

APPROVAL PAGE

This project titled “Influence of Marital Instability on the Academic Performance of Junior Secondary School Students in Ondo West L.G.A Of Ondo State by Erhunse Confidence. has been approve as meeting the requirement for the award of NCE in the Department of Educational Psychology, School of Education, College of Education, Agbor, Delta State.

PROJECT SUPERVISOR

DATE

HEAD OF DEPARTMENT

DATE

DEAN OF SCHOOL OF EDUCATION

DATE

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ABSTRACT

This study deal on the Influence of Marital Instability on the Academic Performance of Junior Secondary School Students in Ondo West L.G.A Of Ondo State.

The research aims at finding out the effect of stable and unstable home on the academic performance of student, their neatness and their take home assignment with a view of making valuable suggestive solutions. This will help to provide a guide to educational administrations of various institutions running through the same problems and society at large to check and control it effect on children and also control instability in the home to enable the children get the control parental up bringing to turnout useful citizen in future to achieve this, the researcher formulated the following null hypothesis and research questions respectively as a guild for the study.

HYPOTHESIS

There is no significant difference between the performance of children from broken homes and the performance of children from stable home in junior secondary school level.

RESEARCH QUESTION

1. Does marital instability bring about the student untidiness in school?
2. Does the type of home a student comes from affect his/her academic performance in school?
3. Does student from broken homes do their assignment?

The population of the study consist of the junior secondary school student at all the forty secondary in Ondo West Local Government Area of Ondo State. The sample consisted of 188 pupils chosen randomly from the eight school selected by stratified random sampling. Data was collected by the research based on the documented record collected from sample eight schools to elicit the need information from the junior secondary teachers in the eight schools. Students were randomly selected and their records collected. The data was analyzed by the means of t-score for testing hypothesis and mean ($\bar{x}$) and standard deviation for answering research questions.

The result showed that effect of marital instability on the academic performance of junior secondary school student in Ondo West Local Government Area is great because the schools

years. He wrote “The ways in which parents spend time with their children at meals, in play and at the time during the day have been found to be crucial factors in developing skills which prepare children for school.

He explained that the objects in the home, the amount of parental interest in learning and the amount of practices and encouragement the children is given in conversation and general learning have been found to have significant influences on languages and cognitive development, attention span and motivation of the child”.

Harwood (1982) agreed with above sentence that family being the first institution, for child’s education, as an institution, the family has shown a remarkable capacity for survival and the various ways in which families have organized themselves and these actually influence the child’s performance in primary schools.

Nwoye (1988) observed that “if most house holds and families could discharge their families responsibilities, dutifully caring for the dependent to socializing the child, building the foundation of love, giving social support, giving identity supervising basic learning, teaching respect for authority to mention a few the child could perform very well and the society and school would have a different out look than what is found today, this is so because ones early family education is reflected later in one’s attitude and performance.

Okolo (1989) believe that responsible children have always come from responsible homes since olive tree cannot but produce olive fruit.

Pallock and Middleton (1989) indicated that emotional climate of home, the quality of family relationship and many other social factors have tremendous influences on the health behavior of children.

Soyombo (1986) feels that the home provides the child with his most fundamental needs which the child need for his performance.

CHAPTER THREE

3.1 THE POPULATION OF THE STUDY

The target population for the study consisted of pupils in secondary school in Ondo West which is divided into two educational zones composed of yaba and Ayeyemi zone consisted of 15 junior schools while awards consisted of 25 schools.

3.2 SAMPLE AND SAMPLINGS TECHNIQUE

Out of the 40 secondary schools in Ondo West three schools were randomly selected from Ayeyemi and five schools were also randomly selected from Yaba. The schools are:

1. Yaba:

St. Ambrose catholic grammar school, Yaba

St. joseph catholic grammar school Yaba

Ondo Anglican grammar school, Yaba

St. Helens grammar school, Yaba

All saint Anglican grammar school, Yaba

2. Ayeyemi

Community secondary school, Ayeyemi

Holy flock secondary school, Ayeyemi

Lujomu secondary school Ayeyemi

Students of class three were chosen from each of the school using random sample method the total sample is therefore 188.

The choice of limiting other classes was borne out of the result of the pilot study conducted. The pupil in junior secondary three (J.S.3) were taken to senior classes in the school.

In analysis and presentation the various sampled schools records were presented and their mean in various levels performance, neatness and take home assignment with their corresponding data from stable and unstable homes decision were drawn based on the greater percentage of mean.

TABLE 7: ST. AMBROSE CATHOLIC GRAMMAR SCHOOL, YABA PERFORMANCE, NEATNESS AND ASSIGNMENT

SCORES STABLE HOME

UNSTABLE HOME

S/No	Perform ance	Neat ness	Assess ment	Perform ance	Neat ness	Asse ment
1	76		59	68		38
2.	64		53	54		37
3.	68		49	40		48
4.	68		61	66		36
5.	56		41	46		34
6.	68		40	59		14
7.	80		77	56		36
8.	78		79	57		38
9.	84		48	62		18
10.	94		74	86		38
11.	64		64	88	TOTAL	321
12.	84		60	55		213
13.	66		42	45		288
14.	74		40	74		
15.	74		52	74		
16.	82		60	59		
17.	88		80	86		
18.	60		44	50		
19.	76		56	66		
20.	94		76	68		
Total	1498		1152	1247		

9.	41	67	46	Total	231	268	178
10	43	54	49		$\bar{X} = 35.33$	$\bar{X} = 34.22$	$\bar{X} = 32.67$
11	50	68	40		$S = 4.10$	$S = 3.04$	$S = 2.19$
12	72	69	34				
13	48	54	66				
14	60	49	50				
Total	775	847	677				

$\bar{X} = 53.35$ $\bar{X} = 60.5$ $\bar{X} = 48.35$

$S = 12.3$ $S = 16.98$ $S = 9.56$

In the above table stable home has $\bar{X}$ scores for performance 53.35 neatness = 60.5 and assignment 48.35, while unstable home has $\bar{X}$ scores for performance 28.88, neatness = 35.5 and assignment 25.25. This shows that nature of home affects children in the above mentioned level of discussion.

TABLE 13: HOLY FLOCK SECONDARY SCHOOL, AYEYEMI

STABLE HOME				UNSTABLE HOME		
S/No	Perfor mance	Neat ness	Assess ment	Perfor mance	Neat ness	Assess ment
1	66	60	62	34	34	39
2.	70	68	68	26	19	25
3.	68	62	62	36	21	39

as home work. This sympathetic situation characterized the broken home environment as cited by Nwachili

3. MARITAL INSTABILITY BRINGS ABOUT CHILDREN UNTIDINESS

It is believed that psychological, social and emotionally free mind is a healthy mind but marital instability has not given such environment for it affects children's health and health affect intellectual ability. Ajda (1987) supported this statement when he stated that emotional disturbance could affect a child's general behavior both in and outside the classroom.

As reference points to the above statement a cursory look at the presented and analyzed tables in the immediate previous chapter (table 1 – 13) suggest that stable home children are ready, tidy and prepared more than unstable home children during school hours.

These are as a result of parental care and uncare as the case may be.

Nwachili (1991) agreed with the above when he stated that for the child of broken home lack of attention may lead to a feeling of insecurity that could continue throughout his childhood when then eventually manifest in adulthood.

Anagbo and Chikendu (1989) went further to assert in the affirmative that separation from the mother during childhood could lead to emotional maladjustment, delinquency, untidiness educational problems and even psychopath behavior of the child. To this end the child lacks concentration and interest in what goes on in school.

4. There is significant difference between the performance of children from stable homes and the performance of children from unstable homes. The presented and analyzed table (in relation to hypothesis testing at the various different schools in idemili north local government area. In the immediate previous chapter the t-cal is always $>$ t-critical or table value of 0.05 level of significance for example at global secondary school Awada it was t- cal 9.834 while t-table values was 1.721 at 0.05 level of significance. All in all the t-calculated was always $>$ t-table value of all the secondary school used for the study. Chapter four provides concrete answer to this.

Has been observed that children from unstable homes lack academic aspiration from such homes and also found that children from unstable home feel rejected and inferior, and for this reasons they always go with low mentality and therefore do not perform very well academically. This agrees with Nwachili (1991) that parental attention and assistance to children provide encouragement, motivation and greater incentive for success. Blooms (1986) went further to conclude that environment is one of the most important set of influences in the emotional and intellectual development of children especially during the school years.

Harwood (1982) explains this significant difference by stating that family being the first institution for a child education as an institution the family has shown a remarkable capacity for survival and the various ways in which families have organized themselves and these actually influence the child's performance in school programmes.

SUMMARY

Having examined and appraised the influence marital instability on the academic performance of junior secondary school students in Ondo West local government area. In lieu of the stated problems of marital instability in children's academic performance at junior secondary school level deficiency in personality and educational development, emotional and psychological disturbances, anti social behavior etc. the following null hypothesis and research questions was formulated respectively to guide the study.

HYPOTHESIS

There is no significant difference between the performance of children from broken homes and the performance of children from stable home.

RESEARCH QUESTION

1. Does mental instability bring about the student untidiness in school
2. Does the type of home students come from affect his/her academic performance in school?
3. Do student from broken homes for their assignment?

TABLE 6: COMMUNITY SECONDARY SCHOOL AYEYEMI.

Stable Homes

$$\bar{X}_1 = 55.3$$

$$SD_1 = 8.68$$

$$N_1 = 14$$

$$T - \text{Cal} = 55.3 - 28.9$$

Stable Homes

$$\bar{X}_2 = 28.9$$

$$SD_2 = 12.3$$

$$N_2 = 8$$

$$\begin{aligned}
 & \sqrt{\frac{8.68^2 + 12.3^2}{14 + 8}} \\
 & \quad 26.4 \\
 & = \sqrt{\frac{75.342 + 151.29}{14 + 8}} \\
 & \quad 26.4 \\
 & = \sqrt{\frac{5.381571429 + 18.91125}{14 + 8}} \\
 & \quad 26.4 \\
 & = \sqrt{\frac{24.29282143}{14 + 8}} \\
 & \quad 26.4 \\
 & = \sqrt{4.928774841}
 \end{aligned}$$

$$t - \text{Cal} = 5.356$$

$$DF = N_1 + N_2 - 2 = 20$$