children differ in various ways as a result of variables such as home background such as socio-economic status, parental attitude to school and child rearing practice. These home background variables as listed above are also found to be positively related to children's academic achievement. Similarly, Giwa (2005), has investigated the factors within the student's home background, variables such as socio-economic status, family size, birth order, parental attitude, child rearing practices, parental absence or presence have been found to affect social and intellectual learning experiences of children in schools. This is so, because children are born with some emotional, emotions and intellectual needs such as needs for love and security, the need for new experiences through manipulation of object, the need for praise and recognition and the need for responsibility. Many of these needs are lacking among the children in broken homes as such affect their emotional adjustment negatively. The extent to which these needs are met during the formative years of children between birth and the age of six or seven has a significant influence on their success in school.

Adjustment is associated with what is called living system, (Baker & Sriyk, 1984). In the process of adjustment, force is balanced naturally within the system with force originated from the environment. In this regard, adjustment is served as a state of equilibrium, a form of balance in the person's own internal system and the demands from the environment. The equilibrium concept is related to the idea of tension reduction, this implies that adjustment is a process rather than a satisfaction of need, it reduces tension particularly when usual ways of meeting the need are blocked (Elliot, 2005).

Based on the observations above and in line with the assumption that economic and social future of many children in most localities being undermined by cultural practices that promote widespread separation and divorce amongst couples and brought unnecessary hardship to the detriment of growing children. This research is intended to seek for how children from broken homes are emotionally maladjusted as a result of brokenhome.

### **Statement of the Problem**

In Nigerian society, children are sometimes exposed at an early age and stage of development to all sorts of dangers arising from malnutrition, diseases and various temptations of surviving due to the absence of one or both of their parents. Student's life in broken homes is observed by this research in relation with emotional stress that can impair intellectual development,

thereby paving way for children to grow up without being trained properly and emotionally maladjusted.

However, the absence of one or both parents deprives young children stable love, care, security and total support they have been accustomed. They also tend to look different in the eyes of their peers. If children are asked where the missing parent is or why they have a new parent to replace the missing parents, they become embarrassed and ashamed. They may also feel guilty and may think they are unwanted by the society. Such situations can lead to emotional and intellectual imbalance in their cognitive and emotional development. Hence, it becomes necessary to investigate the relationship between broken homes and emotional adjustment with a view to minimize its menace and for emotional wellbeing of children in our society.

In this regard, there is the need to establish a conducive and quantitative environment, where there is collective responsibility to effect good interpersonal relationship at home and school. However, it is observed by the researcher that absence of one or both parent deprives the young children 'from having unstable love, care, security and support, which also lead them to emotional anxiety and maladjustment. This situation may in-turn to have serious effect on their emotional adjustment especially adolescence in secondary school level where collective and cardinal academic relationships are to be created to enhance learning among the adolescence. As such, the need for empirical study becomes pertinent to find-out the relationship between Broken Home and Emotional Adjustment among Secondary School Students in Kaduna State Metropolis, Nigeria.

### **Objectives of the Study**

The following are the objectives of the study:

1. Determine the Relationship between Parental Separation and Emotional Adjustment of secondary school students in Kaduna State Metropolis.
2. Determine the Relationship between single Parenting and Emotional Adjustment of Secondary School Students in Kaduna State Metropolis.
3. Determine the Relationship between parental divorce and Emotional Adjustment of Students in Kaduna State Metropolis.

### **Research Question**

The following are the research questions guided the study

1. What is the Relationship between Parental Separation and Emotional Adjustment of Secondary School Students in Kaduna State Metropolis?
2. What is the Relationship between Single Parenting and Emotional Adjustment of secondary school in Kaduna State Metropolis?
3. What is Relationship between Parental divorce and Emotional Adjustment of Secondary School in Kaduna State Metropolis?

### **Null Hypotheses**

The following are null hypotheses formulated for the study:

1. There is no Significant Relationship between Parental Separation and Emotional Adjustment of Secondary School Students in Kaduna State Metropolis.
2. There is no Significant Relationship between Single Parenting and Emotional Adjustment of Secondary School in Kaduna State Metropolis.
3. There is no Significant Relationship between Parental divorce and Emotional Adjustment of Secondary School Students in Kaduna State Metropolis.

### **Methodology**

This research employs survey descriptive design in investigating relationship of broken home on child emotional adjustment among junior secondary school Students in Kaduna State Metropolis. This design according to Abdullahi (as cited by Razak, 2009) is a form of descriptive research undertaken when dealing with systematic collection of data using interview, observation or questionnaire.

The population of the study consist of secondary school students from S.S II, who came from broken home, selected from six schools in Kaduna State Metropolis. A total population of 902 students from broken homes made up of (491 males) and (411 females) constitute the population. The eight schools comprise of three female student only three male students only and other two are coeducational schools.

The sample size of the study will be two hundred and seven two students (272) selected from the total number of 902 students from broken homes. This is in line with the provision of Krejeie and Morgans (1970) table, that a sample of 272 is appropriate for the population of 902, the researcher will used purposive technique in selection the 272 students from broken homes.

The instruments adapted for this study is Emotional Adjustment Inventory (EAI), developed by Bell (1990), It comprises of two sections, section A-Bio data of the student with nine (9) items while section B deal with Emotional Adjustment scale which consists of 15 items, which is designed to measure Emotional Adjustment of the Student.

**Scoring Guide for Emotional Adjustment:** <29- low adjustment, 30-59- averagely adjusted, 60-100 highly adjusted

To find out validity of the instrument, copy of the adapted instrument was submitted to lectures in the Department of Educational Psychology and Counseling to check its face validity, content and construct for the study.

**Test of Hypotheses**

**Hypothesis One:** the null hypothesis state that there is no significant relationship between Parental separation and students emotional Adjustment  
 Table 4.3.1: Pearson product moment correlation (PPMC) statistics on the relationship between Parental separation and students emotional Adjustment

VARIABLES	N	Mean	Std.dev	Df	Correlation	p matrix
Parental Separation	272	66.3493	14.37605	270	-0.739**	0.002
Emotional Adjustment	272	64.3750	12.35391			

\*\**. Correlation is significant at the 0.05 level (1-tailed)*

Results of the Pearson product moment correlation (PPMC) statistics showed that significant relationship exist between separation and students emotional Adjustment. This is because the associated p value of 0.002 is lower than the 0.05 Alpha level of significance at a correlation index r level of - 0.739. The relationship between the two variables is inversely proportional, implying that the more parental separation the lesser student’s emotional adjustment. Therefore the null hypothesis which state that there is no significant relationship between separation and students’ emotional Adjustment is hereby rejected.

**Hypothesis Two:** the null hypothesis state that there is no significant relationship between separation and students emotional

**Table 4.3.2:** Pearson product moment correlation (PPMC) statistics on the relationship between emotional adjustment and single parenting

VARIABLES	N	Mean	Std.dev	Df	Correlation matrix	p
Emotional Adjustment	272	64.3750	12.35391			
				270	-0.633**	0.004
Single Parenting	272	33.7059	8.97320			

\*\**. Correlation is significant at the 0.05 level (1-tailed)*

Results of the Pearson product moment correlation (PPMC) statistics showed that significant relationship exist between Single Parenting and students emotional Adjustment. This is because the associated p value of 0.004 is lower than the 0.05 alpha level of significance at a correlation index r level of - 0.633. The relationship between the two variables is inversely proportional, implying that the Single parenting of parents has negative effect on student's emotional adjustment. Therefore the null hypothesis which state that there is no significant relationship between Single parenting and students emotional Adjustment is hereby rejected.

**Hypothesis Three:** the null hypothesis state that there is no significant relationship between Emotional Adjustment of student and Parental Divorce

**Table 4.3.3:** Pearson product moment correlation (PPMC) statistics on the relationship between Emotional Adjustment of student and Parental Divorce

VARIABLES	N	Mean	Std.dev	Df	Correlation matrix	P
Emotional Adjustment	272	64.3750	12.35391			
				270	-0.855**	0.001
Parental Divorce	272	32.6434	6.96496			

\*\**. Correlation is significant at the 0.05 level (1-tailed)*

Results of the Pearson product moment correlation (PPMC) statistics showed that significant relationship exist between Emotional Adjustment of student and Parental Divorce. This is because the computed p value of 0.004 is lower than the 0.05 alpha level of significance at a correlation index r level of

- 0.855. The relationship between the two variables is inversely proportional, implying that Parental Divorce has negative effect on student's emotional adjustment. Therefore the null hypothesis which state that there is no significant relationship between Parental Divorce and students emotional Adjustment is hereby rejected.

### **Discussion**

The present research aimed at investigating the Relationship between Broken Home and Emotional Adjustment among Secondary School Students in Kaduna State Metropolis, Nigeria.

The findings of this research indicated that significant negative relationship exist between separation and students emotional Adjustment of SS II secondary school students. The findings agree with that of Othman (2014) on influence of psychological Adjustment on academic performance of international students: The moderating role of social support. The study was conducted to investigate the dimensions of psychological adjustment that might contribute to students' academic performance looking at the moderating effect of social support. The data was collected via questionnaire survey from 498 international students studying in four universities in Malaysia. The results of hierarchical regression analyses indicate that cognitive adjustment is the most significant predictor of academic performance with p-value of 0.000. Therefore, family support was found to enhance the relationship between affective adjustments and academic performance. Friends support on the other hand, moderates relationship between attitudinal adjustments and academic performance.

The study indicated that there is significant relationship exist between single Parenting and student's emotional Adjustment of SS II secondary school students in Kaduna State Metropolis. The findings agree with Ajika, Edosa & Samon (2012) on relationship between broken home and academic achievement of secondary school in Oredo Local Government Area of Edo State, Nigerian. That the effects of broken home can impact greatly on the family and by extension, affects child's emotion, personality and academic achievement. The population of the study is all SSIII students in secondary school bin Ondo Local Government Area in Edo State. It is found that there is no significance relationship between broken home and academic performance of secondary school students: there is no significant relationship between gender and academic achievement of secondary school students from broken home: there is no significant relationship between socio-economic status of parents and academic achievement of students from broken home: the study was correlation design because the study sought to establish the extend of

relationship between the independent and dependent variables, correlation studies investigate. The sample comprises of 150 students from broke home, the researcher adopted the use of stratified random sampling by sharing the schools on this basis into three groups and then selected two schools from each group. This was done to maintain an equal distribution of sample. The result of this study shows that when academic achievement was correlated with broken home of secondary school students, academic achievement had an r value of 125 at  $p < 0.05$  which was a negative significant relationship. The r value indicates that there was a negative significant relationship between academic achievement and broken homes. Consequently the null hypothesis is rejected. This indicates that broken home negatively determine academic achievement.

Research hypothesis investigate that significant relationship exist between Emotional Adjustment of student and Parental Divorce. These findings agree with other researchers. According to Oluwatosin and Joseph (2011) conducted a survey method of research that is aimed at collecting data for the purpose of knowing the effects of single-parenthood on the academic performance and truancy behaviour of secondary school students. The population of this study was drawn from secondary schools in Ado-Ekiti Local Government. The students used were all the students of senior secondary school I and senior secondary school II in Ado-Ekiti Local Government Area. Based on the findings of this study, the hypothesis which states that, there is no significant difference between the academic performance or achievement of adolescent students from single parenting homes and those from intact parenting homes. The result obtained in this study shows that, there is no correlation or relationship between the types of home through which a student come from and his/she academic performance in the school.

### **Conclusions**

1. There has been a lack of real affection and love at home as thus had the highest mean response
2. Their school fees are paid regularly and their school uniforms are adequately provided
3. Majority said they get angrily easy to situation and are moved to tears easily

### **Recommendations**

1. Kaduna State Ministry of Education should have functional psychological testing and counseling centres in all secondary schools to addressing student with emotional problem for proper adjustment.

2. Teachers, administrators should pay more attention to secondary school students who comes from single parenting home and refer them to school psychological testing and counseling centres by adopting this will reduced the emotional challenges.
3. Similarly, Parent should improve on providing more financial support to their child in re- addressing financial problem. This enables the student to be more emotionally adjust to the school environment.

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