

THE UNIVERSITY OF ZAMBIA

**THE INFLUENCE OF BROKEN HOMES ON PUPIL ACADEMIC
PERFORMANCE IN SELECTED SCHOOLS IN MBALA DISTRICT: LESSONS
FOR SCHOOL MANAGERS.**

BY

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AUTHOR'S DECLARATION

I FRANK KASOMA declare that this dissertation represents my own work and that it has not been previously submitted for a degree at this or another University.

Signature.....

Date.....

APPROVAL

This dissertation by *FRANK KASOMA* is approved as fulfilling part of the requirements for the award of the degree of Master of Education in Educational Administration by the University of Zambia.

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Abstract

The study investigated the influence of broken homes on pupil academic performance in selected schools of Mbala District. The study aimed at determining the extent to which broken homes influenced the performance of pupils in schools.

A case study design was used which combined qualitative and quantitative techniques of data collection and analysis. However, the study was more inclined to the qualitative research paradigm. The target population comprised teachers, pupils and school administrators. Other informants included Education Standards Officers, Provincial Education Officer and Civil Society Organisations. Purposive sampling procedures were used for the ninety-one (91) respondents who participated in the study.

Data were collected through questionnaires, semi-structured interviews, in-depth interviews and analysis of documents. Qualitative data were analysed thematically through identification of themes and sub-themes that emerged. Basic descriptive statistics such as frequencies, percentages and tables were used in the analysis of quantitative data.

The study found that broken homes contributed to poor pupil performance in most cases. Differences were found in performance with pupils from unbroken families out performing pupils from broken families in the subjects they were tested. The study noted that pupils from broken families' experienced a lot of emotional difficulties as they tried to cope with changes brought about by their parents divorce or separation. However, it was noted that not all children from broken families performed poorly in class. The study found that the home environment was critical in the academic performance of pupils, as learning whether at home or school occurred through the environment.

The study recommended that schools should devise ways of helping children from emotionally and culturally deprived homes through increased collaboration with members of the community.

Teacher education curriculum should strengthen the study of child growth and development. This will assist teachers in understanding some of the problems pupils from broken homes face. The Ministry of Education and Civil Society Organizations working in schools should institute academic support to children from broken families in the early years of schooling even in the absence of evidence of psychological problems. Head teachers ought to scrutinize and study individual cases of children that are enrolled in schools and learn about their family backgrounds so that those that need special attention are identified as soon as possible. Local communities should be sensitized on the effects of broken homes on school going children. Local and international organizations supporting the welfare of children should spearhead this campaign.

DEDICATION

I dedicate this study to my beloved late father, Coleman Kasoma and my late mother Mela Mulenga for their contributions towards my education. I also dedicate this work to my wife Carol Mulenga, my children especially Franscisca Mulenga Kasoma who was born when I was still away doing my Masters degree. They were quite supportive during my studies.

I finally dedicate this work to all members of staff at Lucheche High School for encouraging me to do my Masters Degree. even when my age was in the late afternoon of my retirement.

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List of Acronyms

C.S.O	-	Central Statistical Office
MOE	-	Ministry of Education
US	-	United States

CHAPTER ONE

INTRODUCTION

Chapter one introduces the topic of study. The Chapter highlights the background of the study. It also includes the statement of the problem, the purpose of the study, significance, research questions, objectives and limitations.

BACKGROUND TO THE STUDY

Having served the Ministry of Education as a teacher, teacher educator in College of Education and head teacher at high school over a span of 27 years, I have observed that pupils from broken families often go through trauma that consequently affect their academic performance. Like other districts in the country, the divorce rate in Mbala district has been rising. The 2000 census of population and housing indicates that 21% of females were divorced while 1.9% of males were divorced (CSO: 2000). From experience, I have observed that pupils from broken families experience a great deal of emotional turmoil that requires understanding and wise handling on the part of the teacher and school administrators. The differential scholastic achievement of pupils in Zambia and elsewhere has been and is still a source of concern and research interest to educators, government and parents. This is so because of the great importance that education has on the national development of the country. Therefore, the influence of broken homes on the school going children is the major concern of this study. Broken homes while being a problem of couples are largely a problem of the nation as a whole. As Kenneth Kaunda points out in his foreword to Growth of Education in Zambia. Mwanakatwe(1968);

“We are architects of our own destiny. We are bricklayers in the nation building process laying what I consider to be decent and happy future, for themselves and the succeeding generation, for we have had our day and full share of problems and enjoyment where this has been possible, but the future is for the young which education must mould with the highest possible degree of perfection. ” p.ix

By examining the consequences of the crisis of broken homes, we can appreciate some of the reasons why these trends are devastating to individuals and to society.

STATEMENT OF THE PROBLEM

The family which is the most important social unit that provides social and economic security to its members such as children is under threat due to rising cases of divorce and separation (CSO: 2000). For this reason, schools are likely to have more pupils whose parents have been divorced or separated than ever before. Little seems to have been documented on the effect of broken homes on pupil academic performance in Zambia. In order to fill this gap, this study investigated the influence of broken homes on pupil academic performance in selected schools of Mbala district and brought out Lessons for School Managers.

PURPOSE OF THE STUDY

The purpose of this study was to find out the influence of broken homes on pupil academic performance in selected schools of Mbala district.

OBJECTIVES OF THE STUDY

The objectives of the study were:

1. To collect views from teachers, head-teachers, parents, or guardians and pupils on the influence of broken homes on pupil academic performance.
2. To find out the responses of children regarding their home backgrounds and academic performance.
3. To find out emotional challenges children from broken homes face.
4. To find out the views of stakeholders such as Civil Society organizations on the influence of broken homes on pupil academic performance.

RESEARCH QUESTIONS

1. What are the views of teachers, head-teachers, parents or guardians and pupils on the influence of broken homes on pupil academic performance?
2. What are the responses of children regarding their home background in relation to their academic performance?
3. What emotional challenges do children from broken homes face?
4. What are the views of stakeholders such as civil society organizations on the influence of broken homes on pupil academic performance?
5. What recommendations could be given to remedy the situation of poor performance by children from broken homes?

SIGNIFICANCE OF THE STUDY

The study has provided insights on the importance of safe guarding the family as the basic social organ of society. The study has attempted to provide empirical research findings on the influence of broken families on pupil academic performance. Teacher educators, educational administrators, policy makers, curriculum developers and other stakeholders may utilize this information in handling vulnerable children from broken homes. The study has also contributed to the body of knowledge on the relationship between the home environment and academic performance. Very little seems to have been documented on the effects of broken families from a Zambian context. Therefore, this study should attract future researchers in a similar field in order to give a better understanding of the problem at hand.

OPERATIONAL DEFINITION OF TERMS

Broken home: For the purpose of this study, this term refers to a home with unfavourable background. A home led by people other than both child's parents. "Broken home" is perceived by social welfare societies as family where one of the parents is not present or there is /a serious family problem (Kwaku, 1990).

Home background: refers to the type of home environment (incorporating the family and the community) from which an individual comes. A measure of the home background was obtained from the following variables:

- i) Parental marital status
- ii) Relationship of pupil to whoever he or she lives with.
- iii) Pupil's area of residence
- iv) Parent's/ guardians occupations
- v) Family size of whoever the pupil lives with

Truant: in this study, the term truant refers to the failure of the child to be present at school

Attitude: in this study, refers to an organized and consistent manner of thinking, feeling and reacting with regard to people, groups, social issues or generally any event in one's environment.

Attitude towards education: in this study refers to consistent manner of thinking, feeling and meeting in relation to education.

Parental attitudes towards education: refers to the way parents feel or think about education.

Parental encouragement and support: the amount of motivation and help given to a child in his or her school work.

Scholastic achievement / academic performance: refers to the actual pupil performance at school.

LIMITATIONS OF THE STUDY

Some of the respondents were not sincere in the way they answered the questions from the questionnaires and interview guides despite assurances of confidentiality. This problem was mainly found with the parents especially the divorcees, and some pupils were too shy to disclose some of the information.

CHAPTER TWO

LITERATURE REVIEW

Introduction

In this chapter, relevant literature on the influence of broken homes on pupil academic performance has been reviewed. Literature review will be presented according to the following subheadings; Trends on divorce ,causes of broken homes and causes of poor performance by children from broken homes.

Trends on Divorce

The divorce rate has been rising rapidly in modern society. Divorce means the end of marriage, but does not necessarily mean the end of the family, as most of the divorces occur between people who have children. One parent usually leaves the household but the family remains.

Let us look at several countries to see how the popularity of divorce has led to the further erosion of marriage. The divorce rate in Zambia is on the increase. The 2000 Census of population and housing indicate that 21.0 percent of female were divorced while 1.9 percent of male were divorced.

On the other hand 10.5 percent of female headed households were separated, while the proportion for separated male headed households was only 1.3 percent. A similar trend was observed for the proportion of households widowed.

The percentage of widowed female headed households was 45, while 2.5 percent of male headed households were widowed (C.S.O: 2001). For children, the loss of a parent through divorce is sometimes comparable to loss from death depending on the circumstances of the child. For example, one in two marriages in the United Kingdom and the United States ends in divorce. African statistics are harder to come by. Divorce was also common in Jesus' days. According to Census of population and housing report, "the number of divorced couples quadrupled between 1970 and 1996" Roughly, 1 in 5 adults has been lashed by the destructive winds of divorce. The question that comes to mind by many responsible people is that; who are the most vulnerable to marriage failures? Statistics show that about 60 percent of all divorces occur within the first ten years. In other countries too, divorce rates have soared. The total number of divorces in England

and Wales reached 153, 490 in 2004. Australians can expect about 40 percent of their marriages to end in divorce.(Awake July, 2006)

The Republic of Korea saw an increase of 21, 800 divorces in just one year – from 2002 to 2003 – a total of 167,100 couples divorced. Japan, where 1 in every 4 marriages ends in divorce, is now approaching Europe divorce rate. “Once upon a time it was only the very worst marriages that would end in divorce” observed an expert in family studies at the Japan Red Cross University. “Now it has become a simple life style” (Awake July, 2006)

In many countries, long standing religious institutions and social traditions contributed to marriage stability. However, they can no longer stop the rising tide of social acceptance of divorce. For instance, consider the Roman Catholic Church, where marriage is regarded as something sacred. In 1983, the church relaxed its rules concerning marriage bonds and made it easier for Catholics to end marriage. Hence, annulment has increased since then.

In Oklahoma among the top five states in frequency of divorce, with 6 per 1000 in 1998. Governor, Frank Keating is urging Ministers, Lawyers, Psychologists and others to mount a campaign to reduce the divorce rate by a third within ten years. In Arkansas, also in the top five with 6.1 per 1000, the Governor has declared a ‘marital emergency’ and is seeking to half the divorce rate in the next ten years. But what about when it all breaks down? Is there life after divorce after the love has gone? The question many are asking today is why divorce has sky rocketed so much?(Awake July, 2006)

Causes of Broken Homes

There are many different and complex causes and reasons for divorce each of them specific to that particular couple’s marital relationship, their individual experiences and personal problems. None of them may seem common to the people going through a divorce, of course many of the reasons recur enough to warrant the term. The following have been cited but we shall only discuss those that are common in Africa and elsewhere; *abandonment, alcohol addiction, physical abuse, emotional abuse, personal differences* or “*irreconcilable differences*” *financial problems, interferences from parents or in-laws, lack of maturity, sexual incompatibility, religious conversion or religious beliefs, cultural and life style differences, criminal behavior and incarceration for crime*, etc. The transition to this self-centred view of marriage “began in

the 1960s and accelerated in the 1970s states the Journal of Marriage and family. Some young people today think marriage is an old fashioned and repressive institution. Sondashi (1977) says that marriage is not for weaklings. This seems to be true considering the hardships and problems encountered by married couples. Listed below are the most common reasons for divorce.

- a. **Adultery (almost universally).** In marriage it means one or both partners have sexual intercourse with other persons. This can be a cause of divorce. Adultery brings with it the possibility of being exposed to a number of sexually transmitted diseases. For some, intimate conversations are as harmful as physical acts of adultery because an emotional affair has already begun. The spouse may seek the comfort of another person because he / she is not having his / her needs at home.
- b. **Wife battering (cruel and inhuman treatment)** Physical and verbal abuse are two types of pain that can be inflicted on one spouse by the other .Much as women are expected to be submissive in accordance with cultural and biblical beliefs, men sometimes go too far in the manner they conduct themselves when they are under the influence of alcohol. A spouse may decide to divorce the abuser on the advice of others or to protect her self and their children. (<http://www.divorceinf.cmwhatcauses.htm>)
- c. **Selfishness** Among corrosive inclinations that plague marriage is the uninhibited pursuit of selfish gratifications. Impatient individuals who seek quick results and instant gratifications give little or no thought to the consequences of divorce.
- d. **Wrong choice of Partners** – People often show better judgment in selecting a dress, shirt, car etc than in selecting a wife or a husband. This is why many marriages turn out to be unhappy. Is it possible to know what kind of character lies beneath the surface in the person you may think of marrying? Often a great shock comes after the wedding day.
- e. **Barrenness (impotence)** – One of the most shattering problems in marriages today especially in Africa is the failure to have children. Childlessness is an extremely difficult reality to face. According to Wieland (1980),the supreme purpose of marriage according to African people is to bear children, to build a family, to extend life and hand down the living torch of human existence.
- f. **Parental Interference** – The trend suggests that people are getting more and more involved in their children’s marriages. They sometimes make demands which are excessive and certainly very difficult to meet. Some are domineering and would like to

rule in their children's marriages. Some parents encourage their daughters to marry rich men. This is marrying for ulterior motives rather than love. This trend is very common in African countries.

- g. **Social and Economic pressure** – female employment and small families also make divorce more likely in modern societies. A major impact of the massive entry of women into the labour market has been to decrease the dependence of wives on their husbands for economic support. A woman need no longer cling to a brutal or drunken husband merely because she has no where else to turn to (.Kalimaposo:2008). Statistics show that most fathers whose responsibility is to provide money or look after children properly are now just too busy, selfish, irresponsible or just too poor to provide any needs. Parents abandon young children because they cannot fend for them .In addition the increase in the number of women who work increases the opportunities for extra marital affairs. Similarly, with so many women at work, husbands have more contact with other women than did their fathers.(Kalimaposo,2008).

Causes of poor performance by children from broken homes.

Research results have proved that there's a close correlation between the meaning of education to parents and students' learning achievement, that is, if education is regarded as a value in the family, there is a big possibility that children will have a higher learning achievement.

Altibach, (1979) has observed that the chief practical concern of educators and parents alike is how to explain why some children succeed in school while others fail. If this question can be answered, there is hope that measures can be taken to increase the number of children who achieve at a high level. Hence the need to carry out this study. Such improvement in achievement is expected not only to contribute to national welfare and productivity but also to reduce the personal unhappiness experienced by pupils who are seen as failures both in their own eyes and eyes of others.

The child whose memories are associated with resentment cannot be expected to compete successfully with those whose memories are associated with a feeling of what we call personal satisfaction or a sense of achievement. Pupils' academic performance from broken families is affected by home-based factors. Children from broken families often become truants at school

(Reid, 1982) In a study of twenty-three persistent truants, Galloway (1985) found that most of the truants came from broken families. Similarly, Hodges (1968) in a survey carried out on 110 truants found that nearly 50% of the absentees came from broken homes and relatively large families. Reid (1982) found that as compared to non-absentees, many of these had parents who were either separated, divorced remarried, unmarried (but cohabiting) or single. Other findings were that the occupations of single fathers of truants were significantly lower than those of the fathers of non-truants. In the case of divorced mothers, most of them were unemployed. Those who were in employment worked in significantly lower occupations than the mothers of the non-absentees. The findings reported by Reid(1982), Galloway(1985) and Hodges(1968) seem to indicate that truants in schools often come from home backgrounds that are often characterized by multiple deprivation in terms of parents marital status, relationship of the pupil to whoever she/he lives with, area of residence, parents occupation and family size of whoever the pupil lives with.

The report of the committee on “One Parent families” (Vol. 1), Her Majesty Stationery (1974) states that it is vital to relate children’s ages at the time of breakdown to subsequent behaviour and that clearly makes a difference whether he/she is subsequently brought up by his / her mother alone or the step mother and her next partner or institution.

Douglas (1964) reports that for many young children, it is the early contacts with their mothers that are likely to have the greatest influence on learning and also later ages too, it is the mother who is more concerned than the father with school problems. From this observation by Douglas, it is important that mothers are always with their children so as to assist them with school problems. When they are divorced children find problems and cannot concentrate on school work.

Peter (1968) states that children thrive best when they are brought up in a stable family in which two parents are able to give them a great deal of care and attention, encouraging them, on one hand, to develop their own life and interests and providing them on the other, with secure base to which they can return and in which they can always find comfort and support.

Though the cause of disturbance may lie in infancy, the shape of it is determined by a social situation in which the adolescents find themselves. In this case the social situation is referring to

the broken home in which the children find themselves. The “broken home” is perceived by social welfare societies as a “family where one of the parents is not present or there is serious family problem” Kwaku, (1990).

The importance of family unit is again advocated by Stott, (1966) when he says that child’s personality is the result, in part, of his response to the total psychological environment of the home. It is concluded that these psychological characteristics of homes influence the development of such child qualities as; dependence, independence, passivity, hostility, aggressiveness, friendliness, creativity, originality of thought and these in turn, exert an influence on child’s relationship with others and on his performance in school.

Erickson (1969) says that it is true that the environment forges, tempers and alters us, sometimes making us look like one another and sometimes exaggerating our differences.

It is therefore important to note that all the authorities we have referred to concerning the causes of poor performance are citing the home environment as the most important factor in the proper upbringing of the child. Just like Gordon (1978) has stated “the risk that a house hold will produce a delinquent son is related to the style of life of the family rather than the father’s occupation, status, etc .Stuart and Abt(1982) say that in terms of school behaviour for children of divorced parents, a review of existing literature shows that the young child of divorce can exhibit a variety of specific behaviors in the classroom; one is related to the child’s school performance.

MOE (1996) states that the learning ability of a child affected by home background is likely to be impaired. The outlook for educational development of such children is not encouraging. They are likely to show poor cognitive functioning, which displays itself exteriorly in difficulty in maintaining the alertness, attention and concentration needed for classroom performance and which works interiorly to slow down the mental processes of registering, selecting and reacting to information .Some families have a tradition of making the best use of their brains and their lives and this may depend more on methods of upbringing than on inherited traits. An impoverished home environment would have a cumulative effect, so that the children exposed to it would become progressively more handicapped in their performance as they grew older.

This situation is now common in broken homes. It is clear that the pivotal agent, the one most influential in the child’s development is the parent. Campbell (1970) states that; while the

specific direction of the learning process is largely a function of the teachers manipulation of the classroom setting, during both the years of infancy and out of school hours of the school child, the home is an active force helping to shape the child's abilities and attitudes.

Knowledge of where the pupil is coming from is of paramount importance in that it assists the teacher in curriculum development and planning. Oppolot(1971) has contented that to be effective in the classroom a teacher needs to know a great deal more than the subject matter alone. He must understand the individuals he is teaching, their abilities, the stages of development through which they pass and the different ways that environment moulds their personalities and interests. In short, the teacher needs to understand the principles underlying the behavior of his pupil.

Significant differences between high and low achievers on parental attitudes towards education, school and teachers and parental encouragement and support afforded the child at home. Findings of the above study concurs with studies done by Wiseman(1964), Fraser(1968), Griffiths(1958), Shonnel (1962), Pringle(1965), Bhatnagar (1952) Swift,(1965). Evans (1962) and Douglas(1964) all contend that, a well to do parent is likely to provide better amenities for his family than for those coming from disrupted homes.

It has been noted that without any instruction from a parent, a child given only the requisite nourishment would survive into adulthood. This is because the body is well equipped to protect the child from environmental harm. However, such a child, though grown would remain uncivilized, a veritable danger to himself and his environment and community. Parental instruction is vital for the right outcome to emanate from a child. This is why parents and teachers are the most important early interactors that a child is exposed to. If a child has the right guidance from his or her primary teachers, it is almost impossible for such a child, in adulthood, to lead a life bedeviled with perpetual poverty (The Post, 2011).

The work that any human being does is based on his or her mind or how his or her mind has been set over time. Research works have shown that nature of parental discipline affect academic output of children. Such children have low self worth, insecurity, and may find it difficult to consult with teachers.

Dowd (1997) says; in most broken homes, the children are generally disadvantaged because they are generally regarded as being deprived academically, economically, socially and culturally. Their environments are not conducive to learning and in which education is not adequate. Pupils from broken home families always have deficit. As a result of loss of one parent these children suffer, psychological problems. Father-son contact is an essential element in moral development, without it, moral bankruptcy arises. The effect of a broken home on the education of the child is devastating.

The home environment is a strong predictor of the future behavior of children and an impact of broken homes touches almost every aspect of life.

Many studies have documented an association between marital disruption and a wide range of deleterious effects in children .For example, the US center for Marriage and Family released a study in November, 2005 that shows that broken family structures consistently lead to difficulties when it comes to educational achievement.

Ballantine and Hammerick (2009) observed that children from divorced households have lower grades, lower test scores and higher drop up rates on average than those from two- parents (intact) households. These results are also influenced by factors such as the education level of parents and the low level involvement by the absence of a parent. Children from broken families give warning signs that they are likely to have problems in school very early especially for children who receive little cognitive stimulation and emotional support. Unless there is significant parental support and supervision, these factors are correlated with children living today and absent from school, not doing homework, not having contact with their parents and sometimes engaging in frequent dating and early sex if they are adolescents (Pallas, 1989; Mulkey, Crain& Harrington, 1992; Cavanagh& Houstine, 2006).

Children from broken families are likely to receive less parental encouragement and attention with respect to educational activities than children who live with both biological parents. Children from broken families often have lower educational expectations, less monitoring of school work and less supervision than children from intact families (Astone& Mclanahan, 1991).

In an earlier study which was under taken in Kenya, Muga (1957) examined the cases of 1,171 children in remand homes and approved schools. With regard to schooling, he found that 796

had no education at all. There were only 8 children who had two years of secondary education. With regard to family relationship, it was found that there were 691 (59%) cases where parents did not live together because of death, divorce and separation. The implication of the above statistics is that very soon there would be more children in schools coming from broken homes and whose academic performance would be affected due to lack of parental care and guidance. Toomin (1974) recommends the presence of both parents in proper upbringing of the child. Wallerstein (2000) contends that children who grow up in broken families experience not only one loss, than that of the intact family, but a series of losses as people come and go. Divorce is a life-transforming experience. After divorce, childhood is different.

Wallerstein (2000) further claims that divorce is always more devastating for children than their parents and that the effects of divorce are often long lasting. The convention wisdom has been that the divorcing family goes through the stress of adjustment in about two years. But longitudinal studies indicate that children's fundamental attitudes about society and about themselves can forever be changed by divorce and by related events experienced in the years afterwards. The mother and father may resolve the crisis and move on to the next chapter. For children, divorce is not a chapter, but a long continuation of life experiences.

Children react with a variety of behaviours related to their dependent positions in a family and the age level of intellectual development. In general, pre-school children are the most frightened and demonstrate the most dramatic symptoms with separation and divorce. Their self-concept seems to be particularly affected with an increased sense of powerlessness. Their view of predictability, dependability and order in the world is disrupted. In the anxiety to be sure their needs are met, pre-school children may show an increase in dependence, whining, demanding and disobedient behaviours. In their fear of abandonment, they may have trouble sleeping or being left by adults. Other noted behaviours according to Wallerstein and Blakestee (1989) include regression to immature behaviour, anxiety and intense attachment to one parent. Children also have increased feeling of guilt, shame and anxiety about loss of love, symptoms of emotional stress may take a form of night mares, temper tantrums, bedwetting and unusual fears. In their play at school, pre-school children may be less imaginative, exhibiting less associative and cooperative play and more unoccupied spectators. In addition, more aggression is noted. Wiseman, (1964) says that losing parent support either temporarily or permanently is

extremely stressing for a child. Many studies have documented an association between marital disruption and a wide range of deleterious effects in children. These include; poor performance in school, emotional stress, insecurity and anxiety as factors which effectively affect the child's school progress, Fraser (1968).Kapambwe, (1980) states that pupils with emotional problems do poorly in school because they are unable to turn their energies and attention in the direction of learning. Such children are dominated by more urgent unfulfilled psychological and emotional needs.

There are significant differential effects seen in the impact of divorce according to gender. In general, girls seem to have fewer behavioural changes than boys although they may show increase in depression. This difference may be related to differences in expression of emotion and communication. Heatherigton and Kelly (2002) noted that divorce is particularly challenging for women with young sons, who may get caught up in a series of escalating hostile exchanges that feed the child's anger and the woman's sense of being an incompetent parent. Gender difference also seems related to living arrangement. Children who live with the same sex- parent are generally happier and more socially competent than those living with the opposite sex-parent. Because the majority of custody arrangements place girls with their mothers, this may be a factor in the different reactions of girls and boys. However, it is interesting to note that girls who live with their mother and a step father do not do so well, perhaps indicating that their positive adjustment in earlier situations is related to the amount of time spent with custodial parent.

Kasonde (2007) says children with one or both parents dead are likely to exhibit more behavior problems than their peers with both parents alive. They are likely also to score lower on the selected school performance tests than their peers with both parents alive. What Kasonde has observed may equally apply to children who have one or both parents divorced or separated

The chapter has highlighted the typical grounds which have contributed to the rampant rate of divorces in the district and else where. The picture is alarming and needs serious attention. Most of the literature review looked at has indicated that broken homes have tremendous influence on the academic performance of children who are victims of divorce. Many studies have documented an association between marital disruption and a wide range of negative effects in

children. These include; poor performance in school, emotional stress, insecurity and anxiety as factors which effectively affect the child's school progress.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter describes the research design, target population, sample population, research instruments and data collection procedures and data analysis.

RESEARCH DESIGN

A case study design was used which combined both qualitative and quantitative methods in data collection and analysis. Orodho (2003) defines a research design as the scheme, outline plan that is used to generate answers to research problems. However, the study was more inclined to qualitative methods. Qualitative studies are those in which the description of observations is not ordinarily expressed in quantitative terms Sidhu(2006). The reason for choosing such an approach was to allow for in-depth investigations of the factors in the study.

TARGET POPULATION

Population refers to an entire group of persons or elements that have at least one thing in common. Kombo (2006) Population also refers to the larger group from which the sample is taken.

The target population for the study comprised all teachers, pupils, school administrators, other informants, such as Education Standards Officers, Provincial Education Officer (Northern Province) and Civil Society Organisations like World Vision Zambia, Action Aid Zambia and Religious organizations, Officers from Social Welfare department and Judiciary in the district.

SAMPLE POPULATION

Effective population sample must be representative. The researcher has to identify and select respondents that fulfill the questions the research is addressing. Kombo(2006).

Purposive sampling was used to select respondents for the study. Purposive sampling can be considered a form of stratified sampling in that the selection of the cases is governed by some criterion acting as a secondary control (Sidhu 2006). The researcher was aware and knew who to interview to collect the required information. The following was the sample that was selected and interviewed; 3 high school head-teachers, 30 high school teachers, 30 high school pupils, 3

high school Guidance teachers, 10 parents (divorcees) male and female, 3 clergymen, 3 clerks of court, 1 District Social Welfare Officer, 1 Programme Coordinator (World Vision Zambia), 1 Programme Coordinator (Action Aid Zambia), 3 Education Standards Officers, 2 Senior Education Standards Officers.1 Provincial Education Officer (Northern Region). A total number of ninety- one respondents were interviewed.

RESEARCH INSTRUMENTS

Research instruments included the following as recommended by Kombo and Tromp (2006:) questionnaires, structured interviews, semi-structured interviews and observations and group discussions and analysis of documents, were used on teachers and school administrators In-depth interviews were used on selected school administrators, Guidance teachers and Education Standards Officers. Questionnaires had both closed and open ended (free response) questions. The closed ended questions provided quantitative data while open ended questions provided qualitative data. The questionnaire mainly used a four point Likert scale in order to get the levels of agreement or disagreement on a series of statements.

DATA COLLECTION PROCEDURE

The research used questionnaires because of the nature of the study. Primary data were collected using in-depth interviews which were intended to get detailed information from key informants. Secondary data were collected from sources such as class registers, assessment records from sampled schools, CSO reports etc

ETHICAL CONSIDERATION

The nature of the study was explained fully to the respondents before the interviews. The need to collect data from the respondents was justified. Consent was obtained from the respondents used in the study and ensured that they participated voluntarily. The researcher made sure that all respondents were protected physically and psychologically by arranging for them a conducive and safe venue for interviews. The respondents were assured of confidentiality. The researcher was open and honest in dealing with the respondents.

METHOD OF DATA ANALYSIS

Qualitative data were analyzed using thematic analysis. Thematic analysis involved the identification of themes that emerged from the data. Each item in the questionnaire constituted a theme or sub-theme under which all responses were recorded and consolidated. Similarly, views from interviews were recorded under specific themes. Descriptive statistics were used in the analysis of quantitative data. Numerical data were manually summarized using frequency distributions, percentages and tables.

This chapter has described research design, target population, sample population, research instruments and data collection and data analysis.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

The previous chapter described the methodology used in the study.

This chapter presents the findings of the study. The study collected views from pupils, teachers, head teachers, educational administrators ,civil society organizations working with communities, and officers from the Judiciary on the influence of broken homes on pupil academic performance. Structured interviews, questionnaires and in depth interviews were used in data collection. The questionnaires utilised the Likert response format and open ended questions.

The statements posed in the questionnaire are shown above the tables; showing the levels of agreement or disagreement. As for the open ended questions, respondents either wrote or gave their opinions orally depending on their levels of literacy.

91 respondents were interviewed and their responses recorded. The questions from the questionnaires were later on categorised as themes for data analysis and discussions.

The general objective of this study was to find out the influence of broken homes on pupil academic performance.

The tables show the views of teachers, parents, pupils, head teachers on the influence of broken homes in selected schools of Mbala District.

Tables 1 – 12 show teachers’ perceptions on the influence of broken homes on pupil academic performance.

Table 1: Pupils whose parents have divorced or separated have problems in concentrating or paying attention in class.

Strongly Agree	Agree	Disagree	Strongly disagree	Non Response	Total
12 (40%)	18 (60%)	0 (0%)	0(0%)	0(0%)	30(100%)

According to table 1, teachers in general agreed that divorce or separation affected pupils’ concentration and this affected their attention in class. 12 (40%) teachers strongly agreed that divorce or separation had an influence on pupils’ concentration. 18 (60%) also were of the view that this had an impact on the child. None of the teachers interviewed disagreed with the statement.

Table 2: Pupils whose parents are divorced or separated are emotional and difficult to handle.

Strongly agree	Agree	Disagree	Strongly disagree	Non response	Total
9 (30%)	21 (70%)	0 (0%)	0 (0%)	0 (0%)	30 (100%)

Table 2 indicates that pupils from broken homes were difficult to handle and were generally emotional. 100% of the teachers agreed with the assertion that pupils whose parents were divorced or separated were emotional and difficult to handle. During in depth interviews with some Guidance teachers, it was noted that some pupils from broken homes were withdrawn and difficult to notice in large classes.

Table 3: Pupils whose parents are divorced or separated are not helped with school work.

Strongly Agree	Agree	Disagree	Strongly Disagree	No Response	Total
6(20%)	0	21(70%)	3(10%)	0	30(100%)

Table 3. Shows that most of the teachers 21(70%) disagreed to the statement that pupils whose parents were divorced or separated were not helped with school work. Similarly 3(10%) strongly disagreed to the statement. However, some Guidance teachers interviewed reported that some teachers did not appear to have the skills of handling emotional pupils. Some Guidance teachers advised that it was important for teachers to take an interest in pupils from disorganized families by being kind and patient with them. Only 6 (20%) strongly agreed to the statement.

Table 4: Pupils whose parents are divorced or separated become truant at School

Strongly agree	Agree	Disagree	Strongly disagree	No Response	Total
6(20%)	18(60%)	6(20%)	0	0	30(100%)

As can be seen from Table 4, pupils from broken homes appear to be truant. The largest proportion of teachers 18(60%) indicated that pupils whose parents were divorced or separated became truant at school. On the other hand only 6 (20%) of the teachers disagreed to the statement. During in depth interviews with some Guidance teachers, it was observed that some pupils from such backgrounds disliked school especially when their material needs were not met by the guardians or parents. Material needs such as uniforms, schools shoes, books were important for Children from broken homes.

Table 5: Academic Performance of pupils whose parents are divorced or separated is affected.

Strongly agree	Agree	Disagree	Strongly disagree	Non response	Total
12 (40%)	18 (60%)	0	0	0	30 (100%)

As can be seen from Table 5, 12 (40%) of the teachers strongly agreed that academic performance of pupils whose parents were divorced or separated was affected. Similarly, 18 (60%) agreed to the statement that academic performance was affected by pupils coming from

disrupted homes. During in depth interviews with Guidance teachers, it was made clear why this was so. They pointed out the reasons why pupils from such homes could not perform well. One reason was that these children were some how affected psychologically by the fact that, they were not living with both parents at home. The other reason was that these children lacked a lot of things which their counterparts from intact homes had.

Table 6: Pupils whose parents are divorced or separated are usually unhappy, sad or depressed.

Strongly agree	Agree	disagree	Strongly disagree	No Response	Total
15(50%)	15 (50%)	0	0	0	30 (100%)

Table 6. Shows that 15 (50%) of the teachers interviewed indicated that they strongly agreed that pupils whose parents were divorced or separated were usually unhappy. Equally, 15 (50%) of other teachers agreed to the view that these children from broken homes were usually unhappy, sad, or depressed. Guidance teachers interviewed said that there was need for teachers and administrators in schools to do something about this. These children needed a lot of counselling and guidance to give them encouragement and instill hope and confidence in them.

Table 7: Pupils whose parents are divorced or separated are usually not encouraged or motivated to work hard at school.

Strongly agree	Agree	disagree	Strongly disagree	No response	Total
3 (10%)	9 (30%)	15 (50%)	3 (10%)	0	30(100%)

Table 7 shows that only 3 (10%) of the teachers strongly agreed to the assertion while 9 (30%) agreed that pupils whose parents were divorced or separated were usually not encouraged or motivated to work hard at school. The majority of the teachers 15(50%) disagreed to this view and 3 (10%) of the teachers strongly disagreed to the assertion. During in depth interview, guidance teachers maintained that these children were encouraged or motivated through counseling and guidance programmes which they had put in place at school.

Table 8: Pupils whose parents are divorced or separated are usually uncooperative and disobedient in class

Strongly agree	Agree	Disagree	Strongly disagree	No response	Total
3(10%)	15(50%)	9(30%)	3(10%)	0	30(100%)

According to the information from Table 8, 3(10%) of the teachers strongly agreed to this view and 15 (50%) agreed with the same assertion that pupils from disorganized homes were usually uncooperative and disobedient in class. On the other hand, 9(30%) of the teachers did not support this view while 3 (10%) of the teachers strongly disagreed to the statement that these children were usually uncooperative and disobedient. During in-depth interview, Guidance teachers said that those who agreed to this observation were only speculative and not realistic because according to their observation these children were not very active and could not be associated with disobedience even if they belonged to disturbed homes. Most of these children they said, were too quiet and passive, to be disobedient.

Table 9: Pupils whose parents are divorced or separated are mostly reserved or passive

Strongly agree	Agree	disagree	Strongly disagree	No response	Total
6(20%)	21(70%)	3(10%)	0	0	30(100%)

According to the table above, 6 (20%) of the teachers strongly agreed that pupils whose parents were divorced or separated were mostly reserved or passive. 21(70%) agreed to the assertion. On the contrary only 3(10%) of teachers disagreed to this statement. Guidance teachers interviewed said that according to their observations and experience most pupils from broken homes were quite insignificant in so many activities.

Table 10: Pupils who came from broken families are mostly unruly and difficult to control

Strongly agree	Agree	disagree	Strongly disagree	No response	Total
3(10%)	18(60%)	9(30%)	0	0	30(100%)

Table 10 shows that 3 (10%) of the teachers strongly agreed to the statement and 18 (60%) agreed that children from broken families are mostly unruly and difficult to control. However, 9 (30%) of the respondents disagreed to this assertion that children from broken families were mostly unruly and difficult to control. Guidance teachers observed that it depended on who was handling such type of pupils. As indicated earlier some Guidance teachers maintained that such children needed to be shown love as they were already disturbed where they were coming from. Teachers needed to be patient with them. “Only teachers who were intolerant labeled these children ‘unruly’ and ‘difficult’ to control,” said one Guidance teacher.

Table 11: Pupils whose parents are divorced or separated usually don’t complete their education or drop out of School.

Strongly agree	Agree	Disagree	Strongly Disagree	No Response	Total
6(20%)	18(60%)	6(20%)	0	0	30(100%)

Table 11 shows that 6(20%) of the teachers interviewed strongly agreed to the observation that pupils whose parents were divorced or separated usually never completed their education and ended up dropping out of school. Meanwhile 18(60%) of them agreed that the assertion was correct. However, 6(20%) disagreed to this view. Those who disagreed pointed out that there were some exceptional cases of children who came from broken homes and who successfully completed their education. They said this depended on the support children were given by whoever was looking after them. For example they cited civil organizations which sponsored vulnerable children to continue with their education.

Table 12. Pupils coming from broken homes generally look unhealthy and are hunger stricken (especially those not in boarding schools)

Strongly agree	Agree	disagree	Strongly disagree	No response	Total
6((20%)	21(70%)	3(10%)	0	0	30(100%)

Table 12 indicates that 6(20%) of teachers strongly agreed to the above assertion that pupils from broken homes looked unhealthy and were hunger stricken. Similarly, 21(70%) also agreed to this observation. However, one Guidance teacher during the in depth interview said that not all the children who came from these homes looked unhealthy and hunger stricken. Some of them were provided with food and medical care by their guardians and looked very healthy although they lacked that tenderly mother care (in cases of where the biological mother was absent) 3 (10%) of the teachers disagreed to the above statement.

The views of parents/guardians on the influence of broken homes on pupil academic performance in selected schools of Mbala district.

13. Children deprived of the love and stimulation of a mother frequently become physically and emotionally disturbed.

In depth interviews were held with parents on the sub-theme above, four out of ten parents strongly agreed to the assertion that children deprived of the love and stimulation of a mother frequently become physically and emotionally disturbed. 5 of the parents also agreed to this view. Only 1 of the parents had a contrary view on this statement. It was indeed agreed by most of the respondents, teachers, parents and other stakeholders in separate interviews that the child from a broken home who was denied love and stimulation of a mother frequently became physically and emotionally disturbed. Similarly, lacked the stability and a sound base for learning. If this was not provided the child indeed became emotionally disturbed.

14. Disturbances at home have a distracting effect upon children and affects their performance at school .Generally,all the parents agreed with the statement above.. During in depth interviews with Guidance teachers, some of them observed that disturbances at home sapped the mental energies of pupils and made them inactive in school.

15. Children from broken homes have no confidence in anybody and resort to anti social activities.

Three out of ten parents interviewed strongly agreed to the notion that children from broken homes had no confidence in anybody and resorted to anti social activities while 6 agreed to the assertion. On the contrary, only 1 of them disagreed to this notion. However, the interviews with some Guidance and counseling teachers revealed that these children from broken homes at least had some people in whom they confided. They said that they had no problems as Guidance teachers discussing such problems with the affected pupils. This they said depended on the type of people they interacted with.

16. Pupils from broken homes are vulnerable to risk behaviours

Five out of ten parents were strongly agreeable to the statement and 4 also agreed to the same observation that pupils from broken homes were vulnerable to risk behaviours such as alcohol and substance abuse. Only 1 of them did not support this statement. However, the one not in support argued that parents were not the only ones who had a duty to discuss issues and counsel their children. Others, such as responsible relatives and guidance teachers could take up this role of parents when they are not around. Unless there is significant parental support and supervision these factors are correlated with those living today and absent from school, not doing home work, not having contact with their parents and sometimes engaging in frequent dating and early sex if they are adolescents [Pallas, 1989; Mulkey, Cain and Harrington, 1992; Cavanagh and Houstine, 2006]

17. The risk that a house hold will produce a delinquent child is related to the style of life of the family.

Three of the respondents strongly agreed to the view while 6 of them agreed that delinquency is related to the style of life of the family. Whereas, only 1 of the parents disagreed with the notion. According to other writers such as Erickson (1963), it is true that environment forges, tempers and alters us, sometimes making us look like one another. But other children may not resemble their parents in anyway and may chart their own way forward. Reid (1982) found that the occupations of single fathers of truants were significantly lower than those of the fathers of non-truants. In case of divorced mothers, most of them were un employed. Those who were in employment worked in significantly lower occupations than the mothers of the non-absentees.

18 Most of the children who come from disorganised homes do not do well in school

Five of parents interviewed strongly agreed and 4 agreed to the assertion that children who come from disorganized homes do not do well in school. Only 1 of the respondents disagreed to this view.

19. The physical and social environment affects pupil academic performance

Eight of the respondents interviewed strongly agreed to the notion that children were not born dull but it was their physical and social environment that made them so. Whereas 2 respondents disagreed to this notion. Those who disagreed when asked said that some children were not born normal and the physical or social environment had nothing to do with their intelligence.

Tables 20 – 29 show the responses of pupils on a wide range of issues relating to their home backgrounds and academic performance

Table 20: Marital Status of Parent

Parents divorced	Parents separated	No response	Total
18(60%)	12(40%)	0	30(100%)

Table 20 above illustrates the marital status of children's parents that responded to the questionnaires. All the children as can be seen from the table came from either parents who were divorced or separated. 18 (60%) of these came from divorced parents while 12(40%) came from separated parents.

Table 21: Who looks after you?

Uncle	Aunt	Mother	Father	Elder sister	Elder brother	Grand parents	Cousins	others	no resp	Total
3(10%)		3(10%)	3(10%)	6(20%)	9(30%)	6(20%)	-	-	-	30(100%)

Table 21, outlines the people who looked after these children coming from broken homes. As can be seen from the illustration 3(10%) of the children were looked after by the uncle, 3(10%) looked by mother 3(10%) looked after by father, 6 (20%) looked after by elder sister, 9 (30%)

looked after by elder brother, and 6(20%) were looked after by grand parents. During in-depth interviews with some pupils it was noted that some pupils lived in very hostile home environments.

Table 22. State the number of people in your family

One	two	Three	Four	Five	Six	Seven	Eight	Nine	Ten	No Response	Total
-	-	-	-	6(20%)	3(10%)	12(40%)	3(10%)		3(10%)	3(10%)	30(100%)

Table 22 shows the number of people in each family of the respondents. 6(20%) came from families of five, 3(10%) came from a family of six, 12(40%) came from families of seven, 3(10%) came from a family of eight and 3(10%) came from a family of ten. There was no response from three respondents. Looking at this situation in the above table one could conclude that these children came from very large families and as such they were likely to face financial problems when it came to the paying of schools fees, buying of uniforms and even providing food.

Table 23: How often does your mother/father or guardian inquire about your school work?

Frequently (4-5times a week)	Often (2-3 times a week)	Sometimes (1-2 times)	Never	No response	Total
6(20%)	9 (30%)	6(20%)	6(20%)	3(10 %/)	30(100%)

Table 23 shows how often parents/guardians inquired about their children’s school work. 6(20%) frequently inquired about their children’s school work (4 – 5 times a week, while 9(30%) often inquired (2-3 times a week) and 6(20%) sometimes inquired about school work (1-2 times per week). 6(20%) never inquired about their children’s school work. There was no response from 3(10%) respondents. The illustration shows the levels of commitment by the parents/guardians looking after these children.

Table 24: On average, how often do you study at home?

Frequently (4-5 times a week)	Often (2-3 times a week)	Sometimes (1-2 times a week)	Never	Total
9(30%)	9(30%)	9(30%)	3(10%)	30(100%)

Table 24 shows on average how often the children studied at home. 9(30%) frequently did this at home (4-5 times a week) 9 (30%) often studied at home (2 – 3 times per week). 9(30%) sometimes studied at home (1 – 2 times per week). While 3(10%) never studied at home. The illustration depicts that most homes of children coming from broken homes were not conducive for studying.

Table 25: Does your mother, father or guardian help you with school work

Yes	No	No Response	Total
18(60%)	12(40%)	0	30(100%)

The above table shows that 18 (60%) of the parents or guardians did help their children with school work and 12 (40%) did not assist their children with school work. As can be seen from the above illustration, it is possible to find committed parents who are eager to see their children attain education even if they were divorced or separated while other parents did not take up this responsibility.

Table 26: How often is parental/guardian support given to you in school work?

Frequently (4-5_ times a wk)	Often (2-3 times a wk)	Sometimes (1-2 times a wk)	Never	Non response	Total
3(10%)	3(10%)	12(40%)	0	12(40%)	30(100%)

Table 26 shows how often some children were helped by their parents with school work. 3(10%) said they were frequently assisted (4 – 5 times per week) while 3 (10%) said that they were often

helped (2 – 3 times per week). 12(40%) of the children said that they were sometimes helped by their parents (1-2 times per week). There was no response from 12 pupils (40 %).

Table 27: Do you have a place or room where you study or do your work?

Yes	No	No Response	Total
15 (50%)	12 (40%)	3 (10%)	30(100%)

Table 27 shows the number of children who had rooms where they conducted their studies. 15(50%) indicated that they had rooms where to study while 12(40%) said that they did not have rooms where to conduct their studies. There was no response from 3(10%) respondents.

PUPILS’ DESCRIPTION OF EMOTIONAL CHALLENGES

The following is the description of emotional challenges faced by pupils.

Table 28: Pupils’ emotional challenges

NO	ITEM	DESCRIPTION				
		Strongly Agree	Agree	Disagree	Strongly disagree	Total
1	I have trouble concentrating or paying attention in class	15(50%)	6(20%)	9 (30%)	0	30(100%)
2	I cannot get my mind off certain thoughts	15(50%)	9(30%)	6(20%)	0	30(100%)
3	I do not like school	6(20%)	9(30%)	15(50%)	0	30(100%)
4	My academic performance is affected by my home background	21(70%)	9(30%)	0	0	30(100%)
5	I feel shy to ask teachers questions	15(50%)	9(30%)	6(20%)	0	30(100%)
6	I am jealousy of other pupils	15(50%)	9(30%)	6(20%)		30(100%)
7	Sometimes I feel confused	9(30%)	6(20%)	15(50%)		30(100%)

The table on description of emotional challenges illustrates the voices of pupils and how they felt about their situation. Their feelings were captured as items 1-7.

- a) No 1 item; **“I have trouble concentrating or paying attention in class”**. 15(50%) of the pupils who answered the questionnaire strongly agreed and 6 (20%) of them agreed to the statement. Whereas 9(30%) of the pupils did not agree to the statement. However, Guidance teachers interviewed pointed out that most of the children from broken homes had trouble concentrating or paying attention in class because of perhaps the traumatic atmosphere which they found themselves in of losing either one of their biological parents.
- b) No 2 item; **“ I cannot get my mind off certain thoughts”**
On item 2, 15(50%) of the pupils strongly agreed and 9(30%) agreed to the statement. While 6(20%) disagreed to it. But according to the discussion with Guidance teachers it was made clear why some children had this problem. They said some children underwent terrible situations when their parents decided to divorce or separate, which left an indelible mark in their personal lives.
- c) No 3 item; **“I do not like school”**
On item 3, 6 (20%) of the pupils strongly agreed and 9(30%) agreed to the statement. 15 (50%) of them disagreed to the statement. This implied that generally children liked school despite the fact that they faced a lot of problems due to their parents decisions to divorce or separate.
- d) No 4 items; **“My academic performance is affected by my home background”**.
On item 4, 21(70%) of the pupils strongly agreed and 9(30%) agreed that their academic performance was affected by their home backgrounds. There was no pupil who disagreed to the statement.
- e) No 5 item **“I feel shy to ask teacher questions”**
Item 5, had 15(50%) of the pupils who strongly agreed and 9 (30%) pupils who agreed to the statement that they felt shy to ask teachers questions. Only 6(20%) of them disagreed to the statement. As was discussed by Guidance teachers and class teachers, these children felt out of place when in school and did not participate actively in class. Most of them were passive and reserved. The reason for such behavior was perhaps the fear of

being laughed at if they made a mistake. Most of them preferred to remain silent even when they did not understand certain things.

f) No 6 item; “ **I am jealousy of other pupils**”

On this item, 15(50%) strongly agreed and 9(30%) agreed to the statement that they felt jealousy of other pupils. And 6(20%) of the pupils disagreed to the statement. The discussion with the pupils during the in depth interviews, why they felt jealousy of other pupils pointed to the fact that other pupils seemed not to have similar problems which these children coming from broken homes had. Children from intact homes seemed to have the entire school requirements and looked happy compared to them. It is natural for human beings to be jealousy of others who are doing fine

No 7 item “**Sometimes I feel confused**”.

On item 7, 9 (30%) of the respondents strongly agreed that they sometimes felt confused and the other 6 (20%) agreed. But the other 15(50%) of the respondents disagreed to the statement that they sometimes felt confused. According to the information collected about why some of these children sometimes got confused from the Guidance teachers and teachers in general, it was established that there were certain things that these children could not understand. For example, they could not understand why other families were able to live in harmony while their families were torn apart.

The information below shows the views of head teachers on the influence of broken homes on pupil academic performance in selected schools of Mbala district.

29. Poor performance at school is one of the effects of broken homes

Two of the head teachers strongly agreed and 1 head teacher agreed to the view that poor performance could be attributed to broken homes.

30. Truancy at school is attributed to lack of parental control and guidance to children

All head teachers strongly agreed to the observation that truancy at school was attributed to lack of parental control and guidance.

31.Children from broken homes do not perform well in school

One of the head teachers agreed to the above view. Whereas, 2 of them disagreed with the assertion that children from broken homes did not perform well in school. The only evidence for those who disagreed could be seen from the comparative research findings on the performance of children from broken homes and those from unbroken homes. The conclusion from the findings was that not all children coming from broken homes performed poorly and not all children from intact homes performed better than those from broken homes.

32. Divorced or separated parents do not adequately support their children with educational needs

One head teacher strongly agreed whereas two disagreed to the above view. As already pointed out in earlier discussion on similar assertions, those who disagreed based their argument on the fact that not all separated or divorced parents shunned their parental responsibilities of supporting their children with educational needs. Sometimes, even those with intact families failed to fulfill their responsibilities.

33. Financial constraints are among the problems faced by children from broken homes

All head teachers strongly agreed. During in-depth interviews Guidance teachers pointed out that financial constraints did affect most of the children from disrupted homes. They said even those pupils from intact families had financial problems. Financial problems affected almost everyone but it was worse for the children who came from disorganized homes.

34. Children are psychologically affected by the divorce or separation of their parents

All the head teachers agreed to the assertion that children were psychologically affected by the divorce or separation of their parents. The Guidance teachers interviewed agreed that disturbances at home had distracting effect upon children. They said that these children as they sat in class staring into space were filled with perhaps attempts at achieving harmony and reuniting their parents.

35. Children from disorganized homes generally come to school without food.

One of the head teachers agreed and 2 of them disagreed to the observation. According to the in depth interview with the pupils themselves, some agreed that they did not come to school with

food because their guardians did not care about them or had nothing to give them before starting off for school. Others who disagreed said that their parents or guardians provided food to them before leaving for school.

36. Guidance teachers in schools try hard to assist children from vulnerable groups attain their education by counseling and encouraging them to work hard.

All of the head teachers strongly agreed and according to the in depth interviews with the Guidance teachers; they indicated that they had programmes on the school time tables which they strictly followed. And these programmes had provisions of helping children from vulnerable groups by offering counselling and guidance to these children.

37. School managers and educational planners have a big task of helping children from broken families

All of the head teachers strongly agreed to the above statement. This implied that as school managers they understood their roles of helping the children attain their education.

38. Children from broken homes generally fail to complete school or drop out on the way.

One of the head teachers agreed whereas two of them disagreed to the observation. Those head teachers who disagreed argued that they had records of pupils from broken homes that had made it to the top and were now doing very fine in their different careers and professions even if they came from disorganized homes.

39. Children from disrupted homes are unruly, disobedient, uncooperative and not easy to handle

Two of the head teachers agreed to the view whereas one disagreed that children from disrupted homes were unruly, disobedient and uncooperative and not easy to handle. Those who agreed to the assertion based their argument on the fact that these children were coming from homes which had no discipline because their homes were disorganized because of the divorce or separation of their parents. As they say “charity begins at home”. The one who disagreed based his/her disagreement on the fact that these children were bound to change their behaviour depending on how they were handled by the Guidance and counseling units at school.

40. The task of educating children is a shared responsibility with parents

All the head teachers agreed to the statement that parents should not leave the task of educating their children to teachers alone. They also had a role to play. Guidance teachers said that the task of educating children was for every one and not only the teacher. Parents played and determined to a very large extent the academic achievement and overall success of their children. They were the prime educators of the children.

41. Children are not born dull, it is physical and social environment that makes them so.

All the head teachers agreed to the observation. The implication for this response was that, head teachers being school managers and educationists, had studied psychology of child growth and development and hence could not disagree to the statement.

Figures 1 and 2 below, shows comparative research findings on the performance of children from broken homes and those from unbroken homes.

Figure 1: End of Term 3 Biology test results

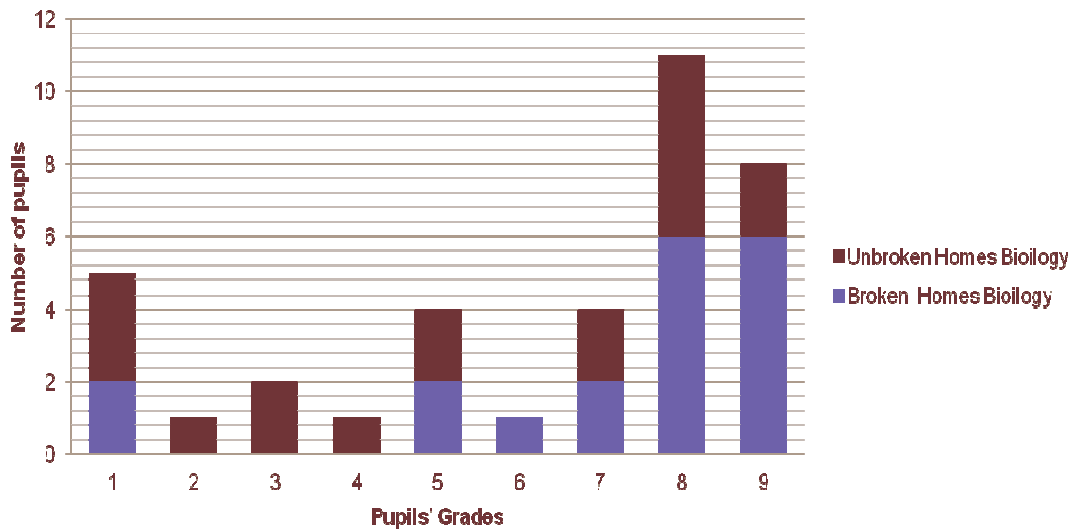
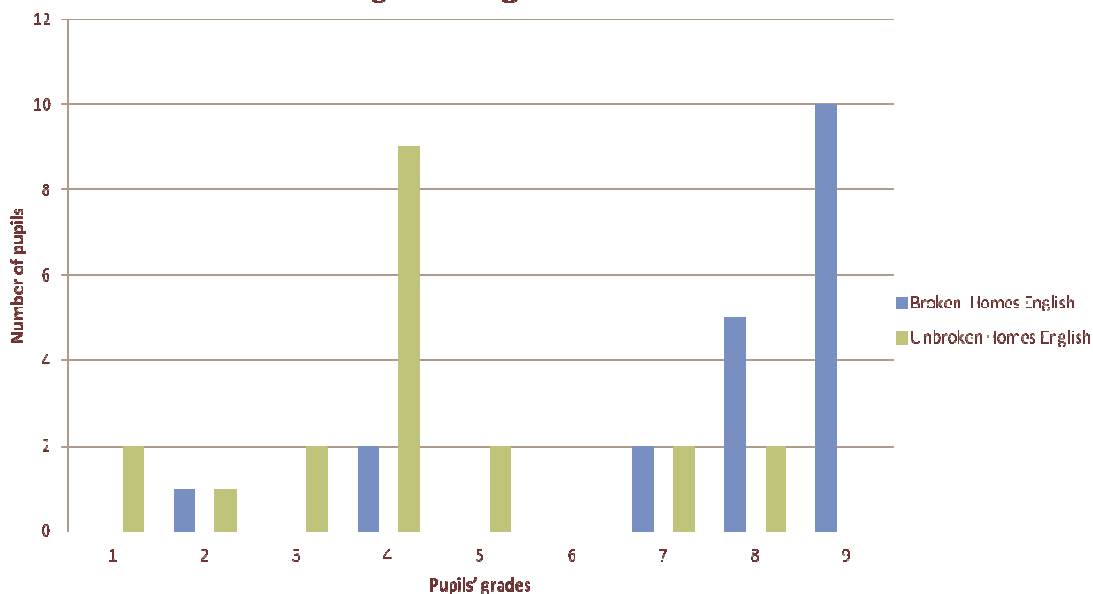


Figure 3: English test results



The end of term tests in two subjects i.e. English and Biology were administered to the two groups to prove whether the assertion that children from broken homes did not perform well at school would hold. Children from unbroken homes generally did better than those from broken homes as seen from the result analysis from the table. In English end of term test, 15 out of 20 pupils from broken homes obtained marks below 40% GCE passing mark. Whereas, only two out of twenty (2 out of 20) from unbroken home group got below 40% in English test. As for Biology end of term test, 12 out of 20 obtained results below the passing mark of 40% from the broken home group compared to 7 out of 20 who got below the passing mark of 40%. Therefore as stated earlier on, not all children coming from broken homes perform poorly and not all children coming from intact homes perform well in school.

The researcher carried out in-depth interviews with the following stakeholders to gather more information about their views on the influence of broken homes on pupil performance in school; **Educational Standards Officers' perceptions on broken homes and pupils' performance in school.**

During the in-depth interviews with educational standards officers in the district, the following issues were discussed;

- Educational standards officers admitted that they did not have a deliberate programme to monitor children from disrupted homes. They said they monitored the performance of all the pupils generally, but did not have programmes to specifically observe children from divorced or separated parents. However, those interviewed agreed that it was likely to find poor performance cases among children from disturbed homes. They outlined a number of reasons why they thought so. For example they said;
 - (i) Some children from broken homes were psychologically affected by the loss of one parent in their home due to divorce or separation and this affected their performance in school.
 - (ii) Some children from broken homes faced financial problems and had difficulties meeting school requirements such as books, paying school fees, buying school uniforms etc. They said this did have an adverse influence on their performance at school.
 - (iii) Some children from broken homes lacked support and encouragement from their parents such as moral support, praises, rewards etc which were very vital and acted as catalysts to their educational progress.
 - (iv) Standard officers similarly, agreed with the view that the home environment had an influence on the performance of school going children. They said that if the home environment was disturbed due to divorce or separation by the parents, children could not concentrate on school work.

(ii) Social Welfare officers' views about broken homes and their influence on school going children

According to the in-depth interviews conducted with the social welfare officers who were among the interested stakeholders, as sponsors of vulnerable children in the district, the following were their views;

- Children who attended school and came from divorced parents did not perform well in school. All the two officers interviewed on this one, said they had observed as sponsors of these children that they did not perform as expected.
- Parents did not perform their roles such as; to provide material, financial and moral support to their children because of the disruption of marriages

- Children whose parents were divorced or separated faced financial problems, lack of concentration at school, home instability, lack of adequate food, lack of moral and material support. Children faced problems of meeting school requirements such as, uniforms, books, paying of school fees etc.

(iii) Action Aid Zambia's views about broken homes and their influence on school going children

- Some children who attended school and came from divorced parents performed well at school, as motivation for them to avoid suffering in future. But most of them did not because the problems at home followed them even at school.
- The roles of parents in children's educational progress were to encourage and give them support in terms of materials needed for school and ensure that they adhered to school rules.
- Children whose parents were not staying together lacked concentration at school. Challenges which they faced at home were manifested in their school progress. These included financial constraints, lack of material and moral support by their guardians in the absence of their biological parents.

And the researcher conducted in-depth interview with the judicial department and the clergy men to find out the causes of broken homes with a view to find out ways and means of reducing the soaring number of divorce and separation. The following were the findings;

(i) Views of Judicial department on the causes of broken homes in Mbala district

The following were cited as the causes of broken homes in the district: (i) unfaithfulness among spouses (ii) selfishness, (iii) brutality or inhuman treatment (iv) social economic pressure. (v) parental interference (iv) barrenness.

According to data collected from Judicial department in Mbala district, divorce cases on unfaithfulness were three (3) from January to July in 2011. Whereas divorce cases involving selfishness were twenty-one (21) from January to July in 2011. And divorce cases involving cruel and in human treatment were ten (10) from January to July, 2011. While divorces on social economic pressure were five (5) from January to July 2011. Divorce cases on parental

interference were four (4) during the same period. And divorce cases involving barrenness were six(6) from January to July, 2011.

(ii) Views of the clergy on the reasons for broken homes in the district

The following were given as the reasons for breakdown of most marriages.

- Lack of counselors in the society
- Poor communication in marriages
- Unresolved issues in marriages.
- Marriage interferences from parents
- Infidelity and unfaithfulness among spouses.
- Desire to experience sexual satisfaction
- No commitment to make marriage last.

From the research findings in this chapter, it was evident that broken families had tremendous influence on a number of issues ranging from social, economic and most of all academic.

CHAPTER FIVE

DISCUSSIONS OF FINDINGS

This Chapter discusses the findings of the study. The study investigated the influence of broken homes on pupils' academic performance. The discussion is arranged according to themes and sub-themes that emerged from the data presented from the preceding chapter.

Teachers' Perceptions on the influence of Broken Homes on pupil academic performance

Pupils whose parents have divorced or separated have problems in concentrating or paying attention in class.

According to the findings of this study, all the teachers who answered the questionnaires agreed that pupils who came from divorced or separated parents had problems in concentrating or paying attention in class. Most of the Guidance teachers stated that disturbances at home had a distracting effect upon children. It was observed that instead of concentrating or paying attention in class, they were busy thinking about their plight and how their future would be. Most of the respondents reported that children from broken homes were denied love which gave stability and a sound base for learning.

Pupils whose parents are divorced or separated are emotional and difficult to handle

According to the findings of this study teachers overwhelmingly agreed that pupils from broken homes were emotional and difficult to handle. There was no respondent who disagreed with the assertion. This view is also shared by Fraser (1968), in his study found that emotional stress, insecurity and anxiety are factors which effectively affected the child's school progress. The findings also concurs with studies done by Bhatnagar, (1952), Evans, (1962); Douglas, (1964), Wisemen, (1964) and Swift, (1966). Pupils with emotional problems do poorly in school because they are unable to turn their energies and attention in the direction of learning (Kapambwe, 1980). Such children are dominated by more urgent unfulfilled psychological and emotional needs. Because of these unfulfilled psychological and emotional needs, learning becomes less urgent and irrelevant. The children, instead of concentrating on school work, direct their attention on how they would meet their most pressing needs. Therefore, parents and teachers must do all in their power to aid pupils' emotional adjustment. Guidance teachers during

their in depth interview said that some pupils from broken homes were usually withdrawn and difficult to notice in large classes. It would be very difficult to discipline a pupil who is not openly found misbehaving.

Pupils whose parents are divorced or separated are not helped with school work.

This study found that the notion that pupils from broken homes are not helped with school work was baseless. According to the respondents who answered the questionnaire, 80% of the teachers disagreed to this observation. According to the Guidance teachers, what was lacking in some teachers were the skills of handling emotional pupils. If these skills were not displayed people would always think there was nothing that the teachers were doing to help these pupils. The pupils themselves disagreed with the notion that they were not assisted with school work. The statement was created due to the fact that most of the pupils from disrupted homes did not perform well. Even the interview with the parents and guardians revealed that most of these children were helped with the school work.

The fact that these children were not performing well did not mean they were not helped as stated. The only implication for their poor performance could be that these children had some underlying problems which made them not to concentrate on school work even though they received tremendous assistance from teachers and parents or guardians. Similarly, the other school of thought could be that these children could not do well in school despite being helped due to the fact that they never received attention or encouragement to make them excel at school. Merely enquiring about school work and not doing something about it could not change the situation. Children, in addition to assistance with school work, need rewards such as approval, praise, presents etc to enhance learning and strengthen the association between learning and such rewards. Parents should realize that their children need support for effectiveness because the affection they receive from them revolves round their cognitive, affective and psycho motor domains, thus reflecting in their academic performance, attitudes etc hence parents should openly show their support for their children at all times. In short what the educationists are saying is that its not enough just to help the child with school work. There is more to it as explained earlier in this chapter. Children need love, affection and motivation and these ingredients seem to be lacking in children from broken homes.

Pupils whose parents are divorced or separated become truant at school.

According to this study the largest proportion of respondents (80%) agreed with the assertion that pupils who come from broken homes become truant at school. And during the in-depth interviews with some guidance teachers it was observed that some pupils from divorced or separated parents disliked school especially when the material needs were not met by the parents or guardians. Material needs such as uniforms, school shoes, books etc were important for children. In addition to these, children from broken homes faced a number of problems that made them to shun school. Problems such as financial constraints, inferiority complex, discrimination and lack of guidance and support from parents made them avoid going to school. (Reid,1982), Galloway(1985),found that truants amongst other conditions belonged to broken homes.

Respondents observed that children whose parents did not live together faced a lot of financial problems. Failure to pay school fees and other financial problems faced by these pupils had a negative impact on their performance as they were affected psychologically. Tracy and Walter (1998) support this when they submit that individuals at the lowest economic level are often the least well served by the school. Others pointed out that these children were discriminated against and marginalised because of their status in society. Even children themselves felt discriminated against as they were looked down upon as children without parents to guide and control them. This made them to feel out of place in a school set up. It was also learnt that these children were sometimes mocked by some unruly pupils at school and this made them stay away from school.

On inferiority complex, teachers and other respondents agreed that this was the trend for most of these children from disturbed homes. They could not compete fully with other children who had encouragement from both parents at home. These children even failed to contribute in class to any discussion for fear of being laughed at or ridiculed when they made a mistake. This made them to be passive and hence affected their performance.

Academic performance of pupils whose parents are divorced or separated is affected

According to the data collected in this study all the respondents either strongly agreed or merely agreed to the observation that children coming from broken homes did not do well academically. During the in depth interviews with the Guidance teachers, it was made clear why this was so. Guidance teachers pointed out the reasons why pupils from such homes did not perform well. For example, it was observed that these children were affected psychologically by the fact that their parents were divorced or separated. They also lacked a lot of things which their counterparts from intact homes had. Divorce has devastating emotional, psychological behavioural and health consequences on children. And no programme will ever be able to compensate for the reality that children need two loving parents in the home. And studies on the effects of remarriage on children generally fail to show a beneficial effect. The child whose memories are associated with resentment cannot be expected to compete successfully with those whose memories are associated with a feeling of personal satisfaction or a sense of achievement. Douglas (1964) says that for many young children, it is the early contacts with their mothers that are likely to have the greatest influence on learning and also later ages too, it is the mother who is more concerned than the father with school problems. From this observation by Douglas, it is important that mothers are always with their siblings so as to assist them with school problems. When parents divorce, children find problems and cannot concentrate on school work. And Peter (1968) states that from the many studies now completed, certain conclusions can be drawn.

Pupils whose parents are divorced or separated are usually unhappy, sad or depressed

According to teachers who responded to this assertion, pupils whose parents were divorced or separated were usually unhappy, sad or depressed. The importance of the home as a factor influencing school is emphasized by studies by Tracy and Walter (1998).

Guidance teachers said that there was need for teachers and administrators in schools to do something about this. These children needed a lot of counseling and guidance to give them encouragement and instil hope and confidence in them.

Pupils whose parents are divorced or separated are usually not encouraged or motivated to work hard at school

The majority of the teachers disagreed with this view. According to the in depth interview held with the Guidance teachers and pupils themselves, it was found that these children coming from

broken homes were actually encouraged and motivated to work hard at school. Guidance teachers at schools had deliberate programmes in place designed to guide and counsel these needy children with problems. Pupils themselves agreed that they did receive assistance from the teaching staff and also from their parents or guardians. The misconception that these children were not encouraged and motivated came about due to the poor performance recorded by most of these children. What came out clearly was the fact that even though these children received encouragement and motivation, their environments were not conducive to learning.

Dowd (1977) stated that in most broken homes, the children are generally disadvantaged because they are usually deprived academically, economically, socially and culturally. Pupils from broken families always have a deficit. As a result of loss of one parent, these children suffer, psychological problems. The effect of a broken home on the education of the child is devastating. Therefore, even when these children are given encouragement and are motivated to work hard at school, they seem not to overcome the traumatic situation that they may be going through. Many studies have documented an association between marital disruption and a wide range of deleterious effects in children. The work that any human being does is based on his or her mind or how his or her mind has been set over time.

Pupils whose parents are divorced or separated are usually uncooperative and disobedient

According to the responses from the teachers, 60% of them agreed to this assertion and 40% disagreed that pupils whose parents are divorced or separated are usually uncooperative and disobedient in class. Guidance teachers said that those who agreed to this observation were only speculative and not realistic because according to Guidance teachers' observations, these children were not very active in school and therefore it is not possible to find them indulging in acts of disobedience. These children were generally known to be passive and very unlikely to be uncooperative and disobedient. However, as noted earlier on, one expects to see moral bankruptcy in children from broken homes. The home environment is a strong predictor of the future behavior of children and an impact of broken home touches almost every aspect of life.

Guidance teachers on the other hand agreed that children from broken home lack guidance and support from their biological parents. And according to Erickson (1963) it has been hypothesized that a person's basic trust in other people is a characteristic development in the first year of life

through warmth and affection of those who care for him. For instance, children need help and support in coming to grips with life in a rapidly changing society. Therefore the statement that pupils whose parents are divorced or separated are usually uncooperative and disobedient may be true depending on how one looks at the situation at hand.

Pupils whose parents are divorced or separated are mostly reserved or passive

According to the information gathered from the teachers, 90% agreed to this observation that children from broken homes were mostly reserved or passive. Guidance teachers interviewed said that according to their observations and experience, most of the pupils from broken homes were quite insignificant and preferred to be inactive in so many activities. The reasons for this type of behaviour originate from their family background. These children lacked support from their biological parents. As discussed earlier on, a child needs approval and appreciation for every achievement from his parents. Rewards such as approval, praise, presents or gifts enhance learning by helping to strengthen the association between learning and such rewards. But unfortunately, for a child from a broken home these things are lacking making him or her unhappy. These children need to be motivated and praised so that they feel that there are people who care about them. They are reserved or passive because they feel they are not part of the happy society when they compare themselves to children who come from intact homes.

Pupils who come from broken families are mostly unruly and difficult to control.

According to the responses collected from the teachers, 70% agreed that pupils who came from broken families were mostly unruly and difficult to control. Only 30% disagreed to the assertion. But the Guidance teachers observed that it depended on who was handling such type of pupils. As indicated in other discussions, these children needed to be shown love as they were already disturbed where they were coming from. Teachers needed to be patient with them. Stott, (1967) contends that the child's personality is the result, in part of his responses to the total psychological environment of the home. It is considered that these psychological characteristics of home influence the development of such child qualities as passivity, aggressiveness, hostility friendliness etc and that these in turn, exert an influence on the child's relationships with others and on his or her performance in school. Therefore, it is not surprising to find children from broken homes behaving in this manner.

Pupils whose parents are divorced or separated do not complete their education but drop out on the way.

According to the information collected from the teachers, pupils who came from broken homes did not complete their education or dropped out on the way. Children whose parents are dead are less likely than children whose parents are both alive and who live with at least one parent to be currently in school (86 and 92% respectively). This observation also applies to children of divorced parents (CSO, 2007). The study found that 80% of the respondents agreed to this observation while 20% of them disagreed to the view. The teachers who disagreed pointed out that there were some cases of children who came from broken homes and did complete their education. They said that this depended on the support and encouragement they received from whoever was looking after them. Some children manage to overcome the disadvantages of being raised in a broken home. MOE (1996) states that the learning ability of a child affected by home background is likely to be impaired. An impoverished home environment would have a cumulative effect, so that the children exposed to it become progressively more handicapped in their performance as they grew older. The US centre for marriage and family released a study in November, 2005 that shows broken family structures consistently lead to difficulties for children. “when it comes to educational achievement” the study says “children living with their own married parents do significantly better than other children.” Each year a child spends with a single mother or step parents “reduces child’s overall education attainment by approximately one-half year”. Given this background information, one would agree with the assertion that pupils whose parents are divorced or separated do not complete their education but drop out on the way.

Pupils coming from broken homes generally look unhealthy and are hunger stricken (especially those not in boarding schools)

This assertion received overwhelming response. The teachers (90%) agreed to this observation. However one Guidance teacher disagreed to the observation by stating that not all children coming from broken homes looked unhealthy and hunger stricken. He said that some of them

were provided with food and medical care by their guardians and looked very healthy although they lacked that tenderly mother care (in cases where the biological mother was absent).

Those who agreed to the assertion said that children looked unhealthy and hunger stricken due to their guardians' failure to provide food and health care to them. Others said it was due to financial problems faced by keepers of these children. The in depth interview conducted with the pupils themselves also revealed that most of the children left their homes to school without food and were not sure whether they could find food when they got back home. This contributed to the poor performance in school.

Parents/Guardians perception on pupil academic performance.

Children deprived of the love and stimulation of a mother frequently become physically and emotionally disturbed.

According to the responses given by parents, almost all of them agreed to the assertion (90%). Only one parent representing 10% disagreed to the observation that children deprived of the love and stimulation of a mother frequently became physically and emotionally disturbed. Even other respondents such as teachers, head teachers and other stakeholders in separate interviews agreed that this assertion was true. They said a child from broken home was denied love which give the stability and a sound base for learning. The responses from the children themselves on this issue showed that they did not experience the love that children from intact homes received from their biological parents. They felt lonely at school and thought that nobody loved them. If parents at home could not show love to these children, then it was a very sad situation. And because of such experiences the children looked physically and emotionally disturbed. They were always busy thinking about their plight and most of them could not get their minds off certain thoughts and this affected their concentration at school.

Disturbances at home have a distracting effect upon children and affects their performance at school

According to respondents interviewed on this observation, there was an overwhelming agreement, (100%) that disturbances at home had a distracting effect upon children and affected their performance at school. Guidance teachers also said that disturbances at home sapped the

mental energies of pupils and made them inactive at school. Stott (1980), says that even when the child is not suffering the precursors of neurosis he can be disabled from learning on a particular day when breakfast was marred by a family quarrel or argument or by the displacement of a parents' anger or frustration upon the child. Similarly other respondents argued that quarrels and other marital disturbances affected children's performance at school. Children would be always preoccupied with the problem of how they could bring harmony to their homes and thinking of ways of re uniting their divorced or separated parents.

Children from broken homes indulge in anti social activities

According to the respondents interviewed, children from broken homes did not have confidence in any body and resorted to antisocial activities. Because in some homes parents were not available for in-depth discussions and counselling, children were taking their values from their peers. It is believed that children whose fathers had been absent while they were ages one-five were more criminal in behavior. Equally Erickson (1963) supports this when he says that it has been hypothesized that a person's basic trust in other people is a characteristic developed in the first years of life through the warmth and affection of those who care for him. At this stage the child needs physical needs, physical needs like water, food, shelter and psychological needs of love, warmth and affection from parents. From the look of things, it seemed a child from a broken home lacked most of the mentioned things hence had no trust or confidence in anybody. Respondents to this study agreed that in the absence of parents' input, in the education of their children, they became deviants in society. In terms of school behavior for children of divorced parents, a review of existing literature shows that the young child of divorce can exhibit a variety of specific behaviours in the classroom, one is related to child's school performance Stuart and Abt, (1982). Perhaps this explains why children from broken homes have no confidence in anybody.

Too many teenagers are taking their values from peers because parents are not available for in-depth discussions and counseling

According to the respondents, this observation was correct. They said it was rare these days to find parents discussing social issues with their children. And for children from broken homes the situation was even worse. And according to most of the pupils talked to, they never discussed

their social or educational problems with their mother, father or guardians. The reason for failure to do so was simple, there was no cordial relationship between them and their parents. However, those not in support argued that parents were not the only ones who had a duty to discuss issues and counsel their children. Other people such as responsible relatives and guidance teachers in schools could take up this role of parents when they were not around.

The risk that a household will produce a delinquent child is related to the style of life of the family

The respondents, who were interviewed, agreed to this observation and only 10% of them disagreed. But it was agreed that other children may not resemble their parents in anyway and may chart their own way forward. It was again observed that in the absence of the outlined roles and duties of parents, it was unlikely that children would grow into responsible citizens. Respondents said that children were always copying and imitating what their parents were doing. If parents were quarrel-some, and always fighting at home, the children would also emulate them and behave in the same manner in future. “Like father, like son”.

In support of the assertion, reports from “Fatherless Homes Breed Violence “ <http://www//fathermag.com/news/2778-stat.shtml>. Fathering Magazine News, show that approximately 85% of youth in prison, 85% of children with behavioural disorders, 75% of adolescents in substance abuse treatment centres, 71% of all high school dropouts and 70% of adults serving long term prison sentences come from fatherless homes. And 85% of all children that exhibit serious behavioural disorders come from fatherless homes.

Most of the children who come from disorganized homes do not do well in school

The respondents (50%) strongly agreed and (40%) agreed to this observation that most of the children who came from disorganized homes did not do well in school. But the 10% that disagreed with the assertion said that other children were unique and managed to overcome the disadvantages of being raised in a broken home. An involved and loving single parent is often able to provide a better home environment than a two parents’ household with dysfunctional or abusive relationships. On the whole, sociological data demonstrate a much greater likelihood of positive outcomes when children are raised in a loving home with both parents than in other situations. Just like Peter(1968) states that; children thrive best when they are brought up in a

stable family in which two parents are able to give them a great deal of care and attention, encouraging them on one hand to develop their own life and interests and providing them on the other, with secure base to which they can return and in which they can find comfort and support.

Sandra (2001) reported that although research demonstrated compelling societal benefits when children are raised in stable homes with biological parents, good parenting involves much more than the mere presence of both parents. Not all intact families present ideal environments.

The physical and social environments affect child's academic performance

Respondents (80%) agreed to this notion and 20% respondents disagreed. Stott (1967), advocates that child's personality is the result in part of his response to the total psychological environment of the home. Margaret (1955) says; though the cause of disturbance may lie in infancy, the shape of it is determined by social situation in which the adolescents find themselves. Psychological characteristics of homes influence the development of such child qualities. Therefore, in order to bring up a child who will be a responsible and dependable citizen, parents should realize that their children need their support for effectiveness because the affection they receive from them revolves round their cognitive, affective and psycho motor domains, thus reflecting in their academic performance, attitudes, behavior, skill acquisition and interests, hence parents should show openly their support for their children at all times. In the absence of their support children would grow up dull and be considered useless in society. Therefore, one would agree with the statement that children are not born dull but it is their environment that makes them so.

Pupils' responses regarding their home backgrounds and academic performance

Marital status of parents

All the children interviewed came from divorced parents or separated parents. 60% of them had their parents who were divorced and 40% came from parents who had separated.

Who looks after you?

According to the data that were collected from the pupils on who looked after them when their parents divorced or separated, it was discovered that out of the 30 pupils interviewed, only three

children were looked after by their mother or father and the rest were being looked after by their relatives, i.e. uncle, aunt, elder sister, elder brother, grand parents, cousin etc. Analysing such a situation, the researcher thought it was possible to ascertain that a lot of things discussed were missing from such homes. One possibility was that such homes could not offer that love and care which is provided by a biological mother or father to his or her children. The scenario was not conducive when it came to parental care and guidance.

State the number of people in your family

According to the information gathered from the pupils, the sizes of their families were quite big. Most of them had seven (7) members in each family. An indication of financial problems could be the order of the day in most of the households. Hodges(1968) in a survey carried out on 110 absentees found that nearly 50% of absentees came from broken homes and relatively large families. And for sure one expected the guardians to find problems in meeting some school obligations or requirements. As a result, it was possible for children from such families to be doing poorly at school.

How often does your mother/father or guardians inquire about your school work?

According to the respondents interviewed on how often their parents inquired about their school work, 20% said that their guardians frequently inquired about this, while 30% said their parents often inquired about their school work and 20% said their parents or guardians sometimes inquired about it. 20% said their guardians never inquired about their school work. There was no response from one pupil on this one. The implication of this was that children did not receive the required attention or encouragement needed to make them excel at school. Merely inquiring about school work could not help the situation. As noted earlier on, in the absence of parents' input in the education of their children, they could not succeed. Parents play and determine to a very large extent the academic achievement and overall success of their children. They are the prime educators of the children.

On average, how often do you study at home?

The information collected from the children indicated that homes of children coming from broken homes were not very conducive for studying. 30% said that they frequently studied at

home and 30% said that they often studied at home. And again 30% indicated that they sometimes studied at home. While 10% said that they never did this at home. One reason was that there were disturbances at home. For instance some children complained that they were given a lot of assignments to do at home by their guardians which made their studies difficult. They therefore, preferred to study at school rather than at home. The other reason was that children liked studying at school because they received help from the other colleagues and teachers at school. Whereas, at home they were not generally helped with their homework by their guardians.

Does your mother, father or guardians help you with school work?

According to the responses collected on the above question, 60% of the children were helped by their guardians with school work while 40% never received any help from their guardians or parents. Analysing the findings it was quite difficult to establish why these children could not perform as expected regardless of many being assisted with school work. The only conclusion that could be made was that, these children might have other underlying problems that made them not to do well in school despite being helped. Guidance teachers pointed out that these children had trouble or difficult in concentrating or paying attention to whatever someone was explaining. They were busy thinking about other problems which they encountered as children from disorganized homes. They could not get their minds off certain thoughts. Parental encouragement and support afforded to a child at home was very important. The researcher noted that, it was possible to find committed parents who were eager to see their children attain education even if they were divorced or separated. While other parents never cared about such responsibilities.

Do you have a place or room where you study or do your work?

The researcher found that 50% of the respondents had rooms where they conducted their studies at home. And 40% of them said they had no special study rooms at home. And 10% did not respond to this. For the children who had rooms where to study, it was again difficult to understand why they did not make use of those rooms and perform better at school. The reason could be that even if they had those rooms, they did not use them profitably or as earlier pointed out, they had problems concentrating on what ever they were doing in those study rooms.

Emotional challenges faced by children from broken homes

The following are the descriptions of emotional challenges of pupils and their influence on academic performance in selected schools of Mbala district.

a) No. 1 item; **“I have trouble concentrating or paying attention in class”**

According to the respondents who did the exercise, 50% of them strongly agreed with the statement and 20% of them agreed with it. Whereas 30% of the pupils did not agree with the statement. However, Guidance teachers interviewed pointed out that most of the children from broken homes had trouble concentrating or paying attention in class because of perhaps the traumatic experience which they were going through. Wiseman (1967) says that losing a parent’s support either temporally or permanently is extremely distressing for a child. Should a child subsequently be separated from his parents for any reason, the harm done will be multiplied many times over Peter, (1968). Therefore, the statement that children have trouble concentrating or paying attention in class was somehow true.

b) No.2 item; **“I cannot get my mind off certain thoughts”**

The response collected from the children indicated that 50% of them strongly agreed to this statement while 30% also agreed to this and 20% of them disagreed to the statement. And according to the discussion with the Guidance teachers, it was made clear why some children had this problem. They said some children underwent through terrible situations when their parents decided to divorce or separate, which left an indelible mark in their personal lives. Those who disagreed were the few strong ones who could survive the adverse conditions.

c) No 3 item; **“I do not like School”**

With regard to the above statement, 20% of the pupils strongly agreed to the statement and 30% agreed. However, the majority, 50% of the respondents disagreed to the statement. The implication was that generally children liked school despite the fact that they faced a lot of problems such as failing to meet school requirements and other needs due to their parents decision to divorce or separate. Many people would think these children hate school and perhaps, that’s why they did not do well at school. This was found to be a wrong assumption according to the children’s responses. These children indicated that they did like school although they were not performing as expected.

- d) No 4 item; **“My performance in academic subjects is affected by my home background”**.

According to the data collected on this statement, 70% of the children strongly agreed and 30% agreed to it that their performance in academic subjects was affected by their home backgrounds. There was no pupil who disagreed to the statement. This finding concurs with Dowd (1977) who found that the academic performance of children from broken homes was adversely affected. The caring power of single parent may determine the length of schooling of a child in the broken home family. In most broken homes, the children are generally disadvantaged because they are generally regarded as being deprived academically, economically, socially and culturally. Their environments are not conducive to learning. As a result of loss of one parent these children suffer, psychological problems.

- e) No.5 item; **“I feel shy to ask teacher questions”**

According to the respondents (pupils) 50% of them strongly agreed and 30% agreed that they felt shy to ask teachers questions even when they did not understand what the teacher was explaining. Only 20% disagreed to the statement. During interviews with the guidance teachers and teachers, it was reported that these children felt out of place when in school and did not participate actively in class. Most of them were passive and reserved. The reason for this behavior was perhaps the fear of being laughed at if they made a mistake. Most of these children preferred to remain mute even when they did not understand certain things. They had no confidence in themselves. The other reason which was given was that these children lacked communication skills as they were not given chance to communicate when they were at their homes. Even the children themselves felt discriminated and marginalized because of their status in society. They were looked down upon by their friends as children who came from disorganized homes and that they lacked parental control and guidance. It was learnt that these children were sometimes mocked by some unruly pupils at school and this made their stay at school very uncomfortable.

- f) No. 6 item; **“I am jealousy of other pupils”**

On this item, 50% of the pupils strongly agreed and 30% agreed with the statement that they were jealousy of other pupils. While 20% of the respondents disagreed to this statement. According to the discussion with the pupils during the in depth interviews, they said that they felt so because other pupils seemed to have almost all the things that they

needed while they had nothing to boast about. It was true that children from intact homes seemed to have all the school requirements and looked happy compared to them who came from broken homes. The conclusion on this one was that it was natural for human beings to be jealousy of others who were doing fine. And these children from broken homes were not an exception.

g) No. 7 item; **“Sometimes I feel confused”**

According to item 7, respondents who strongly agreed to the statement were 30% and the other respondents who agreed also were 20%. And the other half, 50% disagreed to the statement. According to the information collected about why some of these children sometimes got confused from the Guidance teachers and teachers, in general, it was established that there were certain things that these children could not understand. For example they could not understand why their parents who they loved so much had decided to divorce or separate. And could not understand why other families were able to live in harmony while their families were torn apart.

Head teachers’ views on the influence of broken home pupil academic performance

The following shows the views of head teachers on the influence of broken homes on pupil academic performance in selected schools of Mbala district

Poor performance at school is one of the effects of broken homes

According to the head teachers, 2 of them strongly agreed to the statement and 1 of them agreed that poor performance at school was one of the effects of broken homes. On the contrary, Sandra (2001) says; not all intact families present ideal environments and some children manage to overcome the disadvantages of being raised in a broken home. An involved and loving single parent is often able to provide a better home environment than a two parent household with dysfunctional or abusive relationships. However, the larger percentage of respondents who agreed with the view believed that poor performance was attributed to the broken home. Rewards such as approval, praise and presents were needed to enhance learning but as observed in many disrupted homes such incentives were lacking in these homes, thereby frustrating the efforts of these children at School.

Truancy at School is attributed to lack of parental control and guidance to children

According to the respondents on the above statement, all head teachers agreed that this was true. They maintained that in the absence of parents, children were bound to shun school because there was nobody to encourage them and monitor their movements. They said these children lacked parental control and guidance and hence did not bother whether they attended school or not. Findings on parental attitude towards education and parental encouragement showed statistically significant differences between high and low achievers and this was attributed to parental attitudes towards education and lack of support. Shonnel and Willard (1962), Evans (1962), and Douglas (1964) all contend that a well to do parent is likely to provide better amenities for his family than those coming from broken homes. Parental instruction is vital for the right outcome to emanate from a child. If a child has the right guidance from his or her parents, its is almost impossible for such a child, to lead a life be devilled with perpetual poverty. (Journey man, The Post, Thursday September 8-2011.)

Divorced or separated parents do not adequately support their children with educational needs

According to the information collected from the head teachers, one head teacher strongly agreed while two head teachers disagreed to the view. Those who disagreed based their arguments on the fact that not all separated or divorced parents shunned their parental responsibilities or obligations of supporting their children with educational needs. They said sometimes, even those with intact families failed to fulfill their responsibilities. This view is supported by Sandra (2001) who contends that not all intact families present ideal environments. An involved and loving single parent is often able to provide a better home environment than a two parent household with dysfunctional or abusive relationships. Therefore, they said, this depended on the type of divorced or separated parents. But on the whole, the one who agreed based his or her argument on his or her observations and experiences as school manager. Head teachers as school administrators said that they knew these children better because of the problems presented to them by these children coming from divorced or separated parents.

Financial constraints are among the problems faced by children from broken homes.

According to the respondents (head teachers) all of them strongly agreed to the view. Guidance teachers during the in depth interviews pointed out that financial constraints did affect most of

the children from disrupted homes. They also said that even those pupils coming from intact families had financial problems although the magnitude of these problems was less compared to the children from broken homes. Children whose parents did not stay together faced a lot of financial problems. For example, fathers had problems of settling legal obligations i.e. paying the divorced wives certain amount of money charged by the courts etc. and this also applied to the mothers. Tracy and Walter (1998) corroborate this when they submit that individual at the lowest economic level are often the least well served by school.

Children are psychologically affected by the divorce or separation of their parents

According to the head teachers' observations, all of them agreed. There was no respondent who disagreed to the assertion that children from broken homes were psychologically affected by the divorce or separation of their parents. Guidance teachers interviewed agreed that disturbances at home had a distracting effect upon children. They said that these children as they sat in class staring into spaces, were filled with perhaps attempts at achieving harmony and reuniting their parents. Research works have shown that nature of parental discipline, affect academic output of children (Aremu, 2000). Such children tend to have low self worth, insecurity, and may find it difficult to consult with teachers. Similarly Dowd (1977) found that children from broken home families tend to have a deficit. As a result of loss of one parent these children suffer psychologically. Father-son contact is an essential element in moral development, without it moral bankruptcy arises. The effect of broken home on education of the child is devastating, respondents confirmed.

Children from disorganized homes generally come to school without food

According to the observations by the head teachers one head teacher agreed while two head teachers disagreed to the observations. During in-depth interviews with pupils, some agreed that they did not come to school with food because their guardians did not either care about them or had nothing to provide them before starting off for school. Others who disagreed said that they were provided with food. But the percentages of those who strongly agreed and those who agreed added together was higher than those who disagreed.

Guidance teachers in school try hard to assist children from vulnerable groups attain their education by counseling and encouraging them to work hard in school

According to the respondents all of the head teachers strongly agreed to the statement. Guidance teachers themselves, indicated that they had put programmes in place designed to assist these children attain education in school. They offered counseling sessions on different issues ranging from social, educational and moral problems. And they said, generally most of the pupils benefitted from such guidance and counselling sessions. But others said that some children were too disturbed by their situations that they failed to benefit from the advice and counselling offered by these counselors.

School Managers and educational planners have a big task of helping children from broken homes

On the above statement all the respondents overwhelmingly agreed to the statement. This implied that as school managers they all understood their roles of helping the children attain their education. Knowledge of where the pupil is coming from was of paramount importance in that it assists the teachers in curriculum development and planning. Oppolot (1971) has contended that to be effective in the classroom a teacher needs to know a great deal more than the subject matter alone. He must understand the individuals he is teaching, their abilities, the stages of development through which they pass and the different ways that environment moulds their personalities and interests. In short school managers need to understand the principles underlying the behavior of their pupils.

Children from broken homes generally fail to complete school or drop out on the way

According to the respondents on the above observation, one head teacher agreed whereas two head teachers disagreed to the statement. The head teachers who disagreed to the statement argued that they had records of pupils from broken homes who had made it to the top and were now doing very fine in their different careers despite having come from disorganized homes. The US centre for marriage and family released a study in November, 2005, that shows that broken family structures consistently lead to difficulties for children. When it comes to

educational achievement the study reported that children living with their own married parents do significantly better than other children. The report found that children from non-intact families have significantly higher rates of difficulty with all levels of education from pre-kindergarten, through to primary, secondary and college age levels. Each year a child spends with a single mother or step parents reduces that child's overall educational attainment by approximately one-half year suggests the report. (Life site News.Com reported on January, 16, 2006).

Children from disrupted homes are unruly, disobedient, uncooperative and not easy to handle.

On the above observation two head teachers agreed whereas one headteacher disagreed to the observation that children from disrupted homes were unruly, disobedient, uncooperative and not easy to handle. Some Guidance teachers who agreed to the assertion based their argument on the fact that these children were coming from homes which had no discipline because their homes were disorganized because of the divorce or separation of their parents. As the adage states; "Charity begins at home". But the one who disagreed based his or her argument on the fact that these children were bound to change their behaviour depending on how they were handled by the Guidance and Counselling Units.

The task of educating children is a shared responsibility with parents

According to the information collected from the head teachers, all of them agreed to the statement. Campbell (1970) also supports the view when he states that, while the specific direction of the learning process is largely a function of the teachers manipulation of the classroom setting, during both years of infancy and out of school hours of the school child, the home is an active force helping to shape the child's abilities and attitudes.

To sum up, the study found that broken homes contributed to poor pupil performance in most cases. Differences were found in performance with pupils from intact families out performing pupils from broken families in the subjects they were tested. The study noted that pupils from broken families experience a lot of emotional difficulties as they try to cope with changes brought about by their parents divorce or separation. However, it was noted that not all children from broken families performed poorly in class. The study found that the home environment was

critical in the academic performance of pupils, as learning whether at home or school occurred through the environment. Home environmental factors such as a stable family are vital as they exert considerable influence on pupils academic achievement. The home and the school are complementary as much of what is done in the classroom may be undone during the time the pupil is away from school.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

Introduction

The study investigated the influence of broken homes on pupil academic performance in selected schools of Mbala district. The study aimed at determining the extent to which broken homes influenced the performance of pupils in schools. The study also aimed at finding out whether there were differences in the performance of pupils from unbroken homes and those from intact homes.

Conclusion

There is considerable evidence from the data collected that broken homes contribute to poor performance in schools. While the influence of school environment on pupil academic performance cannot be disputed, this study has shown that to understand why children perform poorly in school, home background or environment must not be overlooked.

As expected, differences were found in performance with pupils with both parents out performing the others in the group which had parents not living together. Therefore, broken homes appear to affect the pupils academic performance in a negative way. To support this, comparative research findings on the performance of children from both broken and unbroken homes proved that it was true that generally children from intact homes performed better than those from disturbed homes. However, it was noted that not all children coming from broken homes performed poorly in class.

The study which also looked at other side effects of broken homes noted that; children thrived best when they were brought up in a stable family in which two parents were able to give them a great deal of care and attention.

The side effects of divorce which entails lack of parental care and guidance had a negative influence on academic performance of the child. The home environment was cited as the most important factor in the proper upbringing of the child.

As was overwhelmingly agreed by respondents, children from broken homes were denied love which gave them stability and sound base for learning. Financial difficulties, failing to find food,

etc affected their concentration and performance in class. A home without peace, food, security, love etc was not a conducive place for learning.

Some Educational standards officers however had a different perception. They argued that it was sometimes poor status of teachers, with economic stress, which contributed to the poor performance of pupils. They also said that in order for the teachers to teach these children effectively they needed to be motivated, well trained and knowledgeable about different backgrounds of the children they were teaching

The research findings should attract every stakeholder to find solutions to this. The problems and difficulties highlighted in the findings do not present limits that cannot be overcome, but new challenges to be faced, new opportunities to be welcomed, new pathways to be opened up as the nation strives to meet the millennium goals.

Recommendations/Lessons for School Managers.

This study has generated information that may be of great benefit to many stakeholders in education. These are policy makers such as, school managers, teachers, student teachers, parents and Ministry of Education officials. Based on the findings of the study, the following recommendations were made;

1. Schools should help children from emotionally and culturally deprived homes as well as children from warm, nurturant and stimulating homes by modifying programmes and methods to foster the educational development of children from all backgrounds.
2. Teacher Education Curriculum should strengthen the study of child growth and development. This will assist teachers in understanding some of the problems pupils from broken homes face.
3. Ministry of Education and Civil Society Organisations working in schools should institute academic support to children from broken homes in the early years of schooling even in the absence of evidence of psychological problems. When academic support is instituted in the early years of schooling, a child would be encouraged to forge ahead with education knowing that he or she has financial, moral and spiritual support from well wishers and stakeholders. It is usually at a tender age that children are destroyed and discouraged from continuing with their education.

4. The MoE should strengthen Psycho-social and Educational counselling in schools so as to help children from disrupted homes.
5. DEBS and PEO's offices should monitor the progress of Guidance and Counselling offices in schools and provide the necessary support that may be required by these offices.
6. Government to demonstrate the importance of affordable child care and effective child support enforcement so as to reduce economic hardships. By so doing, the government will be contributing to the well being of these vulnerable children in society.
7. Head teachers should scrutinize and study individual cases of children that are enrolled in schools and learn about their family backgrounds so that those that need special attention are identified as soon as possible.
8. Local community should be sensitized on the effects of broken homes on school going children. Local and International organizations supporting the welfare of children should spearhead this campaign.
9. School managers should put in place adequate system of guidance and counseling at high schools to assist pupils who have reached adolescence.
- 10 There is need for School managers to employ officers solely responsible for guidance and counseling who are specially trained in this field.
- 11.School managers should make every effort to strengthen the relationship between the home and the school.
- 12.Head teachers, should encourage their teachers to have sufficient knowledge about the home conditions of individual pupils.
- 13.Head teachers should closely monitor and supervise the activities of Guidance and Counselling units/teachers at school to make sure they are doing the correct thing.
- 14.Teachers and parents must work in active practical partnership through Parents Teachers Associations, teachers' visits to pupils homes etc.

Recommendations for further research

Due to constraints pointed out in this study and the limited number of studies conducted on the subject, it was not possible to explore all its various aspects in a single study like this one.

1. Similar studies should be conducted in order to authenticate the findings of this study. This study concentrated on the influence of broken homes on pupil academic performance at high school level.
2. Similar studies should be done at other educational levels e.g. college and universities. Such studies would contribute to the body of knowledge in the administration of education. Therefore, it should be noted that although a good number of questions in this study were answered, some questions remain unanswered and the results give rise to new questions.
3. Future studies of this nature should also look at information on the type of alternative care arrangement for children from divorced families which were not captured in this study. The failure of this study to capture reliable data concerning the specific alternative care giving arrangements following divorce or separation or even death of both parents tends to weaken the data base for understanding variations in response to various instruments used.

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APPENDIX A: QUESTIONNAIRE FOR TEACHERS

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

Dear Teacher,

You are among a few of the teachers at high school chosen to complete this questionnaire relating to the effects of broken homes on pupils performance. This questionnaire is part of a study being conducted to establish the relationship between pupils coming from broken homes and their performance in school. The study is being conducted as part of the Masters degree Programme in Education under the auspices of the University of Zambia and Ministry of education.

The findings of this study might help teachers and educators in improving the ability of pupils / students to learn. The information you will give will be treated in strict confidence. Except for Researcher, no other person will know your answers. In fact, the questionnaire will be destroyed after necessary information has been extracted.

May I take this opportunity to thank you in anticipation.

FRANK KASOMA

GENERAL INFORMATION

1. Name of School: _____
2. Marital status _____
3. Age: _____
4. Sex: _____
5. District: _____
6. Marital status: _____

(Please tick where applicable).

7. Pupils whose parents have divorced or separated have problems in concentrating or paying attention in class.

A) Strongly agree

B) Agree

C) Disagree

D) Strongly disagree

8. Pupils whose parents are divorced or separated are emotional and difficult to handle.

A) Very likely

B) Likely

C) Unlikely

Very unlikely

9. Pupils whose parents are divorced or separated are not helped with school work.

A) Strongly agree

B) Agree

C) Disagree

D) Strongly disagree

10. Pupils whose parents are divorced or separated become truant at school.

A) Very likely

B) Likely

C) Unlikely

Very unlikely

11. Academic performance of pupils whose parents are divorced or separated is affected.

A) Strongly agree

B) Agree

C) Disagree

D) Strongly disagree

12. Pupils from broken families are usually unhappy sad or depressed.

A) Strongly agree

B) Agree

C) Disagree

D) Strongly disagree

13. Pupils whose parents are divorced or separated are usually not encouraged or motivated to work hard at school.

A) Very likely

B) Likely

C) Unlikely

Very unlikely

14. Pupils whose parents are divorced or separated are usually uncooperative and disobedient.

A) Strongly agree

B) Agree

C) Disagree

D) Strongly disagree

15. Pupils who come from broken families are mostly unruly and difficult to control.

A) Very likely

B) Likely

C) Unlikely

D)Very unlikely

16. Pupils whose parents are divorced or separated usually don't complete their education or drop out on the way.

A) Strongly agree

B) Agree

C) Disagree

D) Strongly disagree

17. Pupils whose parents are divorced or separated mostly are reserved or passive in class.

A) Very likely

B) Likely

C) Unlikely

D)Very unlikely

18. Pupils coming from broken homes generally look unhealthy and are hunger stricken (especially those not in boarding schools).

A) Strongly agree

B) Agree

C) Disagree

D) Strongly disagree

19. Give at least (3) suggestions or recommendations that will assist improve the performance of the children.

20. As a school manager what lessons can you learn from this study?

End of questionnaire.

APPENDIX B: QUESTIONNAIRE FOR PUPILS

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

Dear Pupil,

You are among a few of the pupils at high school chosen to complete this questionnaire relating to the effects of broken homes on pupils performance. This questionnaire is part of a study being conducted to establish the relationship between pupils coming from broken homes and their performance in school. The study is being conducted as part of the Masters degree Programme in Education under the auspices of the University of Zambia and Ministry of education.

The findings of this study might help teachers and educators in improving the ability of pupils / students to learn. The information you will give will be treated in strict confidence. Except for Researcher, no other person will know your answers. In fact, the questionnaire will be destroyed after necessary information has been extracted.

May I take this opportunity to thank you in anticipation.

FRANK KASOMA

GENERAL INFORMATION

1. Name of School: _____
2. Age: _____
3. Sex: _____
4. District: _____
5. Grade: _____

(Please tick where applicable).

6. Pupils parental status (Please tick)
 - (i) Parents divorced
 - (ii) Parents separated

7. Who looks after you (Please tick)

a. Uncle

b. Aunt

c. Mother

d. Father

e. Elder sister

f. Elder brother

g. Grand parents

h. Cousins

i. Other (specify) _____

8. State the number of people in your family _____

9. State your family position (e.g. first born) _____

10. How often does your mother / father or guardian inquire about your school work?

A) frequently (4-5 times a week)

B) often (2 – 3 times a week)

C) Sometimes (1 – 2 times a week)

D) Never.

11. On average how often do you study at home.

A) frequently (4-5 times a week)

B) often (2 – 3 times a week)

C) Sometimes (1 – 2 times a week)

D) Never.

12. Does your mother, father or guardian help you with school work?

Yes

NO

13. If the answer to the question above is Yes, indicate how often you are helped?

A) frequently (4-5 times a week)

B) often (2 – 3 times a week)

C) Sometimes (1 – 2 times a week)

D) Never.

14. Do you have a place or room where you study or do your school work?

Yes

NO

For the following descriptions, state whether you strongly agree, agree or disagree by ticking in the box.

N0.	ITEM	DESCRIPTION			STRONGLY DISAGREE
		STRONGLY AGREE	AGREE	DISAGREE	
1.	I have trouble concentrating or paying attention in class.				
2.	I cannot get my mind off certain thoughts.				
3.	I feel lonely at school				
4.	Sometimes I feel confused				
5.	I am jealousy of other pupils				
6.	I easily break rules at home, school or elsewhere				
7.	I do not like school				
8.	I feel that nobody loves me.				
9.	My performance in academic subjects is				

	affected by my home background.				
10.	My moods or feelings change suddenly.				
11.	I lie or cheat sometimes.				
12.	I bite my finger nails due to emotional problems.				
13.	I lose my temper over simple issues.				
14.	I dislike being in company of other pupils.				
15.	I feel shy to ask teachers questions.				

End of questionnaire.

APPENDIX C: QUESTIONNAIRE FOR PARENTS / GUARDIANS

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

Dear Parent / Guardian,

You are among a few of the parents / guardians chosen to complete this questionnaire relating to the effects of broken homes on pupils performance. This questionnaire is part of a study being conducted to establish the relationship between pupils coming from broken homes and their performance in school. The study is being conducted as part of the Masters degree programme in Education under the auspices of the University of Zambia and Ministry of education.

The findings of this study might help teachers and educators in improving the ability of pupils / students to learn. The information you will give will be treated in strict confidence. Except for Researcher, no other person will know your answers. In fact, the questionnaire will be destroyed after necessary information has been extracted.

May I take this opportunity to thank you in anticipation.

FRANK KASOMA

GENERAL INFORMATION

1. Name of School: _____
2. Age: _____
3. Sex: _____
4. Marital status: _____

(Please tick where applicable).

5. Children deprived of the love and stimulation of a mother frequently become physically and emotionally disturbed.
 - A) Strongly agree
 - B) Agree

C) Disagree

D) Strongly disagree

6. Disturbances at home have a distracting effect upon children.

A) Very likely

B) Likely

C) Unlikely

D)Very unlikely

7. Children from broken homes have no confidence in anybody and resort to indulge in anti-social activities.

A) Strongly agree

B) Agree

C) Disagree

D) Strongly disagree

8. Too many teenagers are taking their values from their peers because parents are not available for in-depth discussions and counselling.

A) Strongly agree

B) Agree

C) Disagree

D) Strongly disagree

9. The risk that a household will produce a delinquent child is related to the style of life of the family.

A) Very likely

B) Likely

C) Unlikely

D)Very unlikely

10. Most of the children who come from disorganised homes do not do well in school.

A) Strongly agree

B) Agree

C) Disagree

D) Strongly disagree

11. Do you agree with the notion that children are not born dull but it is the physical and social environment that makes them so.

A) Strongly agree

B) Agree

C) Disagree

D) Strongly disagree

12. Has divorce or separation any psychological effect on the general behavior and performance of a child at school.

Yes NO

13. As a parent or guardian, do you discuss social or educational problems facing your child at school?

Yes NO

14. Do you help your child with school work.

Yes NO

15. Would you encourage other couples to divorce or separate when they encounter problems in their marriages.

Yes NO

End of questionnaire

APPENDIX D: IN-DEPTH INTERVIEW GUIDE FOR EDUCATIONAL STANDARDS OFFICER

1. As standard officers in the Ministry of Education, have you ever taken time to observe how children from broken homes perform?
2. Do you think children who attend school and come from divorced parents perform well in school?
3. What could be the cause of poor performance in school by some of these children coming from broken homes?
4. Suggest some ways and means to be used to assist these children attain their education despite the fact that they face problems due to their parents' divorces or separations.
5. What lessons should school managers and educational planners learn from such situations?

APPENDIX E: IN- DEPTH INTERVIEW GUIDE FOR SOCIAL WELFARE OFFICERS/ACTION AID ZAMBIA AND WORLD VISION ZAMBIA. (SPONSORS OF VULNERABLE GROUPS)

1. Do you think children who attend school and come from divorced parents perform well in school?
2. What is the role of parents in children's educational progress.
3. What are some of the problems faced by children whose parents are not staying together?
4. How can society help reduce the soaring number of divorces. Make suggestions and recommendations?
5. Suggest ways and means to be used to assist these children attain their education despite the fact that they face the problems you have mentioned.

APPENDIX F: IN-DEPTH INTERVIEW GUIDE FOR JUDICIAL PERSONNEL I.E COURT CLERKS MAGISTRATES

1. As Judicial Officers how many couples do you know of whose marriages have been broken due to economic pressures. (Give Statistics or estimates) in Mbala district.
2. How many couples do you know of who have divorced due to parental interference. (Give statistics or estimates) in Mbala district.
3. How many couples do you know of who have divorced due to in human treatment (brutality)
4. How many couples have divorced due to unfaithfulness in Mbala district (Give statistics or estimates).
5. How many couples have divorced due to barrenness (Give statistics or estimates) in Mbala district.

End of Questionnaire

APPENDIX G
The University of Zambia

School of Education

Department of Educational Administration Policy Studies

Questionnaire for high school head teachers

Dear Head teacher

You are among a few of the head teachers at high school chosen to complete this questionnaire relating to the effects of broken homes on pupil performance. This questionnaire is part of a study being conducted to establish the relationship between pupils coming from broken homes and their performance in school. The study is being conducted as part of the Masters degree programme in Education under the auspices of the University of Zambia and Ministry of Education.

The findings of this study might help teachers and educators in improving the ability of pupils/students to learn. The information you will give will be treated in strict confidence. Except for Researcher, no other person will know your answers. In fact the questionnaire will be destroyed after necessary information has been extracted.

May I take this opportunity to thank you in anticipation.

Frank Kasoma

GENERAL INFORMATION

1. Age:.....
2. Sex:.....
3. Occupation:.....
4. Marital Status:.....
5. District:.....
6. Poor performance at school is one of the effects of broken homes
 - A. Strongly Agree
 - B. Agree

- C. Disagree
 - D. Strongly Disagree
7. Truancy at school is attributed to lack of parental control and guidance to children.
- A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
8. Would you agree with those who say that children from broken homes do not perform well in school
- A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
9. Divorced or separated parents do not adequately support their children with education needs
- A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
10. Financial constraints are among the problems faced by children from broken homes
- A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
11. Children are psychologically affected by the divorce or separation of their parents
- A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
12. Children from disorganized homes generally come to school without food
- A. Strongly Agree

- B. Agree
 - C. Disagree
 - D. Strongly Disagree
13. Guidance teachers in schools try hard to assist children from vulnerable groups attain their education by counseling and encouraging them to work hard.
- A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
14. School managers and educational planners have a very big task of helping children from broken families
- A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
15. Children from broken homes generally fail to complete school or drop out on the way.
- A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
16. Children from disrupted homes are unruly, disobedient uncooperative and not easy to handle
- A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
17. Parents should not leave the task of educating their children to teachers alone. They also have a role to play.
18. A Strongly Agree
- B Agree

C Disagree

D Strongly disagree

19. Children are not born dull; it's the environment that makes them so

A. Strongly Agree

B. Agree

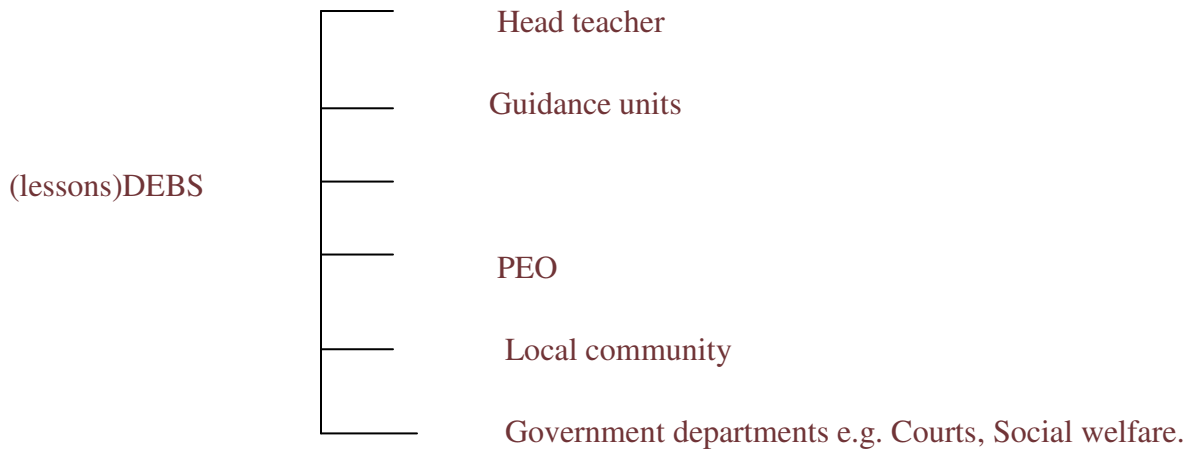
C. Disagree

D. Strongly disagree

End of Questionnaire

APPENDIX H: INTERVIEW GUIDE FOR GUIDANCE TEACHERS.

1. How often do you discuss social educational matters with pupils at your school?
2. How wide spread or common is the issue of divorce or separation for pupils, parents or guardians in the community surrounding the school.
3. Have you ever counselled pupils whose parents are divorced or separated?
4. In your opinion, does divorce or separation of parents / guardians affect pupil performance at school. Why? / How?
5. From your experience, what challenges do pupils face whose parents are divorced or separated?
6. Is the impact of divorce or separation different for the girl child and the boy child. Why?
7. What measures have you taken to help pupils whose parents or guardians are divorced or separated?
8. Are there any NGO's helping pupils in distress in your community e.g. those whose parents are divorced or separated?
9. What recommendations can you make to the Ministry of Education or NGO's on this matter?



APPENDIX I: IN-DEPTH INTERVIEW GUIDE FOR PUPILS.

1. When did your parents divorce or separate?
2. What reason or reasons were given for their divorce or separation?
3. Do you discuss your social or educational problems with your mother, father or guardian?
Why? / Why not?
4. Does the separation or divorce of your parents affect your performance at school? Why?
5. Is the school environment / community and society at large helpful to your situation?
6. How would you like teachers and school administrators to treat pupils whose parents have divorced or separated? Why?
7. In your own opinion or according to your own personal experience, what problems do pupils face whose parents have divorced or separated?
8. Do you think your academic performance would have been better had your parents not divorced or separated?
9. What advice can you give to parents who intend to divorce?
10. What advice can you give to children whose parents are divorced or separated?
11. Do you admire children whose parents are staying together? Why?

How is the relationship between you and other pupils from unbroken homes? Friendly or unfriendly / why?