UNIVERSITY OF CAPE COAST

THE EFFECTS OF BROKEN HOMES ON ACADEMIC PERFORMANCE OF

PUPILS OF LOWER MANYA KROBO DISTRICT

JUDITH LARTELEY BOYE-LARYEA

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BY

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature………………… Date:……………………………

Name: Judith Larteley Boye-Laryea

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature:………………… Date:…………………………...

Name: Dr. Kwaku Gyasi Badu

ABSTRACT

In the wake of the 21st century, education has more than ever been the number one agenda on the minds of both developed and developing nations. In the developing world, there are a number of issues such as funds and access to quality education militating against quality education. There are these family and cultural issues which are also playing their subtle militating roles which have not been easy to tackle.

This research focuses on the factors that contribute to the breakdown of homes, the influence and the ripple effect of the breakdown often have on children so far as their academic performance is concerned and how conditions like the socio-economic standings of parents contributed to the problem or otherwise. Opinion leaders, parents, teachers and pupils from the Lower Manya Krobo district were sampled for the collection of the data.

It was established that there was a positive relationship between the performance of a child in school and the state of the family. Most children who excelled lived with both parents and well taken care of by their parents whereas children from broken homes performed badly. It is recommended that pre-marital counselling should be given to prospective couple by the key stakeholders in our societies and localities.

ACKNOWLEDGEMENTS

DEDICATION

To all children from broken homes in the country and NGOs whose mission is

to support such children.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Apart from inadequate facilities and resources that can have a negative effect on the academic performance of pupils or students, it has been observed that factors from the home, including parental support contribute significantly to performance at school as well (Hassan, 1983). Children, including adolescents need basic things such as love, affection, security, tenderness, food, clothes, school materials and fees. Those who lack these are often backward in school as they find it difficult to concentrate and study in school. It has also been observed that most school dropouts are children from families whose parents are not able to provide the necessary school requirements (Kerby, 2002). These are confirmed by (Fafunwa, 1984) that parents are the primary agents for educational development of their children. This means that when there is no composition of the home or parents are apart and not together to cater for the needs of their children, the primary educational development and further support are lost.

Rodeny (1985) describes a broken home as a family in which the parents have separated or divorced or essentially not leaving together. In situations like this the upbringing of the child is left solely to one of the parents, most often the woman. Rodeny (1985) definition means that even when parents have not

formally divorced or separated but are leaving apart 'technically' within that period of time the home can be described as broken. The later instance is however very rare.

Messiah (1983) explains that some parents from broken homes are usually found in low status jobs. This may be because they did not have enough school preparations to equip them for high caliber jobs with which to use in supporting their families, a common feature among African women. They begin parenting in poverty and are likely to remain in poverty which have an impact on the education of their children. Even though the effect of broken home on the education of the child is devastating, Davidoff (1987) maintains that it is less devastating where the single parent managing the home is well to do. Dowd (1997) believes that, children from broken homes academic performance is often adversely affected; the stress of inadequate financial resources have adverse effect on the children in broken home/household.

Anselen (1999) also asserts the necessity for combined presence and co-operation of both parents in nurturing the child, since the absence of one parent may lead to unresolved problem of deep crises creating personality problems in the society. Once the child's personality has one problem or the other, it will affect his or her relationship with people and other things around his environment. His educational attainment will also be at risk. The child may also lose interest in education. Davidoft (1987) said that "the general health of a child is central to his overall growth and education" (p.2).

Also a child's physical growth shows a symbolic relationship with his intellectual growth that will enhance his education. The physical development of the child depends on parents' provision for adequate physical and material care which include balanced diet, conducive home environment, clothes, relaxation and resting periods as well as medical care. Consequently, broken homes which most often are not mindful of the nutritional quality of their children's diet does not only lead them to physical retardation but their intellectual retardation as well. Rodeny (1985) held that broken homes do not help children develop as self-actualized individuals and therefore such a practice rather breeds social deviants to the detriment of the society. Consequently the practice as it is currently in trend in most African countries, if not curtailed, will lead to an astronomical rise in crimes of all kinds, such as prostitution, drug abuse, hired assassins and other delinquent behaviours.

Adesina (1995) is of the view that the effect of broken home in the education of children has failed in educating them as supposed. Instead the children are engaged in undesirable behaviours because they have difficulty with life generally. They do not mix well with others properly and have the tendency to drift into anti-social behaviours.

Children in broken homes home been found to be a painful destructive factor in their lives, they most often feel angry at one or both of the parents over the instability of the home. They feel ashamed of their parents behaviour. It is only in few cases that these children do not care, especially when they are from communities where broken homes are rampant. The future appears, uncertain and

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unpredictable. Aggressive behaviours are common and at times the children may have feelings of loneliness. School performances and ability to relate to peers may decline as children are struggling to adjust to living in a broken home family. Teachers commonly describe children of broken homes as more hostile (AnsuDatta, 1984).

In spite of the drawbacks by broken homes in encouraging children to have the best of education, stakeholders in the educational sector are doing well to avert the situation and make education very relevant to children. Basic education forms part of the overall objective of government to reduce poverty therefore issues of education are handled with a developmental perspective. Efforts being made by governments to ensure education thrives effectively include policy interventions like abolishing of school fees and the school feed program.

Abolishing of school fees especially at the basic education level has been adopted by many countries as one of the key policy interventions for influencing education outcomes. Fees charged at schools especially public schools, have been identified as one of the main barriers to education access especially among the poor, orphaned, and vulnerable children within societies (USAID, 2007). School fees and other direct education related costs to households represent a significant obstacle to enrolment especially among the poor and vulnerable households (USAID, 2007). Abolishing school fees will therefore make it easier and less costly for children with these challenging backgrounds to enroll in schools and eventually help in achieving some of the education related goals in the country. According to(Al-Samarrai & Zaman, 2006 and USAID, 2007), as a result of

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abolishing school fees in Malawi, enrolment rates is reported to have increased dramatically at both the primary and the secondary levels and the impact of this increment was very biased in favour of the poor. Similarly, abolishing of the school fees in Uganda nearly led to a doubling in enrolment figures in the year after the abolishing. In Ghana, the results were no different.

Another approach by government to increase school enrolment was the introduction of the School Feeding Program (SFP). The SFP is said to have been introduced for 3 major reasons (Bennett, 2003; Hall, 2007). The first reason is the improvement of the nutritional status of school-going children and the reduction of malnutrition rates. The second includes the improvement of school enrolment, school attendance and cognitive performance, also reducing the gender gap herein. And last but not least is the effect of school feeding on the demand for locally produced foods. Some studies however, according to Martens (2007), indicate an improvement of Body Mass Index (BMI) in primary schoolchildren participating in breakfast supplementation programmes of 0.62 (Ahmed, 2004) and0.23 and 0.28 in undernourished children and adequately nourished children respectively (Powell, 1998). Many children from broken homes who do not have the support of both parents can definitely benefit from these government interventions and be in school instead of selling or trading on the streets.

Amanor (2007) writes that, for all intents and purposes, the mainline churches during the immediate post-independence era were invariably complete replicas of their respective missionary societies. And those missionary societies reached out not only by establishing churches but building schools and hospitals.

The efforts being made by many churches today in education is enormous. From observation of the researcher, there is almost no district in Ghana that has no basic school (either by Methodists, Catholics or Presbyterians). One feature about schools by religious institutions is that they emphasize on ethics and sound religious principles which are often missing in broken homes where particular attention is not paid on the moral consumption of the child.

Traditional authorities as stakeholders in the educational welfare of the children in their communities also support children in basic education and even to higher levels. At the end of the day these children will become assets for their communities. For example, the Otumfuo Educational Fund supports children for basic school in the Ashanti Region and its environs. In ManyaKrobo, the Chief of ManyaKrobo, that is the Konor, and the Queen Mothers Association have established an educational fund that support children from broken home with free exercise books and sometimes bicycles, for those who have to walk long distances to school. Other Non-Governmental Organisations also support education in Ghana in a huge way. For example Plan Ghana gives out text books, school bags and build classroom blocks. Similarly, various foundations of business corporations through corporate social responsibilities support schools through donations and other renovating activities.

Statement of the Problem

The issue of poor academic performance of pupils in the circuit has become a problem for teachers and all stakeholder of education in the area. Parents and education officers are blaming teachers for poor academic work and

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teachers are also blaming parents for child neglect. Portion of the blame is also shifted to pupils for not studying.

The Lower ManyaKrobo District has suffered poor academic performance for a long time. Pupils are not doing well in their Basic Education Certificate Examination (B.E.C.E.). There appears to be negative attitude of pupils and parents towards education. Some pupils end their formal education in primary school while others terminate their programme in the last year of Junior High School, because of financial constraints. It is against this background that the researcher has decided to find out whether broken home is a factor in the poor performance of Junior High School pupil in the ManyaKrobo District.

Purpose of the Study

The key concern of the study was to understand how the future aspirations of Ghanaian school children especially lower ManyaKrobo school children are affected by the experience of broken homes. The study would also suggest strategies, actions and interventions that would build the capacity of school officials, NGOs and stakeholders to assist strengthen the abilities of these children to cope with their trauma and attain their fullest potential.

Research Questions

The nature of the study requires some questions that must be answered at the end to ensure a systematic and objective approach to research. The study will thus examine the following research questions

1. What are the general causes of Broken homes?

2. How does broken home affect the education of school pupils?

3. How can the problems of broken homes be minimized or curtailed to improve the performance of school pupils in schools?

Significance of the Study

According to the National Centre for Health Statistic, the percentage of marriages ending up in divorce has increased considerably over the past years (vital and Health Statistic 2002). Therefore, the study will bring to the attention of teachers and other school authorities how this problem affects their pupils and how to assist these vulnerable children. It will also add to the existing literature on how policy makers and social workers considering passing laws on divorce will treat divorce cases. It will also be useful to the clergy, counselors and other stakeholders on how to manage broken home cases to alleviate the sufferings of the afflicted.

The Setting - Scope

The study was conducted in Lower ManyaKrobo District of Eastern Region of Ghana. The district is located between Asuogyaman and Yilo Districts (Somanya) in the Eastern Region. The main occupation of the people of Lower ManyaKrobo District are farming and trading. Their market days are Wednesdays and Saturdays and they have a population of approximately 154, 301. Lower ManyaKrobo Districts boasts of twenty-eight public junior high schools and thirty four primary schools. In the senior high school category, there are three senior high schools and two vocational schools.

Delimitation of the Study

The scope of the study is limited to the problems facing pupils and students from broken homes in lower ManyaKrobo District. The respondents involved the study were heads of JHS and primary schools, pupils as well as students from the first cycle school. Some students/pupils who have dropped out from school were also involved in the study.

Limitations of the Study

It would have been more inclusive and comprehensive for the research to cover all pupils of Manya Krobo (both Lower and Upper). However, due to financial resource and time constraints for the final delivery of the work the researcher focused on only the Lower ManyaKrobo District.

Organisation of the Rest of the Study

Chapter two treats the review of relevant literature based on the research objectives. It elaborates on the concept of broken homes, the causes and its consequences, the impact of broken homes on education is also deliberated. Chapter three deals with the research design, population, sample and sampling, techniques, data collection procedures, pilot testing of instrument and data analysis.

Chapter four discusses the summary of statistical analysis based on the data collected from the field. Frequency tables and charts are generated to illustrate statements and observations in the analysis. The fifth and final chapter presents the summary of the findings and conclusions drawn from the study as well as the appropriate recommendations.

CHAPTER TWO

LITERATURE REVIEW

Introduction

Having established the fact that the home is a fundamental starting point for any member of the school community, especially the child, it is important to highlight a major factor that can militate against the successful functioning of the school so far as the benefits the child can derive from it is concerned.

The review of the literature is grouped into two, which is, the theoretical literature and empirical literature. Theoretical Literature is about information gathered from literature materials pertaining to the study which is hypothetical in nature. However, the empirical literature has to do with information which is derived from other research findings.

Theoretical Literature

The Family or the Home

The home or the family out of which the pupil and students come is a profound, important factor to consider in the process of education of a child. The family is the oldest human institution. It is society's basic unit. Scholars in the field offer various perspectives on what constitutes a family. They also share their views on the possible types of families. It had been stated that family is a set of people united by ties of marriage or related by blood or through adoption. The

family therefore constitute a complex bond, interacting and communicating with each other in their respective social roles, a husband and wife or father and mother, son and daughter, brother, sister, cousins, aunts, uncles, nephews and niece. Schaefer (2001) is of the view that a family is a group of people related by blood, marriage or adoption who shares the primary responsibility for reproduction and caring for members of society.

According to Asare and Kwafoa (2007), the term family is defined in many ways because there are different types of families. One common definition is that family is a group of persons related by blood, marriage or adoption who may or may not live together. It is the basic unit of society. Husband and wife are related by marriage; children and parent are related by blood. An adopted child is related by adoption.

Members of a family constitute a household. Even if they live apart, they still consider themselves as part of the house hold. Members of a family share resources, responsibility for decisions, values and goals and have commitments to one another over time. Family life has its ups and downs. Families encounter day to day challenges. Some challenges have high impact on the family, such as death and separation or divorce, Asare and Kwafoa (2007).

Death is a serious crisis in the family. It is traumatic. It causes family members severe emotional shock that may take some time to heal. The loss of the bread winner could mean loss of hope to the children's education. Some families do experience divorce which is the legal termination of marriage. Divorce affects the couple and the children as well as other members of the family. Several

writers try to identify the factors that contribute to broken homes. While some share the same views, others have some different views to add to the most common view shared by majority. Fletcher (1971) identifies divorce, death and separation as the main causes of broken homes He said in addition to marriage dissolved by divorce, there are also, of course, homes which are broken by separation. Indeed, the problems attending to separation are probably far worse than those attending to divorce. Hildebrand (1994) in her book entitled *Parenting*: *rewards and responsibility* noted that single parent family consists of one parent and one or more children. Some single-parenting results from legal separation, desertion or divorce. Others are due to death of one parent. Still others are the result of unmarried people becoming parents through birth or adoption.

Ronald and Christine (1993) asserted that marriage can end through permanent separation, annulment, desertion, death or divorce. Most marital dissolution today comes through death or divorce, with somewhat more marriages ending through divorce than through death.

<center>**Types of Broken Homes**</center>

Hurlock (1978) describes a broken home as a situation where one of the parents is dead; where there is separation between the parents; where there is divorce or a situation that necessitates long or frequent absence, by one or both parents. Broken homes are referred in situations where husbands and wives are no longer living together as a couple. Sometimes such families are said to be broken when there is lack of love, mutual understanding and feelings of insecurity among members. A broken home may be defined as a family broken by death, divorce or

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separation because of domestic discord, and for other equally compelling reasons. Some scholars also believe that broken homes evolve from separation of husband and wife for a long time, divorce or death of one or both parents. Apart from the physical aspect of broken home, there are physical, emotional and psychological separations where members are physically living under the same roof, but cannot get along for one reason or the other.

Afful- Broni (2005) identifies the following types of broken homes as those which can occur in the form of divorce, separation and desertion.

a)Divorce

Simply defined as the legal dissolution or the formal termination of marriage, divorce is becoming quite common these days even in societies that were known to be close-knit or held fast to the traditional norms of unity, community and cohesion. The World Book Encyclopaedia (1994) explains divorce as the ending by law of a valid marriage. It is usually distinguished from an annulment in which the court makes a declaration that a marriage is invalid because of some defect at the time of the ceremony. Jorgenson & Henderson (1990) state that divorce is a legal termination of the marriage contract.

b)Separation

Ricker and Brisbane (1992) state that separation is where one spouse moves out of the relationship with notice. In this case, both parties remain married to each other though they live apart. The couple agree to separate and live apart with no legal requirement to meet. A couple can also separate with legal sanctions determined by the court. In legal separation, an order may be introduced by the

court, setting down certain conditions which the couple must follow. These conditions may include financial support, custody of children, visitation rights and division of property. Knox (1998) says that separation or limited divorce is sought by a couple who for religious or personal reasons does not want a divorce or do not have grounds for annulment.

c)Desertion

This is the situation where a partner walks off and breaks off all contacts. Jorgenson and Henderson (1990) postulate that to desert someone is to withdraw, abandon or fail them in time of need. Stewart (1987) refers to desertion as the act by which a person abandons or forsakes, with or without justification, his or her family, thereby, denouncing and evading both lawful and moral responsibilities.

Causes of Broken Homes

There are many problems which married couples are likely to face and if care is not taken, these challenges and problems may weaken the marriage and finally break it down. Some of the problems according to Afful-Broni (2005) are:

Adultery

According to Fields (2001), sexual relation outside marriage indicates a clearly divided love, incomplete affection and sign of unfaithfulness towards one's partner. That is why when this is detected, the offending partner often reacts strongly in an attempt to cover up his or her shame. He concluded that marital unfaithfulness either on the part of the man or the woman is a leading cause of divorce.

Lack of Communication

Effective communication has been identified as the single most important factor in any relationship or interaction. Effective information flows corrects misconception and solves many misunderstandings. When this is lacking, it causes conflicts in marriage. Keeping things to oneself end up in doing harm to both the oneself and the marriage.

Childlessness

Africans, particularly Ghanaians value childbearing in marriage very much. A delay or the inability on the part of married partners to give birth to children could bring bitterness and frustration in marriage. Therefore, when a couple live together for many years without a child and they are convinced that their marriage will be fruitless they may decide to break the marriage relationship.

Interference of In-Laws

Under interference or involvement in the affairs of the marriage by in-laws may affect a smooth marriage such interference may deprive the married couples the kind of privacy and independence they may wish to enjoy. When in laws take side during misunderstanding in the marriage, they sometimes unknowingly end up interfering with the running of their homes. This often results in conflicts between the couples and may lead to breaking of the home.

Financial Constraints

It goes without saying that almost any activity or interaction involves some financial commitments. Marriage, whether in rural or urban areas, christian, or not calls for some expense. It is a common observation that among Ghanaian

living overseas, a major factors the causes separation or divorce is finance, Afful-Broni (2005). In a situation where one partner is unemployed and depends totally on the other, the stability of the marriage may be threatened. Sometimes a couple's problem may stem from how and on what to spend the family income. If one partner feels money is habitually spent on unnecessary things, he or she may be worried about the marital union. When for example, the woman sees the man is spending most of the income on lotto, drinks and frivolous gifts to outsiders while the family suffers for lack of resources, children may be underfed and their basic needs are denied them.

These situations bring about unnecessary hardships on the children and consequently the wife may decide to seek her fortune where there will be greater provision for children and herself, Afful- Broni (2005).

Cruelty and Violence

Afful-Broni (2005) also states that infliction of physical, psychological or emotional pain otherwise known as wife or husband abuse is also a factor that can lead to the breakdown of marriages. Wife and husband abuse sometimes arises as a result of drug abuse, uncontrolled anger, home mismanagement and disrespect. Studies have shown that a man who grew up in an abusive home is quite likely to perpetuate this neurotic behaviour. It has also been found that if no intervention is sought, the abusive man's children will most likely follow suit (Kahneman, Solvic & Tversky, 1982), the abuse may not be only physical, but verbal that is the use of insulting and offensive language on partner which leads to the ruin of a marriage.

Early Marriage

One factor which could contribute to the instability of marriage in the society is the refusal or inability to set a minimum age for those who enter into it. Another cause could be the unqualified excitement that some parents may have over the courtship of their teenage or underage children. Once the parents are unable to caution or offer mature advice about the dangers in early marriage, it will be difficult to stop them from going ahead to marry once pregnancy results. Firebough Deason (1988), supporting this view says that teenage marriages have higher likelihood of divorce, dissolution, or separation than marriages of older people.

It is documented that marriages resulting from premarital pregnancies can be less stable than planned marriages. Such people often marry a person they otherwise would not have seriously considered as a mate at all. (Landis, 1974) Most often these girls are not matured enough either physically or psychological to cope with financial, emotional, social and psychological demands of marriage and raising of children. The lack of ability to withstand the stress and strains of parenthood can eventually lead to divorce.

According to Ricker and Brisbane (1992) early marriage suggests an emotional and social immaturity, an incomplete education, in ability to be self-supporting and lack of opportunity to adjust to marriage before the strains of pregnancy jeopardise the stability of marriage. Due to this lack of experience at a tender age, the couple may only have lust for one another and as result they rush into marriage and the consequence is a broken home at a later age.

Fundamental Differences in Values

It is rather unfortunate that during courtship, many people do not engage in serious discussions about fundamental issues which have lasting effects on the peace and longevity of their planned marriage. It is believed that such discussions often do not take place for fear that one may lose one's chance of being married to this "perfect partners". By serious discussion of values we are not referring to what a wife or husband's favourite colour or breakfast is. Disagreements can range from a wide array of issues, most of which centre around matters of far greater significance.

Sometimes, there seems not to have been a discussion about the size of the family. Whereas for one partner, two children are just about enough, the other may wish for a much larger number and such a disagreement can create tensions which may end in divorce. If for the man, spending time every Friday with his colleagues over some drinks is a non-issue, it could be considered a serious and immoral act by the wife. Apicelli and Smith (1982) believe that one source of conflict that can lead to divorce is the set of problems related to difference in values.

The issue of difference in values is most apparent in mixed marriages which may take one of several forms. If for example the religious, cultural, educational or financial backgrounds of the couple are very different, a number of problems can occur that may lead to divorce, or at best, a rather miserable marriage.

And the last but not least is sexual incompatibility. Even though this is a subject that is rarely touched upon in the preparation for marriage, or even during

marriage, sexual satisfaction has been found to play a rather significant role in the stability of marriages and other relationships. Sexual intercourse is identified as one of the major ways in which couples can express love and affection for each other. The refusal to avail oneself of this union with one's legitimate partner or the inability to obtain sexual satisfaction from one's partner can lead to serious problems. There have been many stories of highly placed wives having sexual relationship with their garden boy, driver or security guard. There have also been reported cases of husbands sleeping with their house helps or secretaries. When people go outside of the marital bed to have intimacy with others, they are laying the ground work for very likely breakup of the marriage, unless effective therapy is honestly and quickly sought. Individual attitudes toward sex and sex-play may also pose serious threats to an otherwise peaceful and successful marriage. In addition to this, a long absence from home by one partner, perhaps as result of heavy work schedule or other reasons could bring about major crises in the marriage.

The Effect of Broken Homes on Education

Broken home has done a lot of harm to many of our Ghanaian children. And the author of Critical Issues for Educational Leadership in Ghana, Afful-Broni (2005), talks about it.

He said the effects that broken home have on people are more tremendous. First and foremost, in as much as both or either of partners may have a called for situation, they are the ones who are hit by its many negative repercussions. The effects of broken homes vary. Even though the couple themselves are the ones

directly hit, the children are the ones who suffer most from these unfortunate effects. A break in the home shakes the very sense of self or the identity of the children in a marriage. It may even be said that in extreme cases of physical, emotional or psychological abuse, the departure of one member of the family fundamentally alters the structure and dynamics of the home. Even when such cases eventually turn out for the good of the rest of the family, it still requires a great deal of adjustment on the part of all involved especially the child and such adjustment can come at great cost.

The idea of having one's parents divorced, under whatever circumstances, can confuse or worry the child. A major reason for this concern may be his awareness of the negative perception of what the Ghanaian society has for divorce or separation. Another factor is that even though we are creatures of habit who are able to develop coping strategies for survival, divorce shakes the stability which all had previously enjoyed, even with the element of abuse. There are of course situations which may be mysterious to the child, situation that seemed perfect to him until the bombshell of divorce or separation comes and these are the ones that hurt most. Such situations can go a long way towards negatively affecting the child's thinking, causing different degrees of distraction and leading to possible crises in psychological development (Muus, 1988).

Where a child from a broken home has his or her total personality at risk performance in academic work is very likely to be negatively affected. His/her relationship with other people might also be poor, making it difficult for him/her to be accepted and admired by peers in or out of school. Research had proved that

marry juvenile delinquents such as prostitutes, drug abusers, thieves, and school dropouts are product of broken homes. Often the risk of girls from such background bearing premarital babies is significantly greater. Woodruff as vital in Dworetzky (1985) is of the view that healthy mental development depends upon adequate provision of personal needs. Both primary and secondary needs bring about behaviour pattern directly towards striving to attain goals. Such striving is dramatically reduced in children from broken homes and the result is a backwardness which contributes to poor academic work.

Apart from quality or level of intelligence that the child inherits, parental socio-economic background is another factor that has great influence and should not be underestimated. At the basic education level where almost all the schools are day-school, the pupils spend a substantial part of the day at home. The ability of the child to progress academically will depend largely on the conditions prevailing in such home, and these can largely depend on the social economic status of the parents.

Various studies have shown that generally, pupils from high socio-economic background perform better than their counter parts whose parent have lower economic status (Kozol, 1991). In the nuclear family, it is usually the parents who make the expected determination to have a firm control on the child's educational processes. Yet even in such cases, divorce or separation can greatly interfere with the children's effective learning process in school. If as result of the absence of a parent the child has to take on extra responsibilities in the home, this will obviously have negative effect on his academic performance.

The phenomenon of broken home is a great obstacle to a child's ability or motivation to succeed academically. It may disturb him emotionally, having deprived him of valuable parental security within the family (AusuDatta, 1984). The child may experience an emotional block which in turn may interfere with his ability to demonstrate evidence of the intelligence which he/she actually possesses. When children are motivated they are inspired to reach higher. Unfortunately, children from broken homes often lack adult encouragement. This lack in turn negatively affects them in more areas then the academic. Children from broken home are sometimes underfed and this affects their health. Since good health promotes learning children from broken homes are often at greater risks than those in healthy homes.

Since a good number of broken homes in Ghana often experience poverty, a child from such a background is more like to suffer want for school materials such as books, pencils or uniforms. Related to this is the needless amount of emotional strain which not only the "burdened" parent suffers, but the children in such a situation as well. Undoubtedly, children from broken homes not only face financial struggles but emotional stress. This belief is confirmed by a study of Farrant (1982) who suggests that poor academic performance could be the result of emotional stress and constrains which come as result of an unhappy home where too many household chores are imposed on the child.

Lastly, it is believed that the child should psychologically be prepared at home before he or she gets to school, which implies that the parent of the child have a part to play in the early preparation and education of the child. The parents

provide for the needs of the child and if these needs are not met, the child will likely lack the quality of mind that will allow him to do any serious academic work. Besides, he may suffer other lacks which can end up making him/her an unhappy and unproductive adult.

Empirical Review

Divorce Impact on Academic Achievement

According to the National Center for Health Statistics, the percentage of marriages ending in divorce has increased considerably over the past 40 years. (Vital and Health Statistics, 2002).With a large percentage of marriages ending in divorce, it is becoming unlikely that in any given year a teacher will not have at least one student who has been affected. Therefore teachers must be aware of the existence of these issues and how they may affect their students' academic performance.

This small scale literature review will look at five studies and compare their findings with respect to the affect of divorce on academic achievement. The studies' findings will be separated into three categories, the first being those that show little or no impact from divorce. The second category will discuss studies that show a correlation between divorce and academic performance. Finally this review will close with a look at a study gauging teacher preconceptions of student performance after a divorce. This finally category is included to address the idea that teachers' expectations could skew other studies.

Studies That Show a Decrease in Performance after a Divorce

Early research into divorce and separation was conducted under the premise that all children would be uniformly affected (Allison, 1989). This theory was later revisited as researchers started to understand that other factors can have an impact on the effect that a divorce will have. Some of the characteristics that might impact on the effect of divorce include gender, age, socio-economic status of the family and maternal employment (Kinard, 1986). However no evidence as of 1986 has shown these factors playing much of a role in the reactions of children to marital disruptions (Kinard, 1986). Allison's (1989) study was conducted using data collected in a nationwide probability sample of children in the United States. The sample consisted of two thousand two hundred and seventy nine children from one thousand seven hundred and forty seven households. This study consisted of two individual data collection sessions, one in 1976 and the other in 1981. The first consisted of personal interviews held with the children in each household and the adult that knew the child best (Allison, 1989). The second also consisted of personal interviews but was not an exact duplicate of the first. There were modifications made to both the measures and questions in the interview due to the age changes of the children over the five year gap (Allison, 1989). During both sessions of data collection questionnaires were sent to one of the teachers for each child with a response rate of 75% in 1976 and 85% in 1981. These variations must be considered when comparing the data between both collection samples. Similarly, Kinard and Reinherz (1986) used two separate collection dates in their study. The first was a state mandated screening three

months prior to children entering kindergarten in 1977. This group was made up of seven hundred and seventy seven members. The second samples included four hundred and thirty two members from the first group who were going into fourth grade. The data collection consisted of questionnaires being sent to the parents of the students entering kindergarten the first time, then to the parents and teachers of the children and the end of third grade. Just as Allison (1989) had some limitations in the sample group so did Kinard (1986). This study was limited to predominantly white working class families near a major city

(Kinard, 1986) Thus this sampling will not represent minorities or those living in rural areas, nor does it take into account the socio-economic variations. Though both of these studies do have limitations in their sample groups, combined they make a strong case for the contention that divorce has a notable impact on academic performance. These studies compared the performance of students who have not experienced a divorce with those that have and agree that a correlation does exist between marital dissolution and academic performance. Allison (1981) found that those who "experienced a marital dissolution were significantly worse off than those who did not," (p. 546) in the area of academic performance. Furthermore Allison (1981) indicates that variations such as age, sex and maternal education have little if any effect on these results. Kinard (1986) agrees that children's academic performance is affected by divorce; however this study suggests that age, sex, and time since the divorce can all mitigate the degree to which a divorce impacts on school performance.

Studies That do Not Show a Decrease in Performance after a Divorce

The variations that may mitigate the results of the above studies are at the heart of the next two studies that will be discussed in this review. A 1989 American study and a 1996 Swedish study both found that divorce does not have a lasting impact on academic achievement. Wadsby (1996) states grade point averages of those students with divorced parents were similar to that of those students with intact families. Furthermore these results were consistent regardless of the length of time since the divorce. McCombs (1989) indicates that many factors influence the impact that divorce has on academic performance but divorce itself does not uniformly influence performance. In 1989, McComb reached this conclusion in a study of 71 adolescents and their mothers. The mothers had all been divorced for less than a year and had custody of the children of whom the mean age was 13.3 years (McComb, 1989). This study further distinguished itself by taking into account the mother's education level and level of depression, interparental conflict and the relationship between the child and each parent. Furthermore, McComb based academic performance on the grade point averages from the most recent grading period. This study showed that there were changes in student's performance which correlated more closely with the changes in the variants listed rather than the actual divorce. Exactly what extent these variants influence the impact of divorce is unclear since the grade point average is taken from one grading period and thus cannot show the progression of performance. In 1996 grade point averages were again used to in the determination of academic performance. This time the study took place in Sweden

and consisted of "all the children (n=74) of a 1-year population of divorcing parents (the parents who filed for and completed a divorce at the District Court in Linkoping, Sweden, between July 1 and June 30, 1988), and who graduated from the 9-year compulsory school within 1 year before, to 5 years after their parents' divorce" (Wadsby, 1996, p. 328).

A second group was formed as a control group made up of 2 classmates of each subject child as a control (Wadsby, 1996). Wadsby (1996) obtained the final grade point averages from school records and was correlated with the divorce records from the District Court. When Wadsby (1996) compared the final grades of the study group to the control group the study showed similar grades for both groups regardless of the time since the divorce. However the study did show a difference in the performance of students from different socioeconomic levels (Wadsby, 1996). Once again this points to the concept of other variants being a guiding influence beyond divorce.

Teacher Expectations

The final study this review will look at investigates the preconceived perceptions that teachers have toward their students' performance after a divorce. This study was conducted by distributing surveys to sixty teachers. (Lewis, 2002) The surveys asked the teachers to rank different criteria of their expectations based for a hypothetical student, with one of four variations being distributed to each teacher (Lewis, 2002). Lewis (2002) shows in this study that teachers tend to expect less from students that come from a divorced family. The study goes on to indicate that the teachers have higher expectations of girls than boys but overall

the expectations are lower than for other students (Lewis, 2002). This survey raises the idea of the self-fulfilling prophecy and again stirs the concept of other variables directing the influence divorce on academic achievement.

The Effects of Family Structure and Parenthood on Academic Performance

Over the years, the investigations of the factors that influence academic performance of students have attracted the interest and concern of teachers, counselors, psychologists, researchers and school administrators in Nigeria (Wiseman, 1973; Sogbetun, 1981). This is because of the public outcries concerning the low standard of education in the country (Imoge, 2002).

The declining quality of education in the country and the breeding of graduates with little technical know-how has resulted in serious setbacks to the industrial development of the nation. Different factors are capable of influencing the academic performance of university students. Such factors may be the student's internal state (intelligence, state of health, motivation, anxiety etc.) and their environment (availability of suitable learning environment, adequacy of educational infrastructure like textbooks and well-equipped laboratories).

Investigation of these factors has produced several findings by researchers. For example, Clemens and Oelke (1976) and Emeke (1984) have attributed the cause of poor academic performance to a combination of personal and institutional factors. Personal factors relate to the individual's intelligence, knowledge and ability. While institutional factors are family or parental influences, societal influences, institutional influences and school related factors-

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student/lecturer rapport, teacher related factors, accommodation and living conditions.

In the same vein, Wiseman (1973), Sogbetan (1981) and Hassan (1983) among others have examined the causes of poor academic performance among secondary school students. Some of the factors identified are intellectual ability, poor study habit, achievement motivation, lack of vocational goals, low self-concept, low socio-economic status of the family, poor family structure and anxiety. The consequences of these include indiscipline in schools and low level of educational standard.

A Daily Sketch publication on "Causes and Cures of Poor Performance at West African School Certificate Examination (WASCE)" in 2006 identified and categorized problems responsible for students' poor performance to problems of teachers, problems of inadequate facilities in the school, problem traceable to students, problems caused by parents and society at large and problems of government policies and low funding of the education sector (Ajila & Olutola, 2007).

Reviewed literature indicated that there is an awareness of the importance of the home environment or family on pupil's/student's academic performance. The home has a great influence on the students' psychological, emotional, social and economic state. In the view of Ajila and Olutola (2007), the state of the home affects the individual since the parents are the first socializing agents in an individual's life. This is because the family background and context of a child affect his reaction to life situations and level of performance. Although the school

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is responsible for the experiences that make up the individual's life during school periods, yet parents and the individual's experiences at home play tremendous roles in building the personality of the child and making the child what he is. Thus, Ichado (1998) concluded that the environment in which the student comes from can greatly influence his performance at school.

Although the home environment or family has been recognized as having a lot of influence on the academic performance of students (Nzewuawah, 1995; Ajila & Olutola, 2007), previous studies have been concentrated on the area of socio-economic status of parents. Other aspects of parental environment such as the structure of the family have been grossly neglected. Yet, Ichado (1998) stated that parent's constant disagreement affects children emotionally and this could lead to poor academic performance in school.

The family lays the psychological, moral and spiritual foundations in the overall development of the child. While the mother's significant role in this cannot be over-emphasized, studies on father-child relationship suggest that the presence of a father in the home influences significantly the development of a child (Agulanna, 1999). Thus, parenthood is a responsibility requiring the full cooperation of both parents who must ensure the total development of their offspring(s).

Structurally, a family is either broken or intact. 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 in which case, the family was never completed (Conkline, 1996). This analysis becomes necessary because life

in a single parent family can be stressful for both the child and the parent. Such families are faced with the challenges of diminished financial resources (Children's Defence Fund, 1994), assumption of new roles and responsibilities, establishment of new patterns in intra-familial interaction and reorganization of routines and schedules (Agulanna, 1999).

These conditions are not conducive for effective parenting. This is because when the single parent is overburdened by responsibilities and by their own emotional reaction to their situation, they often become irritable, impatient and insensitive to their children's needs (Nzenwunwah, 1995).

How Broken Families Rob Children of their Chance for Prosperity in

America

Much of the debate about the growing gap between rich and poor in America focuses on the changing job force, the cost of living and the tax and regulatory structure that hamstrings businesses and employees. But analysis of social science literature demonstrates that the root cause of poverty and income disparity is linked undeniably to the presence or absence of marriage. Broken families earn less and experience lower level of education achievement (Fagan, 1999). Worse, they pass the prospect of meagre incomes and family instability on their children, ensuring a continuing, if not expanding, cycle of economic distress.

Simply put whether or not a child's parents are married and stay married have massive effects on his or future prosperity and that of the next generation. Unfortunately, the growth in number of children born into broken family in America rose from 12 for every 100 born in 1950 to 1958 for every 100 in 1992

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has become a seemingly unbreakably cycle that the federal government not only continues to ignore, but even promote through some of its policies (Heath, 1992). Numerous academic and social science researchers have demonstrated how the path to achieving a decent and stable income in still the traditional one complete school, get a job, get marriage then have children in that order.

Obviously, the journey toward a secure income can be derailed by choices growing children make such as dropping out of school or pregnant before marriage. But generally children who grow up in stable two parent family have the best prospects for achieving income security as adults.

Because of recent advances in the methods social scientist and economists use to collect data, researchers are talking a boarders intergenerational view of America's poor from this vantage point, is has become clear that federal policies over the past three decades have promoted welfare dependency and single parent families over married parents while frittering away the benefits of a vigorous free market and strong economy (Fagan, 1999). Today the economic and social future of children in the poor and the middle class is being undermined by a culture that promotes teenage sex, divorce, cohabitation and out of wed lock birth.

Fortunately, the federal government and state and local communities can play important role in changing this culture to ensure that all children reach their full income potential and do not languish in the poverty trap.

The Link between Divorce and Poverty

To understand the importance of marriage to prosperity and what the determinants of stable marriage are, it is important to look first at the evidence

surrounding the effects of its alternative-divorce cohabitation and out of wedlock birth on children and income. Sadly almost half of American families experience poverty. Following a divorce 3 and 175 percent of all women who apply for welfare benefit do so because of disrupted marriage or disrupted relationship in which they lived with a male outside of marriage (Organization for Economic Cooperation and Development, 1989).

Divorce has many harmful effects on the income of families and future generation. Its immediate effect can be seen in data reported in 1994 by Corcoran, a professor of political science at the University of Michigan. During the years children lived with two parents their family incomes averaged $43,600 and when the same children lived with one parent their family incomes average $25,300. In other words the household income of child's family dropped on average about 42 percent following divorce. By 1997 8.15 million children were living with a divorced single parent. As chart 4 illustrates, there has been an increase of 354 percent since 1950 (Corcoran & Chaudry, 1997).

As substantial as this income reduction is little public attention is paid to the relationship between breakdown of marriage and poverty. Consider by comparison the reaction to a comparable decrease in the nation economy. When American's economic productivity fell by 2.1 percent from 1981 to 1982 it was called a recession. And when the economic contracted by 30.5 percent from $203 million to $141 million (in constant 1958 dollars) from 1929 to 1933 is called the great depression,(U.S. Department of Commerce, Bureau of the Census (1970). Yet each and every year for the past 27 years, over one million children have

experience divorce in their families with an associated reduction in family income that range from 28 percent to 42 percent. It is no wonder that three fourths of all women who apply for welfare benefits do so because of disruption of marriage OECD (1993).

Understandably, mothers who are employed at the time of divorce are much less likely to become welfare recipients than are mother who do not work. And mothers who are not employed in the work force at that time of divorce are as close to going on welfare as are single mothers who lose their job. Divorce is the main factor in determining the length of poverty and spells doom particularly for women whose pre-divorce family income was in the bottom half (6) of the income distribution(Robins,1986).

Divorce, then poses the greatest threat to women in low-income families. Moreover, almost 50 percent of house-holds with children move into poverty following divorce. Simply put, divorce has become too prevalent and affects an ever-increasing number of children (Heath, 1992). In the 1950s the rate of divorce was lower among high income groups, by 1960 there was a convergence of rate among all socioeconomic group. By 1975 for the first time more marriages ended in divorce than death. Since 1960, there has been significant shift in the ratio of children deprived of married. Parents by death compared with those so deprived by divorce. Compared with the number of children who lost a parent through death 75 percent, 150 percent and 580 percent as many respectively lost a parent through divorce in 1969 in 1986 and in 1995 (Glick,1988).

Divorce is linked to a number of serious problems beyond the immediate economic problem of lost income. For instance, the children of divorce parents are more likely to get pregnant and give birth outside of marriage especially if the divorce occurred during their mind teenage years and twice more likely to cohabit than are children of married parent(McLanahan,1988),. Moreover, divorce appears to result in reduction of the educational accomplishment of the affected children, weakens their psychological and physical health and predisposes them to rapid initiation of sexual relationships and higher levels of marital instability. It also raises the probability that they will never marry especially for boys (Thornton, 1991).

For a mother with children, divorce increases her financial responsibility and typically her hours of labour outside the home. Divorce and additional work hours also disrupt the network of support for parenting her children. These additional stress take their toll single mothers experience increased levels of physical and mental illness, all of these outcomes have an effect on family income (Thornton, 1991).

Moreover, the consequences of divorce flow from generation to generation since the children of divorce are more likely to experience the same problems and pass them on to their own children. Significantly, these effects are markedly different from the effect that the death of married parent has on children fact such children are less likely than the average to divorce when they grow up (Glick, 1988). Divorce and Asset formation: little research has been done on the effect of divorce on the assets accumulated over a time by a house hold, but a RAND

corporation study indicate that the effect may be dramatic. Family structure is strongly tied to wealth by the time one researches the sixth decades of life. The assets of married couples in their fifties. (Who are approaching retirement) are four times greater than those of their divorce peer, even when the two divorce household's assets on their assets base in half that of married couples,(Corcoran & Chaudry, 1997).

Upon reflection this makes sense. After a divorce, the largest asset the family home frequently is sold and the proceeds used to finance the divorce and start new homes. In addition, the evidence indicates that the income of divorce households with children drops significantly, thereby lessening the likelihood of asset formation.

Cohabitation and Divorce

Our understanding of cohabitation's effect on income derives, to date mainly from its significant relationship to divorce. People who live together before marrying divorce at about twice the rate of couples who do not cohabit before marriage and four times the rate if they marry someone other than their present partner (Bumpass, Martin, and Sweet, 1991). Furthermore, many of these young adults express uncertainty about their future together. It is both a direct and an indirect factor in reducing average family income. Today more Americans than ever before are living together before marriage an average of 1.5 years. Men and women in their twenties and thirties are living together at much the same rate as before but with a significant difference. Many more now cohabit rather than marry, (Bumpass, 1990).

The proportion of marriage preceded by a period of cohabitation increased from 3 percent in the late 1960s to 49 percent in 1985. Over half of Americans in their thirties today live in cohabiting relationship and more than half of recent marriages were preceded by cohabitation. Larry Bumpass, a university of Wisconsin-Madison professor in the center for Demography and Ecology noted in an address to the Population Association of America that sex living arrangements and parenting depend less on marriages, (Bumpass, 1990).

One reason for this change in America values lies with parent who divorce their children are more likely to cohabit before marriage as young adult. In 1990, 29 percent of those who had continually marriage parent had cohabited before their own marriage but between 54 percent and 62 percent and 62 percent of children from divorce families cohabitation double the rates double again for those cohabit before marriage with someone other than a future spouse forty percent cohabiting couple have children in the home and 12 percent of all cohabiting couples have had a biological child during cohabitation, (Bumpass et al 1991). More than half of adults (56 percent) who live together outside marriage and beget children and then marry will divorce. About 80 percent of children who have lived in a household with cohabiting parents will spend some of their childhood in single parent home.

Give this high level of disruption, cohabitation can be good, a good maker of future weakness in household income and the economic and social situation of children in these unions. The problem is further aggravated by growing cultural acceptance of what used to be described as illicit relationship. Larry Bumpass

found that by the early 1990s only 20 percent of young adults disapproved of premarital sex, even for (eighteen) years old and that only one six explicitly disapproved of cohabitation under any circumstances, (Bumpass, 1990).

The risk of divorce is tied directly to factors in one's family back ground and such other factors as the divorce or cohabitation of one's parents (a) and being born to a very young mother (b).

The research also shows that divorce is linked to level of education. In general the more educated a person is the less likely he or she will be to divorce. Divorce rates are one third lower among women who have completed high college than among those who have not completed high school. Divorce also is linked to lower intelligence scores, (Bumpass, 1990).

Children raised in their original family with two parents are more likely to marry as adult and children of early marrying parent tend to marry as adults. Children of low income married families tend to marry much earlier than children of high income married families, while those who were raised from early childhood in an intact marriage tend to delay the onset of marriage. Those that experience the disruption of their parent's marriage tend to marry or cohabit at earlier ages. Grown children whose parents are divorced experience a 3 percent to 6 percent reduction in the likelihood of marriage at any particular age. Young single mothers are more likely to marry their way out of poverty than are older women. A trend supported by the findings of studies that poor single-parent mothers hold mainstream value about marriage. For older mothers education provides a more likely way out of poverty. Jane O'Neil professor of economics

and finance at Baruch College of the city university of New York and former director of the congressional Budget Office estimates that about 50 percents to 60 percent of single mothers who go on welfare leave the program within two years, most leave because they marry while others leave because their income has increased. According to a 1994 report in America Economic Review those who leave welfare because of marriage are the least, (Bumpass, 1990).

It is against this background that this study was conceived to investigate the effects of broken homes on the academic performance of pupils in the basic schools of the Lower Manya Krobo District of the Eastern Region.

CHAPTER THREE

METHODOLOGY

Overview

The study seeks to investigate the effect of broken home on academic performance of children in Lower ManyaKrobo district. The study attempts to unearth the causes of broken homes and behaviour of parents that contribute to the problem. Furthermore, the study examines how children in broken homes could be helped and how to minimize the effect of broken home on academic performance of children. This chapter dwells on the research methodology adopted for the study. This covers the population and sample, sampling procedure, instruments and their design procedure of data collection and how the data collected was analyzed.

Research Design

The study is a descriptive survey. The descriptive survey attempts to measure what exists with respect to variables or conditions in a situation. According to Creswell (2003), a descriptive survey basically enquires into the status quo. It is preferred because of the economy of the design and the rapid turnaround in data collection. The descriptive survey was chosen because it can be used to provide a lot of information from quite a large sample of individuals. Thus, inference can be made from the sample about the population. The design,

however, has its disadvantages. It is very difficult to construct, since the questions posed to be answered must be very clear to the respondents if the right responses is to be elicited. One has to ensure that a sufficient number of the questionnaires have been answered and returned so that meaningful analysis can be made.

Despite these misgivings, it is considered the most appropriate of all the designs to be used to find out the effect of broken homes on academic performance of children in the Lower Manya Krobo District.

Population

The target population for the study consisted of 4485 pupils, 253 teachers in 27 schools in five communities in the Lower Manya Krobo district. In addition 50 parents whose wards attend the five selected schools in the district and some opinion leaders in the district were included.

Table 1: List of public Junior High Schools in Lower ManyaKrobo district

No	Name of community	Name of school	Number of teachers	Number of students
1	Kpong	Kpong LA (EP) JHS	11	195
2	Kpong	Kpong Methodist JHS	11	215
3	Kpong	KpongPresby JHS	11	131
4	Kpong	Kpong R/C JHS	11	222
5	Akuse	Akuse Holy Family R/C JHS	11	213
6	Akuse	Akuse Methodist JHS	11	132
7	Akuse	AkusePresby JHS	6	79
8	Okwenya	Okwenya LA JHS	6	90
9	Agomanya	Agomanya Methodist JHS	8	221
10	Agomanya	Agomanya R/C JHS	12	332
11	Manyakpongunor	Manyakpongunor Presby	11	272
12	Nuaso	Nuaso St. Clement R/C JHS	11	126
13	Nuaso	Nuaso Anglican JHS	6	88
14	Nuaso	RamseyerPresby JHS	6	125
15	Piengua	PienguaYokwenor JHS	6	118
16	Agomanya	Madrasat Islamic	6	57
17	Odumase	OdumasePresby JHS	6	182

Table 1: Cont'd

18	Kodjonya	MilleniumPresby JHS	11	185
19	Odumase	Odumase Anglican JHS	11	259
20	Odumase	OdumaseAkro JHS	11	217
21	Ayemersu	Ayemersu R/C JHS	6	55
22	Atua	Atua St. Paul Presby JHS	11	275
23	Odumase	Forman Memorial JHS	11	234
24	Atua	Mt.Mary Demonstration R/C JHS	11	337
25	Oborpah	OborpahDjerkiti JHS	4	42
26	Oborpah West	Oborpah West LA JHS	4	52
27	Tsledorm	Tsledorm LA JHS	4	30
Total			234	4485

Sampling and Sampling Technique

Five schools representing 19% of the total number of schools were drawn by the simple random technique out of the 27 Junior High School (JHS) in the study area. The schools were numbered serially and their serial numbers were written on pieces of paper, rolled and put in a container. Five of the papers were drawn one after the other. This made the sample for the study more representative.

Table 2: The Schools Selected for the Study

No	Name of school	Number of teachers	Number of students	Respondents	
				Male	Female
1	KpongPresby JHS	6	131	18	12
2	Nuaso Anglican JHS	6	88	12	18
3	Agomanya Methodist JHS	11	221	12	18
4	PienguaYokwenor JHS	6	118	21	09
5	OdumaseAkro JHS	11	217	15	15
Total		**40**	**775**	**78**	**72**

With respect to the students, a total number of 150 JHS students were drawn for the study in which 30 students from each school were selected. The admission numbers of the various students were collected and the appropriate sampling procedure employed in the selection of respondents for the study. The admission numbers were written on strips of manila card boards and drawn at random from a box to select the students for the study in each school.

A proportion of 19% was used to decide the student sample representation in each school. This procedure was employed to make the sample more representative of the population. Pertaining to the teachers, 15 out of the 40 teachers in the selected schools, (i.e.38%) of the teachers were used for the study, three were selected from each school. The researcher also selected 50 parents, who had at least one ward among the 150 students that had been selected, as respondents for the study. The researcher gave numbers to the students and those with odd numbers had either the father, the mother or the guardian selected as

well. The aim was to compare results and make the study valid and reliable. This procedure is a simple random sampling method.

Purposive sampling was used to select some opinion leaders in the district. According to Merriam (1998), purposeful or purposive sampling is usually based on the assumption that investigation aimed at discovering, understanding and gaining insight and must therefore select a sample for which the most can be learned.On that note respondents were basically from the District Assembly, District Education Office, member of the clergy,sub chiefs and assemblymen from the selected communities and other stakeholders were contacted. Their selection was based on the fact that they would have the needed information on broken homes and academic performance of pupils in the district.

Table 3: Category of Respondents by School and Gender

Respondents	Category of Schools											
	1		2		3		4		5		Total	
	M	F	M	F	M	F	M	F	M	F	M	F
Teachers	1	2	1	2	2	1	3	0	2	1	9	6
Students	18	12	12	18	12	18	21	9	15	15	78	72
Parents/Guardians	0	10	3	7	2	8	3	7	2	8	10	40
Opinion Leaders											16	4
Total	19	24	16	27	16	27	27	16	19	24	113	122

Instruments

The questionnaire and interview methods were used for data collection. Kerlinger (1973) observed that the questionnaire is widely used for collecting data

in educational research because it is effective for securing factual information about practices and conditions and for enquiring into the opinions and attitudes of a subject.

Again, the questionnaire was used because it is stable, constant and has a uniform measure without variation. It also offers less opportunity for bias caused by the presence or attitude of the interviewer (Sarantakos, 1998). The interview technique was also employed because of numerous advantages. It has the advantage of flexibility. The researcher has control over the way in which questions are ordered. Personal contact increases the likelihood that the individual will participate and will provide the desired information.

According to Sarantakos (1998), the interview guide offers such unique advantages such as providing an enabling environment for the participant not to know or change the order of questions they answer. Besides, completeness of the interview is guaranteed and the interviewer has control over the time, date and place of interview. Ary (1990), opines that there are disadvantages in using the interview technique. Interviews are more expensive and time consuming than the questionnaire in spite of its numerous advantages. Interviews may be affected by deliberate misinterpretation of facts, genuine mistakes and unwillingness to offer information.

For parents, the researcher developed a structured interview format (Appendix B) to measure the factors that affect performance of their wards. The interview method was used because majority of the parents were either illiterate or semi-literate. Another reason for using the interview method was the fact that,

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the return rates of questionnaires was quite slow but with the interview majority of respondent could be interviewed at the same time and return rate is faster. The interview technique has numerous advantages: It has the advantage of flexibility; the researcher has control over the way in which questions are ordered; personal contact increases the likelihood that the individual will participate and will provide the desired information.

Again, the interview method gives the researcher the opportunity to access what is inside the respondent's head and to measure or find out what they knew or thought (Beed & Stinton, 1985; Dick 1987) explains it this way: We interview people to find out from them those things we cannot directly observe. We cannot directly observe feelings, thoughts and intentions. We cannot observe behaviors that took place at some previous points in time. We cannot observe situations that directly preclude the presence of an observer. We cannot observe how people have organized the world and meanings they attach to what go on in the world. We have to ask people questions about those things. The purpose of interviewing then, is to allow us enter into other person's perspective. The interview schedule consisted of 24 items which were divided into five sections: A, B, C, D and E. The description of each section and number of items were as follows:

Section A looks at information on personal data. According to Weiss (1972), the biographic data of participants among other things helps in determining the extent to which data provided by participants could be depended upon. Such information, according to him, assists knowing the type of people who were involved in the study.

Section B sought information on causes of broken home. The question requested respondents to indicate the main cause of separation or divorce. This was measured with the question, what problems do you have in your marriage? The possible answers which were provided were finance, lack of communication, unfaithfulness, violence (physical and verbal), interference of in-laws and childlessness. According to the literature review, the above mentioned are the main causes of broken homes which eventually affect performance of children in school.

In section C, the items were designed to elicit information on how behavior of some parents led to the problems of broken home. Respondents' behaviors were used as the causes of broken homes.

Section D was based on helping children or student in broken homes. The respondents were requested to indicate some help that teachers or opinion leaders can offer to children from broken homes. According to Afful-Broni (2005, page 127), educational leaders and teachers must be able to investigate and identify the unique contexts out of which pupils come so that they will be in a better position to help those from broken homes who may have psychological or emotional problems.

In section E, items were designed to elicit information from parents and opinion leaders on how to minimize broken homes in the community. (Afful-Broni, 2005, p. 128) writes that sometimes, through the Parents-Teachers Association (PTA), the school management committee or workshops and seminars, parents can receive support and counselling to assist them to live together in healthier ways so

that divorce, separation or any aspect of broken homes can be avoided. School guidance coordinators should not limit their schedules to students but seek to inform parents about the need to maintain a happy and united family as well as educate those parents about the serious repercussions that broken homes can have on their children. Educational leaders can work in collaboration with the Department of Social Welfare, the family tribunals and the Women and Juvenile Unit (WAJU) in educating parents on their responsibilities towards their families.

The questionnaire developed for students/pupils to measure the effect of broken homes on their educational performance did not differ significantly from that of the teachers, opinion leaders and parents. It consisted of 18 questions grouped into sections A, B, C, D and E. As in the other questionnaires, section A sought information on biographic data. It consisted of 3 items i.e. sex, age and classes.

Section B also consisted of two items concerning household structure which was measured with questions such as, who are you staying with?, for which the following possible answers were provided: both parents, father only, mother only, guardian and others, please specify. To gain more insight into the household structure, the question, if you are not staying with both parents, why? , was posed and the responses were categorized as follows: father deceased, mother deceased, parents are divorced and a parent traveled outside the country.

The section C requested respondents to answer questions such as, if your parents are divorced or not living together, why do you think this is so? The responses

were grouped: they are always quarrelling or fighting, my father has married again, my mother has married again and others please specify.

Section D sought out the information on how children from broken homes could be helped. This was measured with a question asking students to indicate their level of academic performance in school in categories of: excellent, good, average, below average and poor. The section asked to indicate whether conditions at home affected their academic performance where the responses were yes and no.

The literature review on children performance in education indicates that the idea of having one parent divorced, under whatever circumstance, can confuse or worry the child.

Section E was based on minimizing the effect of broken home affect academic performance. Some of the major items raised were; whether pupils thought their parents were aware of the problems they faced in school as result of their divorce do you think your parents are aware of problems you face in school as a result of their divorce and also whether the parents showed any kind of concern.

Pilot Study

Items in the questionnaire and interview designed for the study were adapted by the researcher from review of related literature. They were tried on 20 respondents comprising 10 students, 5 teachers, 4 parents and 1 assembly man from Madrasat Islamic JHS at Agomanya, one of the communities in the Lower ManyaKrobo District. Madrasat Islamic JHS was selected because firstly, the

school is situated in a community whereby most of the parents lived in the villages and sent their children to live on their own to attend school.

The data collection process began on 4th February, 2010. It took the researcher a day to retrieve questionnaires and conduct interviews. The result of the pre-testing revealed certain problems in some of the items in the questionnaires. For example, most pupils could not read and answer the questionnaire until they were guided.

The answers of the respondents revealed lack of understanding of some of the questions or the format. These questions were reworded and the format reorganized. Secondly, the teachers were feeling reluctant to accept the questionnaires till the head teacher talked to them. Also most of them did not want to declare their marital status and level of qualification. It is important to note that pupils and teachers used for the pretesting were not used for the main study as that would affect reliability and validity.

Data Collection Procedure

The data collection process began on 9th March, 2010 and ended on 15th March, 2010.The questionnaire for teachers and students were personally delivered to the two groups in their various schools after obtaining permission from the head teachers of the schools. The student respondents in each were put together with the help of the assistant heads. The purpose of the study was explained to them by the researcher after which the questionnaires were given out. The researcher was available to explain points that were not clear to respondents.

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A few of respondents asked a few questions to clear their doubts and misunderstandings. The questionnaires were collected on the same day. This was done to ensure 100% return rate.

The researcher repeated the procedure used for students in the case of the teachers except that in some schools the teachers were very helpful to take the questionnaire to various classrooms and return them after completion. The completed questionnaires were collected back on the same day as that of the students. The various schools selected in the nearby community had their questionnaires administered on the same day especially Akro JHS and Agomanya Methodist JHS to save cost and time. Selected schools in Yowe and Nuaso which are Piengua Yokwenor JHS and Nuaso Anglican JHS had theirs on 12th March, 2010. The researcher ended up in Kpong Presby JHS on 15th March, 2010 and the 5 schools selected in the Lower ManyaKrobo District were all covered.

In the case of the parents, the researcher again administered the questionnaires and interviews personally. Permission was sought from the heads of schools to use the parents of the students who were selected as respondents for the study. The researcher was introduced to the parents at an emergency meeting held by the PTA where the purpose of the study was carefully explained. All questionnaires given out were retrieved. Concerning the interviews, the questions were read out and explained in the local languages to respondents individually who could not read and write and responses were recorded in the jotter of the researcher.

Problems Encountered During Data Collection

Most of parent respondents who responded in writing could not properly understand some of the questions, so the researcher had to explain issues involved to them. Some respondents were feeling reluctant in answering the questions because they thought they were revealing secret issues to the researcher. The researcher had to convince them that it was for a particular purpose and would be kept confidential. Others just refused to respond so the researcher had to explain again that the study was to find solutions to the numerous problems confronting the academic performance of most children.

In conclusion, most of the parents and guardians did not understand English but the researcher, who was fluent in Dangme, was able to translate and conduct the interview in the local language they were all conversant with.

Validity and Reliability

Validity refers to the accuracy or truthfulness of the measurement used. This test is necessary to ensure what is required are being collected through the right kind of questions. Reliability on the other is about the consistency of the data sampled. This is to ensure that when the questionnaires are used to collect data again the same or similar results should be obtained.

To ensure face validity, all three questionnaires were tested with the various groups of respondents in a pretesting process under the pilot study. As described earlier, this is to validate the understanding of the various respondents to the questions that were posed in the survey questionnaire. To ensure the content validity of the questionnaires, the questionnaires were guided by the objectives of

the study and the research questions. Other important literature on the subject of family, divorce and academic successes of children were also visited to ensure rich content of the subject matter. Again to ensure construct validity the questionnaires were designed in a way that the respondents could easily respond to them.

Data Analysis

For statistical analysis of results, data collected in this research was processed and according to the format required by the Statistical Product for Service Solutions (SPSS) for Microsoft Windows. Each question was numbered serially according to the sequence in which they were received. Simple percentages were used to describe respondents' biographic data and also to answer the research questions. Microsoft Excel was also used to generate some of the charts.

According to Sarantakos (1998), the analysis of the data allows the researcher to manipulate the information collected during the study in order to assess and evaluate the findings and arrive at some valid, reasonable and relevant conclusions. The responses were quantified and coded on broad data summary sheets to facilitate easy loading into computer. Descriptive statistics was used to analyze the data. Percentages and frequencies were calculated and tables were constructed to illustrate the figures.

CHAPTER FOUR

RESULTS AND DISCUSSION

Overview

This chapter deals with the graphical presentations, analysis of the results obtained and the discussion of the various results. The analysis was focused on background of respondents, causes and effects of broken homes as well as how to arrest the problems of broken homes.

Gender Distribution of Respondents
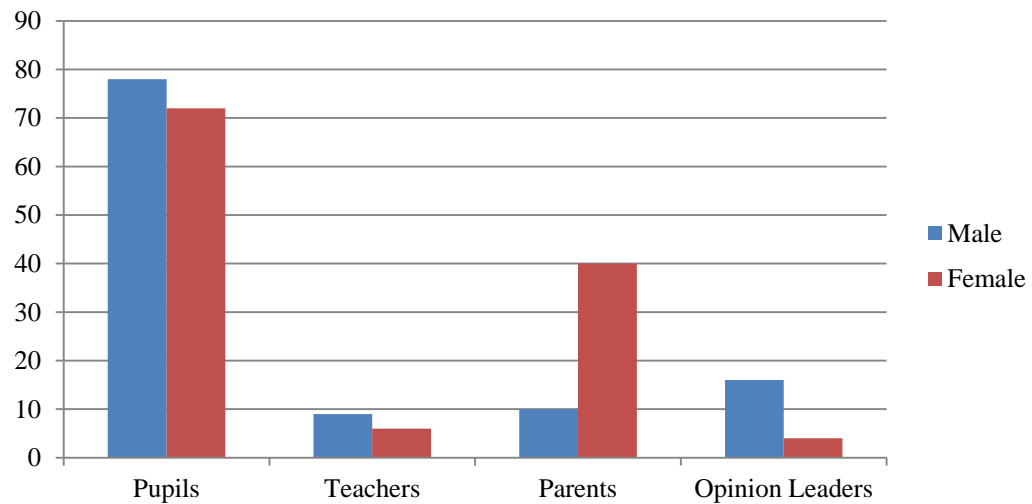
Figure 1: Gender Distribution of Respondents

Source: Field Data

In the administration of the questionnaire, 150 pupils were considered. Out of the 150 pupils, 78 were males and the remaining 72 were females. Out of the 15 teachers that were interviewed, 9 were males and 6 females. For the 50 parents

that were also interviewed, 10 were males and 40 were females. 16 male opinion leaders and 4 female ones formed the total of 20 opinion leaders who also shared their opinions.

Age Distribution of Respondents
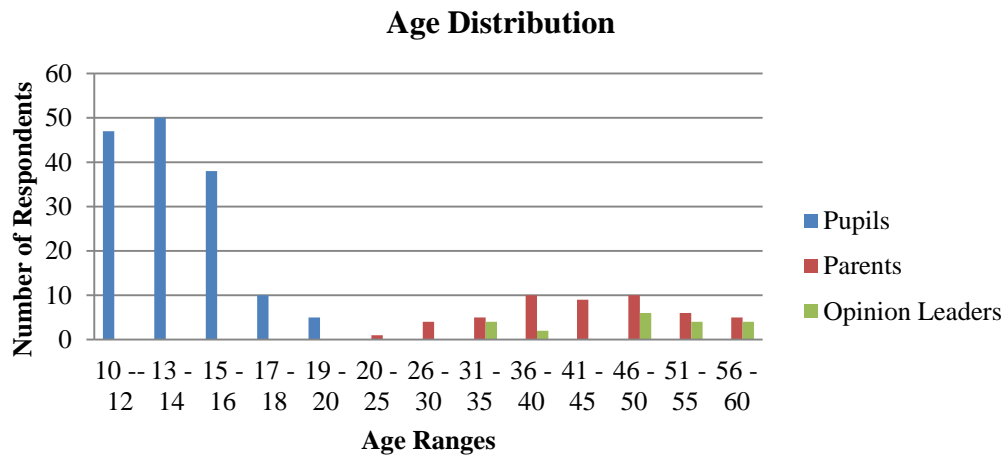
Age Distribution

Figure 2: Age Distribution of Respondents

Source: Field Data

The graph above shows the age distribution of the four different groups of respondents. The ages were put into age groups for easy categorization. The ages of the pupils were in different groupings ranging from age 10 to 20. 47 pupils were between the ages of 10 and 12, whereas 50 were between the ages of 13 and 14. Then 38 were between 15 and 16; 10 between 17 and 18 and 5 between the ages of 19 and 20. This typically shows the ages of Junior High pupils.

The ages of the parents and opinion leaders were put into an age grouping ranging from 20 to 60.For the parents who responded their ages ranged between 20 and 60. The opinion leaders who participated in the study were in the age range between 30 and 60.

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Qualification of Teachers
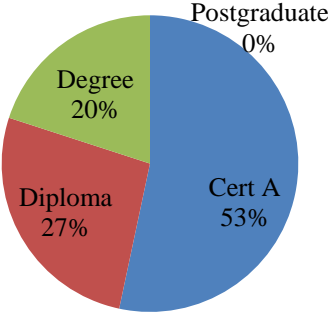
Figure 3: Qualification of Teachers

Source: Field Data

The piechart above shows the level of qualification for the sampled teachers who were considered for the survey. A very large number of the teachers, more than half, representing 53% are Cert A holders. This is followed by 27% being holders of Diplomas, then 20% being first degree holders. At the time the research was conducted none of the teachers considered had a Postgraduate degree.

Marital Status
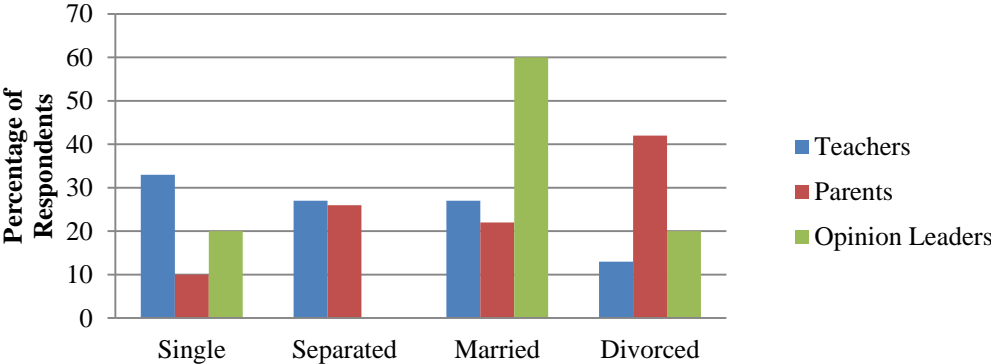
Figure 4: Marital Status

Source: Field Data

About the marital status of the respondents, 33% of teachers, 10% of parents and 20% opinion leaders were single whilst 27% of teachers and 16% of parents had been separated, that is, married but living apart or away from the spouse. No opinion leader interviewed was separated.

Again, 27% of teachers, 22% of parents and 60% of the opinion leaders were married whiles 13%   of teachers, 42% of parents and 20% of opinion leaders were divorced. It is therefore observed that the divorce rate among the parents is quite high, at least compared to that of the teachers and opinion leaders in the district. This development has oblivious implications for pupils academic work.

Figure 4 above also displays something very interesting but serious. 10% of parents were single, 26% were separated and 42% divorced. That is, a total of 78% of parents might be single handedly taking care of their children. While the role of mothers in building the psychological, moral and spiritual foundations in the overall development of the child cannot be over emphasized, studies on the father-child relationship suggest that the presence of the father in the home influences significantly the development of a child (Agulanna, 1999). Thus, parenthood is a responsibility requiring the full cooperation of both parents who must ensure the total development of their offspring(s).

A single parent family can be stressful for both the child and the parent. Such families are faced with the challenge of diminished financial resources, assumptions of new roles and responsibilities, establishment of new patterns in intra-familial interaction and reorganization of routines and schedules (Agulanna,

1999). These conditions are not conducive for effective parenting. This is because when the single parent is overburdened by responsibilities and by their own emotional reaction to their situation, they often become irritable, impatient and insensitive to their children's needs (Nzewunwah, 1995)

Years of Marriage
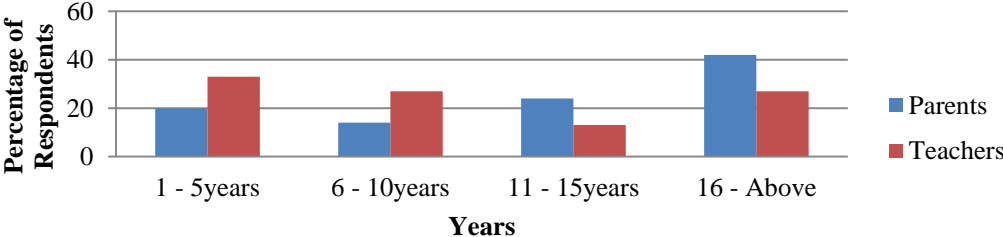
Figure 5: Years of Marriage

The research showed that 20% of parents and 33% of teachers had been married for 1-5 years, 14% and 27% of parents and teachers respectively had been married for 6-10 years. 24% of parents and 13% of teachers had been married for 11-15 years and a great percentage of 42 of parents had married for more than 15 years and 27% of teachers married for more than 15 years.

Educational Level of Parents
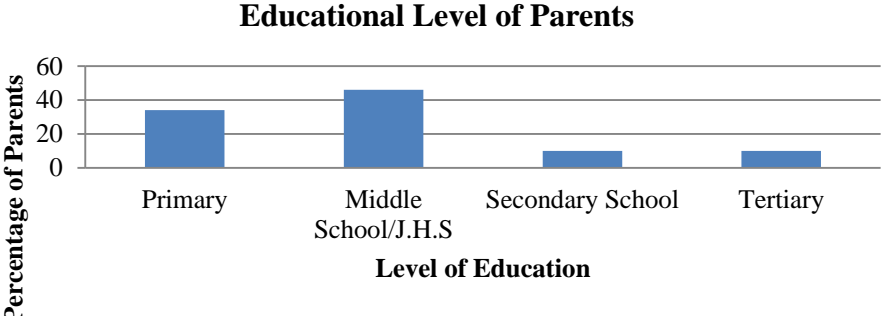
Figure 6: Educational Level of Parents

Source: Field Data

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The educational level of parents is also believed to affect the academic performance of pupils. The chart above shows the level of education of parents sampled in the district. Senior High School and Tertiary levels of education recorded low values of 10% each. Majority of parents had their education up to Middle School or Junior High School, representing 46%. This is also followed by a fairly large number of 34% who had their education up to the primary school level. This a large number of the parents who have not experienced formal education enough so likely not to appreciate it enough to create the opportunities and give the right kind of encouragement and support for their wards to have them.

Occupation of Parents
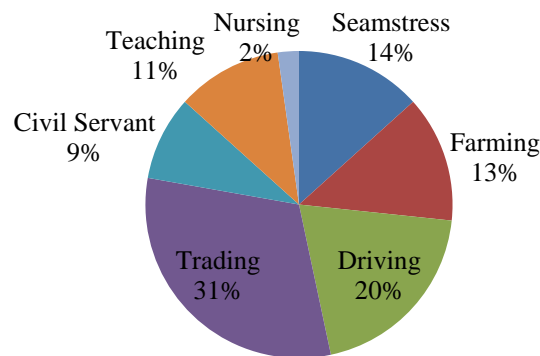
Figure 7: Occupation of Parents

Source: Field Data

Occupation, which to a large extent determines the socio-economic standing of the parents varies from one field to the other. Majority of the parents, 31% are into Trading, just buying and selling of goods and foodstuffs. This is followed by the 20% of them in the driving profession. About 14% and 13% were

seamstresses and farmers respectively. Those in the teaching profession were about 11% with civil servants up to about 9%. Last but not least is nursing, having a 2% share of the surveyed parent workforce. From the above chart it is not out of place to conclude that the most prevalent occupations of the people in the district are trading, farming and dressmaking (Seamstress). Since majority of them are involved in trading and farming, the transportation tends to be a good business as the farmers and traders will have to cart goods and food stuffs to the marketing centres.

This finding is in line with the observation made by Afful-Broni (2005) that apart from the quality or level of intelligence that the child inherits, parental socio-economic background is another factor that has a great influence on the child's academic achievement. He mentions that at the basic educational level where almost all the schools are day schools, the pupils spend a substantial part of the day at home. The ability of the child to survive and progress academically when it comes to getting stationery and other materials for school will depend largely on conditions prevailing in such homes, and these can largely depend on the socio-economic status of the parents. Studies have shown that generally, pupils from higher socio-economic backgrounds perform better than their colleagues whose parents have lower socio-economic status, Wadsby & Svedin (1996).

Research Question One: What are the general causes of Broken Homes?

The figures below discuss the causes of broken homes in Lower ManyaKrobo

Causes of Broken Marriages
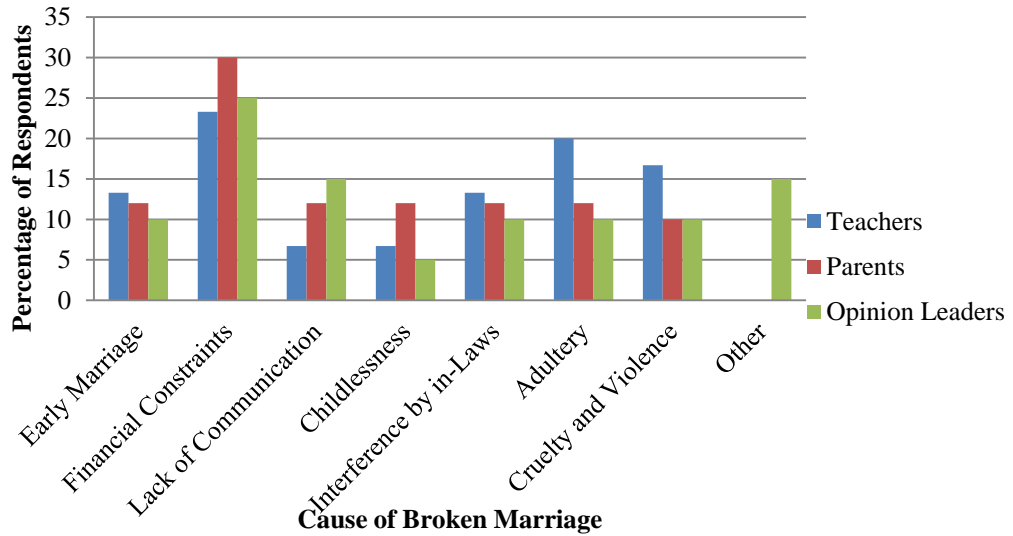
Figure 8: Causes of Broken Marriages

Source: Field Data

On the issue of the main causes of divorce in the community, the teachers, parents and opinion leaders mentioned financial constraints as the major cause as indicated by the 23.3% of teachers, 30% of parents and 25% opinion leaders during the research. Other highly rated reasons for divorce are adultery, cruelty and violence and interference by in-laws. About 20%, 12% and 10% of teachers, parents and opinion leaders respectively responded that adultery is one of the causes of marriage break-ups. On the other hand,13.3% of teachers, 12% of parents and 10% of opinion leaders attributed break up of marriages to interferences by in-laws. About 16.7% of teachers, 10% of parents and 10% of

opinion leaders respectively rated cruelty and violence as possible reasons for divorce.

Others causes of divorce were early marriage, lack of communication, and childlessness being the least of reasons considered as the possible causes of divorce in the district. About 6.7% of teachers, 12% of parents and 15% of opinion leaders believed that lack of communication contributed to divorce whiles 13.3% of teachers, 12% of parents and 10% opinion leaders believe dearly marriage was a contributing factor. Childlessness was the least factor that caused divorce because only 6.7% of teachers, 12% of parents and 5% of opinion leaders chose that option.

The findings are similar to that of Afful-Bronni, (2005) that the major cause of broken home is financial. This is usually the case when the husband as the breadwinner is unable to provide for the means of the home. The children in such situations are often underfed, whilst their basic need are commonly denied. This situation brings about unnecessary hardships upon the children and consequently the wife may decide to seek her fortunes where there is a greater provision for the children and herself and therefore may seek divorce.

Afful-Broni (2005) highlights that sexual immorality of spouses according to many experts in the field, is a major cause of conflicts in marriages as well. Therefore in situations where these events are prevalent, it poses a lot of threat to family unity and stability in homes.

Parents Contributions to Broken Homes
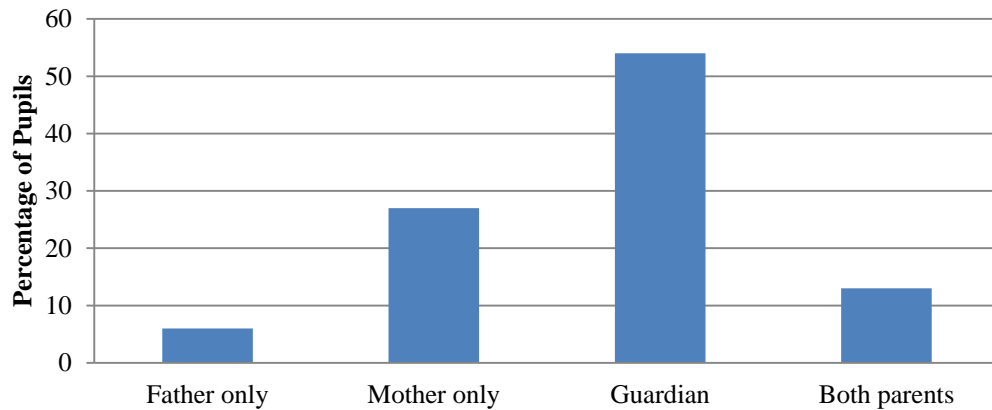
Figure 9: Parents Contributions to Broken Homes

Source: Field Data

Parents can contribute to the welfare of their children positively or negatively. The study showed that 6% of the pupils were staying with only their fathers. 27% were staying with their mothers only and 54% of them were living with guardians. Finally only 13% were living with both parents. This brings to the fore the effect of divorce, separation and single parenting rates in the district. Children who are victims of such broken homes are forced to live with other people who are not their parents, which also sometimes come with its own problems.

Another result revealed that, the number of children guardians of pupils live with could also have a positive or negative effect on the child's education. According to the study 20% of them had a child, 28% had 2 children, 24% had 3 children, 8% had 4 children and another 20% had 5 or more children.

With respect to the socio-economic standing of the people in the community, it is obvious that an additional child to a guardian's family can cause a potential additional burden.

Handling of Conflicts by Parents

How parents handle conflicts
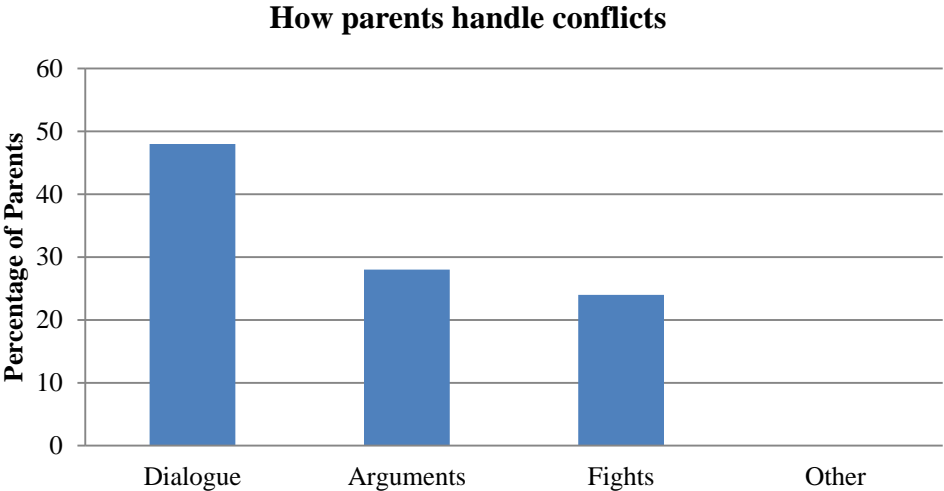
Figure 10: Handling of Conflicts by Parents

Source: Field Data

When parents were interviewed about how they handled conflicts at home the following results were obtained, as shown in the graph above.About 48% of parents indicated that they handled conflicts by sitting down to discuss the problems with the dialogue. Then 28% indicated that they resolved conflicts by resorting to arguments, where each person made their points for consideration and resolution. About 52% of the respondents were of the view that they resolved their problems through physical assault.

The outcome of the study is not too different from that of Ichado (1998), he stated that constant disagreements in the home affect children emotionally and psychologically. This makes the children unstable in their minds and therefore

unable to concentrate in the classroom and even generally in their social living. Since the home is the first point of socialization for the child it can make them violent and abusive towards other people in the school and at home. This could result inirresponsible citizens in the society. Again, studies have shown that a person who grows up in an abusive home is quite likely to perpetuate this neurotic behaviours. It has also been found out that if no intervention is sought, the abusive person's children will most likely follow suit (Kahneman, Solvic, &Iversky, 1982).

Willingness of Parents to Resolve Conflicts
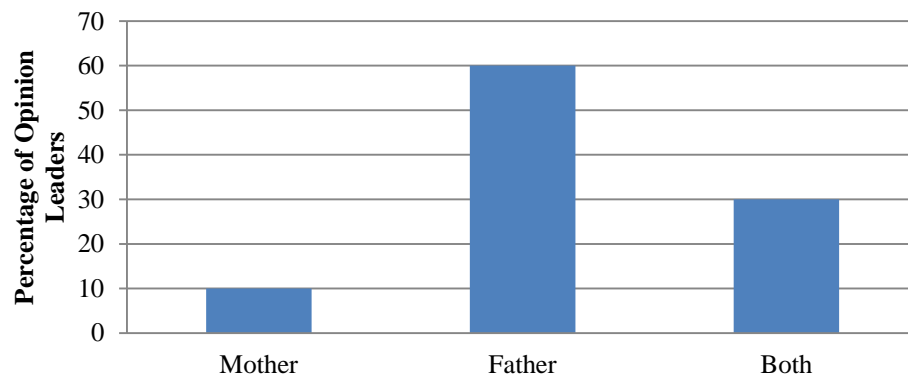
Figure11: Willingness of Parents to Resolve Conflicts

Source: Field Data

Opinion leaders who had resolved or attempted to resolve marriage problems were asked about the willingness of the parents to resolve the conflicts. The chart above illustrates their responses. Only 10% of the opinion leaders mentioned the willingness of the mothers to resolve conflicts. 30% for both parents and an amazing 60% for fathers who were willing to see their family problems addressed. This is rather unusual to the popular belief that it is the

fathers who most often do not want to show responsibility for their families in times of crisis.

Research Question Two: How does broken home affect the education of school pupils?

Research question two seeks to find out the effects of broken homes on children's education. The figures below illustrate the responses.

Pupils and Conditions at Home
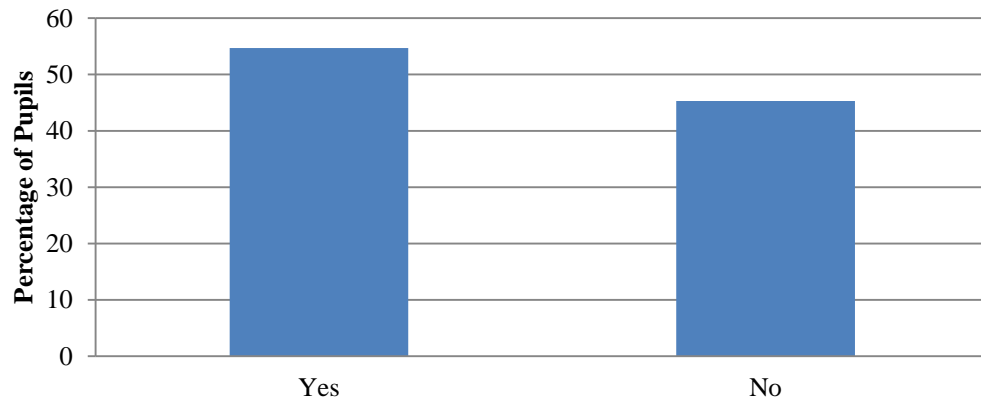
Figure 12: Pupils' Views on Conditions at Home on Academic Performance

Source: Field Data

When pupils were asked whether generally conditions at home affect their performance negatively in school, 57% them believed that conditions at home affected their studies whilst 45.3% indicated that it did not affect their studies. This means that majority of them did live in bad conditions that affected their studies negatively at home.

Conditions that Affect Performance of Pupils from Broken Homes
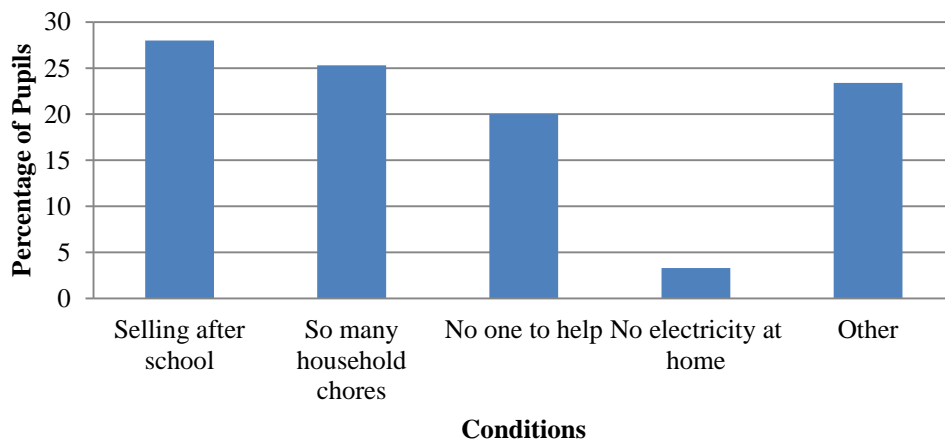
Figure13: Conditions that Affect Performance of Pupils from Broken Homes

Source: Field Data

When pupils were asked specifically the conditions that affect their academic performance 3.3% of the pupils viewed the provision of electricity as the least of the conditions that negatively affected the studies of pupils from broken homes.

The biggest challenge or issue affecting the studies of pupils was selling after school which prevented them from having enough time for their books. This constituted 28% of the response from the pupils. This was followed by 25.3% of the pupils who indicated that household chores affected their studies negatively. Another 20% of the pupils did indicate that the absence of someone to assist them in their studies also contributed negatively on their academic performance. One of the contributing factors to this problem was the level of education of the parents. Most of the parents were traders, farmers and drivers and most likely to have

weak educational background. This development also impacted on their income as most people in this category earned little and tend to have large family sizes.

They may not be able to provide for all what their wards need and pupils from these families are more likely to work after school to assist the family. It is also most likely that they will not be able to receive any quality academic support from their parents. Studies indicated that there is an awareness of the importance of the home environment or family on pupil's or student's academic performance. The home has a great influence on the students' psychological, emotional, social and economic state, Ajila and Olutola (2007).Parents and the individuals experience at home play tremendous roles in building the personality (including his attitude towards studies) of the child and making the child what he or she is.

Teachers' Views on Broken Homes and Academic Performance
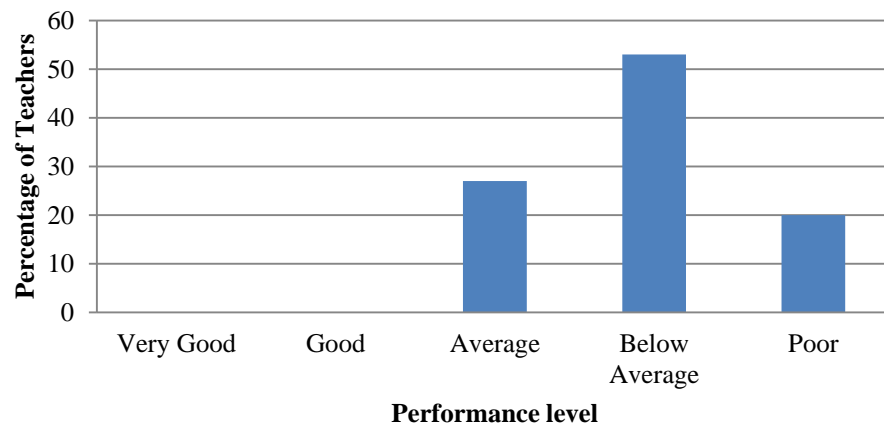
Figure 14: Teachers' Views on Broken Homes and Academic Performance

Source: Field Data

When teachers were asked to indicate whether pupils from the broken homes had any academic deficiency, 27% of them mentioned that their performance in class was average whilst 53% responded that their performance

was below average. Again 20% of the respondents indicated that their performance was poor. This means that majority of the pupils from broken homes have problems with their academic work.

Allison (1989) and Kinard and Reinherz (1986) independently conducted studies on the impact of divorce on the academic performance of pupils and students in the United States of America. The studies revealed that divorce had a notable impact on academic performance. The studies compared the performance of students who lived with both parents and those in broken homes. It was revealed that a correlation existed between marital dissolution and academic performance. It was found that those who experienced a marital dissolution were significantly worse off than those who did not.

Research Question Three: How can the problems of broken homes be minimized or curtailed to improve the performance of school pupils in schools?

Research question three seeks to illicit from respondents ways and means of reducing broken homes in our society. The suggestions from teachers, opinion leaders and parents as to how broken homes can be prevented and their effects minimized are collated and summarized under the following sub-headings with respect to Figure 15:
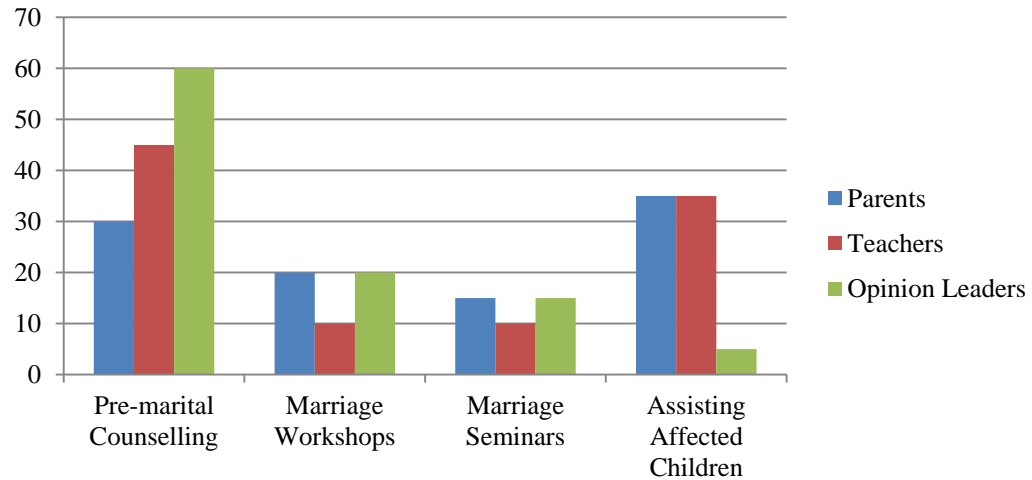
Figure 15: Ways and Means of Reducing Broken Homes from our Society

Source: Field Data

Pre-marital counseling and education on marriage should be prioritized

The respondents recognized that even though marriage happens to be a lifetime journey or supposed to be a lifetime journey together with one person many spent very little or no time at all gain knowledge about the institution and their partners. All most people seem to be interested is the fact that they have reached a marriage age or stage, have the resources to marry and then jump into it without further considerations and hard long thoughts about the venture without much preparations.

Pre-marital counselling was highly considered by the teachers, opinion leaders and parents to be likely panacea to the series of marriage problems. They believe that by the assistance of the various religious bodies, traditional authorities or certain state institutions and agencies it will help create and present the seriousness of marriage to hopeful couples. Respondents also recognized that for the survival of marriage couples must learn to be patient, enduring and hopeful

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during hard times. This they recognized was missing among many marriage couples but can be resolved through marriage seminars and workshops. All in all the three set of respondents (teachers, parents and opinion leaders) seem to agree that counselling will let couples know the reason and importance of keeping their marriage together even during hard times and also the need to embody such values and virtues for the survival of marriage.

Children from broken homes should be given specific attention

The situation most children from broken homes find themselves is similar to that of orphans who have nobody to cater for them at all. The respondents recognized that when the harm of a marriage break-up has already been done the children who become victims ought to be helped. Most of the teachers and parents were of the view that children from broken homes should be supported by associations, NGOs, religious bodies and the state. NGOs and religious bodies close to or within the areas where victims of broken homes are spotted can perform some supervisory role over the upkeep and grooming of the children until they reach a certain age. At the young ages, children need a lot of love and affirmations from people they know so they feel encouraged and confident to perform well in the classroom. Today, where some school children are fed, given free exercise books and food, their needs are more psychological than physical, moral than material. Traditional heads were suggested to be more involved in the upbringing of children within their constituency than just focusing more on tertiary education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This research was conducted purposely to bring to the fore the effects of broken homes on the academic performance of pupils in the Lower ManyaKrobo District of the Eastern Region.

The research sought to address the following questions that will eventually lead to a complete unraveling of the problem.

1. What are the general causes of broken homes?

2. How do parents contribute to broken homes?

3. How can the problem of broken homes be minimized?

Five different schools, were selected from a total of twenty-seven in the district by a simple random selection method. The five schools chosen came from five different communities of the district. The communities were Kpong, Nuaso, Agomanya, Piengua and Odumase.

Questionnaires were designed and administered to a total of 235 respondents. 150 pupils answered the questions from the pupils' questionnaires, 15 teachers answered the teachers' questionnaire whiles 50 parents and 20 opinion leaders in the district were interviewed. The data obtained from the responses were compiled for analysis. The data was coded and analyzed using the

SPSS 16.0 software and Microsoft Excel to run the descriptive statistics and generate the charts and graphs that were used to aid the analysis of the results.

Summary of Major Findings:

The main findings from the research were as follows

1. The divorce rate among married couples is quite high, an average high of about 42%.

2. Single parenting was also high following high divorce rates and separations. The total percentage of parents who were single, separated or divorced was 78%.

3. The main occupations for the people of the community were trading, dressmaking (seamstress), farming and transport business with majority of them in trading and transport.

4. The number one cause of divorce and broken homes in the district was financial constraints. This was followed by Adultery or infidelity on the part of any of the spouses.

5. Following the high rates of separations and divorce, most children did not stay with their parents but rather with guardians, such as, grandmothers, uncles and aunties.

6. The educational level of most parents in the district was very low. Most had schooled only up to primary or Junior High/Middle School levels and this had negative impact on their children's education.

7. More than half of families resort to arguments, quarrels and fights to resolve their differences. Fathers however were more willing to resolve or see to the resolution of family conflicts.

8. Almost half of the number of children believed that conditions at home affected their academic performance whiles the other half thought it did not.

Conclusions

It is evident from the studies that there were more males in schools than females in the Junior High Schools. This is contrary to the fact that there are more females than males in the country and in any gathering of people. The situation may be attributed to the fact that trading is the main source of income for the people and mostly women are engaged in businesses that use the girl child instead of going to school.

The study shows that the rate of divorce in the community is high and this is likely to threaten the future and stability of the basic unit of society, that is, the family. If this continues for the next decade, it will lead to the eventual breakdown of the family system. Children may suffer the stresses that come with single parenting and eventually affect their education.

Financial constraint stands out as the major cause of divorce in the study area. This could be due to lack of preparation especially on the part of the man before marriage as well as weak educational background of parents that could earn them gainful employment. This is followed by adultery which brings about divided love, incomplete affection and lack of trust between the couples. These

development need to be addressed by stakeholders to save the future of children with respect to education

It is evident from the study that there is the need for training or education in conflict management. Most parents lack the skills needed for conflict resolution and something positive must be done to stem the tide.

The study shows that majority of the people from broken homes are engaged in activities that do not help their academic performance either by their parents or guardians. There is the need for education to arrest the unfortunate situation.

Recommendations

Based on the findings of the research the following recommendations are being made:

Effective pre-marital counselling should be given to couples who are about to enter into marriage and much attention should also be placed on post-marital counselling. Parents, religious bodies, educational institutions and Non-Governmental Organisations must all be on board and educate individuals under their care about tolerance, love and commitment in marriage. This will reduce the frequency of divorce and separations in marriages.

The offices of FIDA, 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. The problems of domestic violence should be resolved by these institutions with the view to protecting the marriage institution.

Churches, NGOs and traditional authorities should be encouraged the more by society to take up the responsibility of caring for the needy children in their communities. Most of them can be assisted with the provision of stationery, uniforms and other material needs to contribute to their education.

The Ghana Education Service (GES) should ensure equitable distribution of teachers with various qualifications to the various regions and their districts or better still focusing on posting more teachers to schools in deprived communities or rural areas.

This must also go with incentives for the teachers and strict supervision by circuit supervisors to ensure that the teachers there are effectively contributing their quota to the development of the children in those areas. This will ensure effective teaching and thereby boosting the morale of pupils especially from broken homes.

Government should create more tax reliefs and reductions for businesses in the rural areas and deprived communities to encourage people to set up their businesses there. This will offer jobs for the people there. Again, people from deprived communities who have made it elsewhere should be encouraged by society to go back and support the youth and make contributions that will go a long way to raise the standard of living of the people in deprived communities.

Suggestions for further Study

To really establish the effects of broken homes on the academic performance of pupils, a similar research must be conducted in an urban area or city where the standard of living and economic situations of parents are better.

This will make for easy comparisons and what the situation really is on the ground. Further research can be done to find out other factors that determine the academic success of pupils and the level of influence of those factors.

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APPENDICES

APPENDIX A

QUESTIONNAIRE

Survey Questions for Pupils

This questionnaire has been designed to collate views from teachers and head teachers to enable the researcher come to a conclusion on some of the effects of broken homes or marriages on academic performance of pupils, especially in the ManyaKrobo District.

Please tick [√] or supply the necessary answers as required. All information provided will be held confidential and private. Thank you.

SECTION A: PERSONAL DATA

1) Sex   Male[ ]   Female[ ]

2) Age   ....

3) Class   a)1-3 [ ]   b)Class 4-6 [ ]

     c)JHS   1-3 [ ]

SECTION B: CAUSES OF BROKEN HOMES

4) Who are you staying with?

   a)Both parents [ ]   b)Father only [ ]   c)Mother only [ ]

   d)Guardian [ ]   e)Other, please

   specify..

5) If you are not staying with both parents, why are you not?

a)Father deceased [ ]   b)Mother deceased [ ]   c)

Parents are divorced [ ]   d)Both parents deceased [ ]

e)Mother travelled outside the country [ ]

f)Father travelled outside the country [ ]

SECTION C: BEHAVIOURS OF PARENTS THAT CONTRIBUTE TO THE PROBLEM

6)   If your parents are divorced or not living together, why do you think this is so?

a)They are always quarrelling or fighting [ ]   b)My father has married again [ ]

c)My mother has married again [ ]   d)Other, specify……………………………..

7) If you are staying with a guardian, how many children does your guardian have?

a) 1 [ ]   b) 2 [ ]   c) 3 [ ]   d) 4 [ ]   e) 5 or more [ ]

8) If you live with a guardian, are you in any way related to your guardian?

Yes [ ]   No [ ]

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9) If yes, in which way?

   a)Uncle/Aunt [ ]   b)Grandmother/Grandfather [ ]

   c)Family friend [ ] d)Other specify…..…………………

10) Are there any of the children of your guardian in SHS, Training college,

    Polytechnic or University?

   Yes [ ]   No [ ]

SECTION D: HELPING CHILDREN IN BROKEN HOMES

11) Where are the rest of your siblings?

   a)Staying with your mother/father[ ]   b)Staying with a guardian [ ]

   c)Deceased[ ]

   d)Other specify………………………….

12) How do you see your academic performance?

                              a)Very Good [ ]   b) Good [ ]

   c)Average [ ]   d)Below average [ ]   e) Poor [ ]

13) Do you think there is still more room for improvement in your schoolwork?

                              Yes [ ]   No [ ]

    Not really sure [ ]

14) Would you say that conditions at home affect your performance at school?

                              Yes [ ]   No [ ]

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15) If yes, in which ways?(Tick as many that apply)

a)You have to go and sell after school [ ]   b) You have to do so

many household chores [ ]

c)There is no one to help [ ]   d)You don't have electricity at

home

d) Other, specify……………………………………………..

 SECTION E: MINIMISING THE EFFECT OF BROKEN HOMES

16) If your parents are divorced, do you think they are aware of the problems

you face in school as a result of their divorce?

Yes [ ]   No [ ]   I don't know [ ]

17) If yes, do they show any kind of concern?

  Yes [ ]   No [ ]

18) 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?

  Yes [ ]   No [ ]   Not really sure [ ]

Appendix B

Survey Questions for Parents

<u>SECTION A: PERSONAL DATA</u>

1) Sex: Male [ ]   Female [ ]

2) Age ……………

3) Religion: Christian[ ]   Muslim[ ]   African tradition[ ]

4) Marital Status

a)Married [ ]   b)Single [ ]   c)Separated [ ]   d)Divorced

[ ]

5) Years of Marriage:

a)1-5 years [ ]   c)6-10 years [ ]   d)11-15 years [ ]   f) More than 15 years

[ ]

6) Number of Children   a)1[ ]   b)2[ ]   c)3[ ]   d)4[ ]   e)5[ ]

f)more than 5[ ]

7) Occupation

a)Teaching [ ]   b)Seamstress [ ]   c)Nursing [ ]   d)Trading [ ]

e)Public Service [ ]   f)Farming [ ]   g)Driving [ ]   Other, please

specify...................

<u>SECTION B: CAUSES OF BROKEN HOMES</u>

8) If divorced or separated how long where married

1-5 years [ ]   6-10 years [ ]   11-15 years [ ]   More than 15 years [ ]

9) What problems do you have in your marriage?

a)Finances[ ]   b) Communication[ ]   c)Unfaithfulness[ ]

d)Violence (physical and verbal)[ ]   e)Interference of In-laws[ ]

f)Childlessness[ ]

10) What do you think are the main causes of broken homes in this community?

(You may tick as many options)

a)Early marriage [ ]   b)Financial constraints [ ]   c)Lack of

communication [ ]

d)Childlessness[ ]   e)Interference of In-laws[ ]   f)Adultery[ ]   g)Cruelty

and Violence[ ]

Others specify...

SECTION C: BEHAVIOURS OF PARENTS THAT CONTRIBUTE TO THE PROBLEM

11) Have you ever attended school?   Yes [ ]   No [ ]

12) If yes, to what level?

Primary [ ]   Middle School/J.S.S [ ]   Secondary School [ ]

Tertiary [ ]

13) Has there been an occasion where you lived without your partner?

Yes [ ]   No [ ]

14).If yes, what was the reason?

a)Divorce [ ]   b)Separation [ ]   c)Desertion [ ]

d)Death [ ]

Other, please specify …………………………………..

15) What caused the situation where you lived without your partner?

a)Conflict[ ]   b)Education [ ]   c)Work[ ]

d)Illness[ ]   e)Travel[ ]   Others, please

specify……………………………

16) How do you often handle conflicts in your home?

a) Dialog [ ]   b) Arguments [ ]   c) Fights [ ]

other, please specify..

SECTION D: HELPING CHILDREN IN BROKEN HOMES

17) How much time on average do you spend with your children everyday?

a)0 hours   b)1-2 hours [ ]   c)3-4 hours[ ]   d)5 hours or more[ ]

18) Do your children help you with your occupation?

a)Yes [ ]   b)No[ ]

19) If yes, how much time do they spend to help?

a)0 hours   b)1-2 hours [ ]   c)3-4 hours[ ]   d)5 hours or more[ ]

SECTION E: MINIMISING THE EFFECT OF BROKEN HOMES

20) Are your children attending school?

   Yes [ ]   No [ ]

21) What are their classes? (Tick as many that apply)

a)Primary[ ]   b) JHS[ ]   c)SHS[ ]   d)Tertiary[ ]

22) If they are not attending school, why?

   a)No money to pay fees [ ]   b) Must help with chores at home [ ]

   c) Must help me sell[   ]

   d) Others specify...........................

23)   Presently, do you stay with all of them?

   Yes [ ]   No [ ]

24) If no, why are you not staying with them?

   Financial problems [ ]   Divorce [ ]   Separated [ ]

24)   Who provides their needs for school?

   Mother [ ]   Father [ ]   Guardian [ ]

Appendix C

Survey Questions for Head teachers and Teachers

<u>SECTION A: PERSONAL DATA</u>

1) Sex: Male[ ]   Female[ ]

2) Years of Teaching:

a)1-5 years[ ]   b)6-10 years[ ]   c)11-15 years[ ]   d)More than 15

years[ ]

3) Qualification:

a)Cert A[ ]   b)Diploma[ ]   c)Degree[ ]   d)Postgraduate[ ]

4) Marital Status

a)Single [ ]   b)Separated [ ]   c)Married [ ]

d)Divorced [ ]

<u>SECTION B: CAUSES OF BROKEN HOMES</u>

5) What do you think are the main causes of broken homes in this community?

(You may tick as many options)

Early marriage [ ]   Financial constraints [ ]   Lack of communication [

]

Childlessness[ ]   Interference of In-laws[ ]   Adultery[ ]   Cruelty and

Violence[ ]

Others specify ....

SECTION C: BEHAVIOURS OF PARENTS THAT CONTRIBUTE TO

THE PROBLEM

6) What is the attitude of parents or guardians in the community toward their children's education?

   Interested [ ]   Not interested [ ]   Indifferent [ ]

7) From experience or observation which parent mostly takes care of their children's education?

Father [ ]   Mother [ ]

Use the options lettered A-D to answer questions 8-11

   A. Those living with both parents

   B. Those living with a guardian

   C. Those living with mother only

   D. Those living with father only

8) From observation, which of these groups of pupils comes to school early?

   ………….

9) Which of the groups of pupils in question 1 above comes to school regularly?

   ………….

10) Which of these groups of pupils perform better academically?

   ………….

11) Which group is more likely to drop out before completion?

…………..

 12) What are the main economic activities of most parents whose wards are in the school?

a)Teaching [ ]   b)Seamstress [ ]   c)Nursing [ ]   d)Trading [ ]

e)Public Service [ ]   f)Farming [ ]   g)Driving [ ]   Other, please

specify...................

13) Do you think parents' educational background have any effect on children's

education?

 Yes [ ]   No [ ]

14) Explain why in a short sentence

……………………………………………………………………………………………

………………………..

SECTION D: HELPING CHILDREN IN BROKEN HOMES

15) What provisions do you make for broken home children who are not regular

in school?

a) No provision is made [ ]   b) More consideration is given them when

marking scripts [ ]

c) Time is allocated to teach them [ ]   d) They are forced to come to school on

time because they will be punished [ ]

16) Do pupils come to school during market days?

    Yes [ ]   No [ ]

17) If no, what do you think are some of the reasons why?

…………………………………………………………………………………………

………………………………

18) Do children from broken homes face problems in the school?

Yes [ ]   No [ ]

19) If yes, what are some of the problems?

…………………………………………………………………………………………

…………………….……………………………………………………………………

………………………………………………….

SECTION E: MINIMISING THE EFFECT OF BROKEN HOMES

20) What is the general performance of children from broken homes?

a)Very Good [ ]   b) Good [ ]   c)Average [ ]   d)Below average [ ]

e) Poor [ ]

21) In what ways do you think teachers or school authorities can help children

from broken homes?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………………………

22) Are your staff members aware of the problems of children from broken

homes?

Yes [ ]   No [ ]

23) Have you ever visited such children (i.e. children from broken homes) in their homes?

   Yes [ ]   No [ ]

24) If yes, what did you realize about the general atmosphere or situation in their homes?

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

…………………………………………………………………………

Survey Questions for Opinion Leaders

<u>SECTION A: PERSONAL DATA</u>

1) Age ……………..

2) Sex   Male [ ]   Female [ ]

3) Occupation

a)Teaching [ ]   b)Driving   c)Trading [ ]

d)Public Service [ ]   e)Farming [ ]   f)Other, please

specify...................

4) Position in the community

a)Assemblyman[ ]   b)Political Party Executive[ ]   c) Family Elder[ ]

d)Religious Elder/Leader[ ]

e) Lived more than 40 years in the community [ ]   f) Other please

specify……………………………

5) Marital Status

a)Single [ ]   b)Separated [ ]   c)Married [ ]   d)Divorced [ ]

<u>SECTION B: CAUSES OF BROKEN HOMES</u>

6) What do you think are the main causes of broken homes in this community?

(You may tick as many that apply)

a)Early marriage [ ]   b)Financial constraints [ ]   c)Lack of

communication [ ]

d)Childlessness[ ]   e)Interference of In-laws[ ]   f)Adultery[ ]   g)Cruelty and

Violence[ ]   h)death [ ]

SECTION C: BEHAVIOURS OF PARENTS THAT CONTRIBUTE TO

THE PROBLEM

7) Have you handled a marriage dispute between a couple before?

Yes [ ]   No [ ]

8) What was the problem about?

a)Financial constraints [ ]   b)Lack of communication [ ]

        c)Childlessness[ ]   d)Interference of In-laws[ ]   e)Adultery[ ]

f)Cruelty and Violence[ ]   g)Incompatibility in values[ ]

Others specify ....

9) Which parent showed willingness to resolve the problem?

Father [ ]   Mother [ ]   Both [ ]

SECTION D: HELPING CHILDREN IN BROKEN HOMES

10) Do you or community support children whose parents do not pay attention to

them?

Yes [ ]   No [ ]

11) If yes in what way

a)Paying School Fees [ ]   b)Organising to teach or

advise them [ ]

c)other specify

…………………………………………………………………………………..

<center>SECTION E: MINIMISING THE EFFECT OF BROKEN HOMES</center>

12) Did it seem like the marriage dispute you handled will affect the children?

Yes [ ]   No [ ]

13) If yes, in what way? (Tick as many as fit the question)

a) Provision of daily food [ ]   b) Paying of School fees [ ]   c)

Emotional attention [ ]

14) Do you or community support single parents or broken homes?

Yes [ ]   No [ ]

15) What do you do to help or support broken homes?

a) Offering them advices [ ]   b) Giving them financial assistance [   ]

c)Buying of uniforms and stationary

Other specify..

16) Do you discuss issues concerning broken homes in the community?

Yes [ ]   No [ ]

17) In a short sentence how do you think marriage in the community can be

improved?

…………………………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………

18) In a short sentence how do you think children from broken homes can be

helped?

…………………………………………………………………………………………

…………………………………………………………………………………………

Appendix E

Tables of charts/graphs in chapter 4, used for analysis

Gender Distribution of Respondents

Gender	Pupils	Teachers	Parents	Opinion Leaders	Total	Percent
Male	78	9	10	16	113	48
Female	72	6	40	4	122	52
Total	150	15	50	20	235	100

Gender distribution table of Fig 1

Age Distribution of Respondents

Ages/ (years)	Pupils		Parents		Opinion Leaders	
	Freq.	%	Freq.	%	Freq.	%
10 - 12	47	28	-	-	-	-
13 - 14	50	20	-	-	-	-
15 - 16	38	18	-	-	-	-
17 - 18	10	19	-	-	-	-
19 - 20	5	15	-	-	-	-

20 - 25	-	-	1	2		
26 - 30	-	-	4	8		
31 - 35	-	-	5	10	4	20
36 - 40	-	-	10	20	2	10
41 - 45	-	-	9	18	0	0
46 - 50	-	-	10	20	6	30
51 - 55	-	-	6	12	4	20
56 - 60	-	-	5	10	4	20

Age distribution table of Fig 2

Qualification of Teachers

Qualification	Frequency(Respondents)	Percentage (%)
Cert A	8	53
Diploma	4	27
Degree	3	20
Postgraduate	0	0

Qualification of Teachers table of Fig 3

Marital Status

Marital Status	Teachers		Parents		Opinion Leaders	
	Freq.	%	Freq.	%	Freq.	%
Single	5	33	5	10	4	20
Separated	4	27	13	26	0	0
Married	4	27	11	22	12	60
Divorced	2	13	21	42	4	20

Marital status table of Fig 4

Years of Marriage

	Parents		Teachers	
Years of Marriage	Frequency	Percentage (%)	Frequency	Percentage (%)
1 - 5	10	20	5	33
6 - 10	7	14	4	27
11 - 15	12	24	2	13

15 - Above	21	42	4	27

Years of Marriage table of Fig 5

Occupation of Parents

Occupation	Frequency	Percentage (%)
Seamstress	6	12
Farming	6	12
Driving	9	18
Trading	14	28
Civil Servant	4	8
Teaching	5	10
Nursing	1	2

Occupation of Parents tables of Fig 6

CAUSES OF BROKEN HOMES

Causes of Broken Homes

Causes of Broken Homes	Teachers		Parents		Opinion Leaders	
	Freq.	%	Freq.	%	Freq.	%
Early Marriage	4	13.3	6	12	2	10
Financial Constraints	7	23.3	15	30	5	25
Lack of Communication	2	6.7	6	12	3	15
Childlessness	2	6.7	6	12	1	5
Interference by in-Laws	4	13.3	6	12	2	10
Adultery	6	20	6	12	2	10
Cruelty and Violence	5	16.7	5	10	2	10
Other					3	15

Causes of Broken Homes table of Fig 7

Who the pupil is staying with

Pupil staying with	Frequency	Percentage
Father only	9	6
Mother only	41	27
Guardian	80	54
Both parents	20	13

Who the pupil is staying with table of Fig 8

Pupils staying with guardian

Staying with guardian	Frequency	Percentage
1	10	20
2	14	28
3	12	24
4	4	8
5 or more	10	20

Pupils staying with guardian of Fig 9

Cause of marriage dispute handled by opinion leaders:opinion

Cause of marriage dispute	Frequency	Percentage (%)
Financial Constraints	5	25
Lack of Communication	5	25
Childlessness	2	10
Interference by in-Laws	-	-
Adultery	4	20
Cruelty and Violence	2	10
Incompatibility in values	2	10
Other	-	-

BEHAVIOURS OF PARENTS CONTRIBUTING TO THE PROBLEM

Educational level of parents: parents

Educational level of parents	Frequency	Percentage (%)
Primary	17	34

Middle School/J.S.S	23	46
Secondary School	5	10
Tertiary	5	10

Educational level of parents table of Fig 10

An occasion where a parent lived without a partner : parents

An occasion where you lived without a partner?	Frequency	Percentage (%)
Yes	41	82
No	9	18

Reason why parents lived without their partners

why parents lived without their partners	Frequency	Percentage (%)
Divorce	15	30
Separation	15	30
Desertion	0	0

Death	5	10
Other	15	30

How Parents handle conflicts at home

How Parents handle conflicts	Frequency	Percentage (%)
Dialogue	24	48
Arguments	14	28
Fights	12	24
Other	0	0

How Parents handle conflict at home of Fig 11

The parent showing willingness to solve marriage problem

Parent showing willingness to solve problem	Frequency	Percentage (%)
Mother	2	10

Father	12	60
Both	6	30

Parent showing willingness to solve marriage problem table of Fig 12

HELPING CHILDREN IN BROKEN HOMES

Conditions at home affecting academic performance

Do condition at home affect your academic performance?	Frequency	Percentage (%)
Yes	82	54.7
No	68	45.3

Whether conditions at home affect academic performance table of Fig 13

Conditions that affect children's performance

The conditions	Frequency	Percentage (%)
Selling after school	42	28
So many household	38	25.3

chores		
No one to help	30	20
No electricity at home	5	3.3
Other	35	23.4

Conditions that affect children's performance table of Fig 14

Do children from broken homes face problems in school

Do children from broken homes face problems in school?	Frequency	Percentage (%)
Yes	15	100
No	0	0

Whether children from broken homes face problems in school table for Fig 15

Does the community support children from broken homes: opinion

Does the community support children from broken homes?	Frequency	Percentage (%)
Yes	14	70
No	6	30

Help to children from broken homes: opinion

Kind of help to children	Frequency	Percentage (%)
Paying School fees	4	20
Organizing to teach or advise	8	40
Others	8	40

MINIMIZING THE EFFECT OF BROKEN HOMES

General performance of children from broken homes

Performance	Frequency	Percentage (%)

Very Good	0	0
Good	0	0
Average	4	27
Below Average	8	53
Poor	3	20

Performance of children from broken homes table of Fig 16

Will marriage dispute affect children: opinion leaders

Will marriage dispute affect children	Frequency	Percentage (%)
Yes	12	60
No	8	40

What community does to support broken homes: opinion

Support to broken homes	Frequency	Percentage (%)
Offering advices	12	60
Financial assistance	4	20

Buying uniforms and stationery	4	20

Are issues on broken homes discussed in the community?

Are issues on broken homes discussed	Frequency	Percentage (%)
Yes	10	50
No	10	50

BECE Results

	2005	2006	2007	2008	2009	Average
Percentage Passed	47.40	54.6	53.10	57.1	51.7	52.78
Percentage Failed	52.6	45.4	46.90	42.9	48.3	47.22

BECE Results table of Fig 17