

Effect of Broken Homes on the Behaviour of Secondary School Students in Enugu East Local Government Area of Enugu State, Nigeria

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ABSTRACT

The study examined the effect of broken homes on the behaviour of secondary school students in Enugu East Local Government Area of Enugu State. It specifically sought to ascertain the effect of broken homes, factors responsible for broken homes, factors affecting the behaviours of secondary school students from broken home in Enugu East Local Government Area and strategies that are utilized to erase the unruly behaviour of secondary school students from broken home in Enugu East Local Government Area. The population for the study consisted of the 700 teachers, that is, 149 male teachers and 551 female teachers currently serving in the 10 government owned secondary schools in Enugu East Local Government Area. 10% of the population was drawn according to Uzoagulu, (2010). Thus, giving the sample size of teachers to be 70. Out of 70 copies of questionnaire distributed 65 copies were retrieved signifying 92.86% copies of the distributed instrument. Cronbach Alpha reliability estimate was used to ascertain the internal consistency of the instrument. To this end, a coefficient of .65 was gotten for part 1, .81 for part 2, and .76 for part 3. And .67 for part 4. The researcher went further to find the coefficient for the entire instrument, this stood at .72. The design of the study was descriptive statistics. Data collected for this study were analyzed using mean, standard deviation and grand mean to answer the four research questions. The findings from the analysis showed that poor adjustment, feeling emotionally insecure; larceny, etc are the effects of broken homes on the behaviour of secondary school students in Enugu East Local Government Area of Enugu State. The study also found out that factors responsible for broken homes of secondary school students from broken home in Enugu East Local Government Area are wrong choice in marriage, lack of genuine sacrificial love. The study concluded that strategies that are utilized to erase the unruly behaviour of secondary school students from broken home in Enugu East Local Government Area are reinforcing of good behaviour, modifying bad behaviour etc. Based on the findings recommendations were made.

Keywords: Broken Homes, Behaviours, Secondary School Students

INTRODUCTION

Time has really changed many of the old customs and traditions which were taught and practiced for several years. Modern culture changed and outgrown the values and beliefs that were thought to be the core beliefs and values of our society [1,2,3]. Even though, moralists and conservatives are experiencing disgust over the current evolving belief and cultural systems; the truth is that what has been unacceptable in days past is now becoming fast and rapidly rising trends [4,5,6,7]. One of the major concerning issues to the conservatives, is the issue of

broken homes. A broken home in this context, is one that is not structurally stable, as a result of divorce, separation, death of one parent and illegitimacy. [8], posits that psychologically home problems arise mainly from illegitimacy of children, the label of adopted child, broken home, and parent deprivation. Such abnormal conditions of the home are likely to have detrimental effect on the behaviour of the child. Broken home is an increasing social problem that has become a topic for discussion in recent times. It is traumatic for those who

experience it as they are likely to experience grief, emotional and social instability, embarrassment, resentment, disappointment, intense anger and divided loyalty [9]. [10], after a systematic analysis of the effect of broken homes on students behaviours, concluded that broken homes is associated with negative outcome in behaviour they exhibit in their conduct, psychological adjustment, self-esteem and social relations of the students. Imagine what product a student who neither attend classes nor visit the library let alone of preparing for examination will become? Then just think what academic input he/she will be contributing in the society?

Consequent upon the above fact, it is vital to know that every society across the globe has its peculiar problems and challenges. Nigeria indeed is not an exception. As a developing country, she faces her own share of social, political, economic and cultural problems, which have in no small way adversely affected the well-being of the populace. One of such problems is the increasing rate at which homes break-up, which in consequence has contributed immensely to the country's problem and has greatly affected students behaviour [11,12,13,14]. Yet, the problem of broken homes and its effect on students behaviour have doubtlessly continued to place considerable burden on the behaviour of the students and the society at large. **The effect of** broken home have seriously constituted clogs in the wheels of national development and survival. Broken homes, for instance, usually produce children deprived and denied of quality education, adequate parental care and wider opportunities, and consequently, most times turn out to exhibits social deviants and delinquents in their behaviour, with constitution of nuisance in the society as their major stock in trade [15]. It is essential to understand the various behaviour exhibited by students from homes, first, there is a behaviour that is approved. This includes behaviour such as being kind to other people, being understanding, and

listening to others. The second type of behaviour is one that is not necessarily wanted at all times but is tolerated. This behaviour can be caused by the child being stressed or sick and is understood in context, and, depending on the family, different types of behaviour are tolerated. The last type of behaviour is one that should not be tolerated. This type can be troublesome for a child's intellectual development and may even cause harm to the "physical, emotional, or social well-being of the child"[16]. This type of behaviour can also be caused by the parent, depending on how they act emotionally. Children may start to copy their parent's behaviour because of how closely they follow them for the normal emotional reactions of society. This may get troublesome, depending if the parent is aggressive and acting upon anger. In this case, when a child starts to mimic their parent, they develop the third type of behaviour.

[17], remarked that students from broken home (single parent homes) are more hostile, hyperactive and aggressive in nature. Many of the problems that single parents have are similar to those for two parent family, but these problems seem more difficult to bear or manage when the home is being managed by only one person. These are some problems that are exceptional, which are only faced by the single parents, which make it somewhat difficult to raise children. These problems include: bitterness towards the absent spouse, loneliness, poverty and insecurity about raising children alone without a help. It is widely believed that students from broken homes have higher incidence of emotional and behavioural problems than other students from unbroken homes. Since problems affecting students abound it calls for strategies to curb or reduce the anomalies arising from students behaviours. For [18], in his study, reinforcing of good behaviour, modifying bad behaviour, constructive confrontation of negative attitudes, inculcating disciplinary measures such as discipline, respect, truth telling and humility and systematic formation of good behaviours could help to redress the

situation. [19] in his study found that verbal reinforcement can be used to erased the unruly behaviour thereby improve students behaviour from broken homes. [20] reiterated that unruly behaviour cannot persist among secondary school students from broken homes unless verbal reinforcement is used by the counsellor on the management of unruly behaviour. [21], also remarked that use of constructive confrontation may also be applied such that a particular negative behaviour is erased using disciplinary measures. For him, disciplinary measures like societal values such as discipline, respect, truth telling, humility is paramount strategy that may be utilize to erase unruly behaviour among secondary school students from broken homes him.

The influence of sex (gender) on students behaviour has also been an issue of concern to most researchers. This is because 'gender' appears to have some powerful effect on behaviour. [22] found no significant difference in affective ability between males and females. Although research results vary widely the following conclusions have been drawn. Males are more stubborn, females have more anxiety about abusive behaviour from the opposite sex, males are more domineering, and females are more at home with domestic work [23]. [24] postulated that sex differences may have little or no effect on students behaviour; depending on the psychological makeup or background of the individual student. However, the overall picture suggests that males and females may act differently. [9], in his research observed that female students are likely to engage in prostitution than their male counterparts who engages in craft work with the aim of surviving. In contrast [13], stresses that there are divergent view on students behaviour in respect to gender because it makes the effect of broken home on the behaviour of secondary school students a problem. The great sadness is that the

Statement of the Problem

An overwhelming number of students are victims of broken homes trying to meet up with the struggle of life. These

consequences of an unstable home background are felt long into adult life. Those who underachieve in their behaviour are much more likely to go on and live dysfunctional lives and be unable to support a stable family life for their own children. [8], remarked that teachers are generally attracted by the process and the spontaneous aspects of teaching. They are mostly the first to come in contact with students from broken homes. They take full advantage of every teaching moment even at home (broken homes) and make the most out of it. No matter at what level and to which group of learners they are dealing with, teachers have always been expected to devote themselves to the profession they are doing. In almost all societies, teachers are often considered the backbone of schools; without them there would be no school. They play a lot of role in broken and stable homes. Thus, understanding teachers' roles is a key to understanding the educational system even though we have significant worrying levels of social dysfunction and family breakdown and the situation is getting worse [8]. This is because teachers formation covers the three domains in education (cognitive-formation of intellectual faculty, psychomotor -formation of skills and affective- formation of attitudes). The great sadness is that the consequences of an unstable home background are felt long into adult life. Those who underachieve in their education are much more likely to go on and live dysfunctional lives and be unable to support a stable family life for their own children. In short, as a society we are in danger of creating an expanding, perpetuating a toxic circle. The point presented above calls for a serious attention among secondary school students. It is against this background that this study poised to examine the effect of broken homes on the behaviour of secondary school students in Enugu East Local Government of Enugu State.

students are sometimes exposed at an early age to all sort of dangers arising from malnutrition, diseases and various

temptation of surviving due to absence of one or both of their parents. However, absence of one or both parents deprives young children of the stable love, care, security and training total support they have been accustomed to and tend to make children different in the eyes of the peer group. If children are asked where the missing parent is or why they have a new parent to replace the missing parents, they become embarrassed and ashamed. They may also feel guilty and unwanted by the society, such stressful situation leads to psychological, emotional and intellectual imbalance in growing children. These subsequently result to quitting from school among secondary school students as education require critical thinking, relax mind and proper family support to be able to perform to expectation in the area. When children from broken/unstable homes are compared with those from stable homes in relationship to their behaviour, it is seen that the former have more social, academic and emotional problems due to neglect and lack of instructional materials. Children from broken homes often fail in their examinations and are at risk emotionally; however, this may not

Purpose of the Study

The general purpose of this study examined the effect of broken homes on the behaviour of secondary school students in Enugu East Local Government Area of Enugu State.

Specifically the study sought to:

1. ascertain the effect of broken homes on the behaviour of secondary school students in Enugu East Local Government Area.
2. identify the factors responsible for broken homes of secondary school

Research Questions

The following research questions guided this study.

1. What are the effects of broken homes on the behaviour of secondary school students in Enugu East Local Government Area?
2. What are the factors responsible for broken homes of secondary school students in Enugu East Local Government Area?

be completely applicable in all instances of broken home because some children irrespective of home background work hard and become successful in life. Moreover, the specific question which this study seeks to find answer to is the effect of broken home on secondary school students behaviour. It has been discovered that despite the huge effort the church make in controlling/molding the mind of our youth. Most students still engage in antisocial behaviours. To this end, the researcher has observed with dismay that the effect of broken homes on students behaviour is not affecting the victims (student) alone but the society at large because some students may eventually graduate from unruly behaviour such as stealing to a high way robber. This could be as a result of lack of parental guardian on the behaviour of secondary school students. It is on this premise that the researcher is motivated to appraise the effect of broken homes on the behaviour of secondary school students in Enugu East. This gap in knowledge and learning, which is the crux of this study, is what the researcher is interested in and intended to fill by embarking on this study.

students in Enugu East Local Government Area.

3. examine the factors affecting the behaviours of secondary school students from broken home in Enugu East Local Government Area.
4. find out the strategies that are utilized to erase the unruly behaviour of secondary school students from broken home in Enugu East Local Government Area

3. What are the factors affecting the behaviours of secondary school students from broken home in Enugu East Local Government Area?
4. What are the strategies that are utilized to erase the unruly behaviour of secondary school students from broken home in Enugu East Local Government Area?

METHODOLOGY

The study adopted a descriptive survey design. The area of the study was Enugu East Local Government Area of Enugu State, Nigeria. The population for the study consisted of 700 teachers currently teaching in the 10 government owned public secondary schools in Enugu East. To ensure that a representative sample was chosen in accordance with [8], 10% of the population was drawn. Thus, giving the sample size of students to be 70. The instrument used for data collection was a 20 items questionnaire called 'Effect of Broken Homes on Students Behaviour Scale' (EOB-HOSB-S). The instrument had a 4-point response scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strong Disagree (SD). Each response option has a numeral value assigned to it as follows SA -4, A -3, D-2, and SD -1. The instrument was validated by three experts; two from Guidance and counselling department and one from measurement and evaluation, all

from Faculty of Education, Enugu State university of Science and Technology (ESUT), Enugu. The internal consistency of the instrument was determined using Cronbach Alpha reliability estimate and it yielded a reliability coefficient of Cluster 1 is .65 and Cluster 2 is .81, cluster 3 is .76 and cluster 4 is .67. The researcher then ascertained the reliability coefficient of the entire instrument and found it to be .72. The study was carried out in all the 10 government owned secondary schools in Enugu East Local Government Area of Enugu State. Seventy copies of the questionnaire were distributed but sixty five copies of the instrument were retrieved from the respondents representing 92.86 percent return rate. Data collected were analyzed using mean with standard deviation. Any mean score of 2.50 and above was regarded as 'Agree' while any mean below 2.50 was regarded as 'disagree'.

Data Analysis and Results

This section presents the results of the study according to the research questions and hypotheses that guided the study. The data analyzed were presented in Tables 1- 4

Research Question 1: What are the effects of broken homes on the behaviour of secondary school students in Enugu East Local Government Area?

Table1: Mean Rating of the Effects of Broken Homes on the Behaviour of Secondary School Students in Enugu East Local Government Area

	Effects of broken homes on the behaviour of secondary school students are:	Response Option						
		SA 4	A 3	D 2	SD 1	\bar{X}	SD	Decision
1	It leads to poor adjustment for students as a result of the missing parents	45	-	15	5	3.31	1.07	Agree
2	It leaves students feeling emotionally insecure,	35	15	10	5	3.23	0.98	Agree
3	They engage in larceny, skipping school, hostile behaviour and alcohol abuse	31	21	10	3	3.23	0.87	Agree
4	It makes them to adopt aggressive behaviour like fighting	5	5	10	45	1.53	0.93	Disagree
5	They feel hostile and rejection from homes and peers and all around them	55	-	-	10	3.53	1.09	Agree
	N = 65	Grand Mean				2.97	0.99	Agree

Table 1 shows that of the 5 items on the effects of broken homes on the behaviour of secondary school students in Enugu East Local Government Area, the respondents agreed with 4 of the items (1, 2, 3 and 5) as they recorded mean scores of (3.31, 3.23, 3.23 and 3.53) which are above the cut-off point of 2.50. While they disagreed with 1 of the items (4) with mean scores of (1.53). The standard deviation for all the items are small signifying that there is homogeneity in the responses of the respondents. The table also shows that the respondents

Research Question 2: What are the factors responsible for broken homes of secondary school students in Enugu East Local Government Area?

Table 2: Mean Rating of the Factors Responsible for Broken Homes of Secondary School Students in Enugu East Local Government Area

	Factors responsible for broken homes of secondary school students in Enugu East are:	Response Option						
		SA 4	A 3	D 2	SD 1	\bar{X}	SD	Decision
6	Wrong choice in marriage	37	15	-	13	3.17	1.17	Agree
7	Parental or friends interference	-	17	21	27	1.85	0.81	Disagree
8	Lack of genuine sacrificial love	29	23	13	-	3.25	0.77	Agree
9	Lack of communication	25	15	15	10	2.85	1.11	Agree
10	Sexual unfaithfulness to once wife or husband	31	23	11	-	3.13	1.07	Agree
	N = 65	Grand Mean				2.85	0.98	Agree

Data in Table 2 shows that of the 5 items on the factors responsible for broken homes of secondary school students in Enugu East Local Government Area, the respondents agreed with 4 of the items (6, 8, 9 and 10) as they recorded mean scores of (3.17, 3.25, 2.85 and 3.13) which are above the cut-off point of 2.50. While they disagreed with 1 of the items (7) with a mean score of (1.85). The standard deviation for all the items are small signifying that there is homogeneity in

grand mean score of the effects of broken homes on the behaviour of secondary school students in Enugu East Local Government Area items raised is (2.97). From the foregoing, the answers to research question one is to poor adjustment, feeling emotionally insecure, larceny, skipping school, hostile and rejection behaviour and engaging alcohol abuse are the effects of broken homes on the behaviour of secondary school students in Enugu East Local Government Area of Enugu State.

the responses of the respondents. The table also shows that the respondents grand mean score is (2.85). Going by the decision rule on the interpretation of the data, the answers to research question two on the factors responsible for broken homes of secondary school students from broken home in Enugu East Local Government Area are wrong choice in marriage, lack of genuine sacrificial love, lack of communication and sexual unfaithfulness to once wife or husband.

Research Question 3: What are the factors affecting the behaviours of secondary school students from broken home in Enugu East Local Government Area?

Table 3: Mean Rating of the Factors Affecting the Behaviours of Secondary School Students in Enugu East Local Government Area

	Factors affecting the behaviours of secondary school students from broken home in Enugu East are:	Response Option						
		SA 4	A 3	D 2	SD 1	\bar{X}	SD	Decision
11	Instability in the home environment	35	25	-	5	3.39	0.84	Agree
12	Inadequate financial resources	29	21	-	15	2.99	1.17	Agree
13	Inconsistent routines and loss of interest	21	21	13	10	2.81	1.05	Agree
14	It leads to depression	33	21	10	-	3.33	0.75	Agree
15	Feeling of hopelessness and crying because of the separation of their parent	41	-	19	5	3.19	1.10	Agree
	N = 65	Grand Mean				3.14	0.98	Agree

Data in Table 3 shows that of the 5 items on the factors affecting behaviours of secondary school students in Enugu East Local Government Area, the respondents agreed with 5 of the items (11, 12, 13, 14 and 15) as they recorded mean scores of (3.39, 2.99, 2.81, 3.33 and 3.19) which are above the cut-off point of 2.50. The standard deviation for all the items are small signifying that there is homogeneity in the responses of the respondents. The table also shows that the respondents

grand mean score is (3.14). Going by the decision rule on the interpretation of the data, the answers to research question three on the factors affecting the behaviours of secondary school students from broken home in Enugu East Local Government Area are poor adjustment for students, feeling emotionally insecure, larceny, skipping school, hostile behaviour like fighting, alcohol abuse and feeling of rejection from homes and peers and all around them.

Research Question 4: What are the strategies that are utilized to erase the unruly behaviour of secondary school

students from broken home in Enugu East Local Government Area?

Table 4: Mean Rating of the Strategies that are Utilized to Erase the Unruly Behaviour of Secondary School Students from Broken Homes in Enugu East Local Government Area

	Strategies that are utilized to erase the unruly behaviour of secondary school students from broken home in Enugu East are:	Response Option						
		SA 4	A 3	D 2	SD 1	\bar{X}	SD	Decision
16	Reinforcing of good behaviour	35	25	-	5	3.39	0.84	Agree
17	Modifying bad behaviour	45	-	15	5	3.31	1.07	Agree
18	Constructive confrontation of negative attitudes	21	21	13	10	2.81	1.05	Agree
19	Inculcating disciplinary measures such as discipline, respect, truth telling and humility	31	21	10	3	3.23	0.87	Agree
20	Systematic formation of good behaviours	25	15	15	10	2.85	1.11	Agree
	N = 65	Grand Mean				3.11	0.99	Agree

Table 4 shows that of the 5 items on the strategies that are utilized to erase the unruly behaviour of secondary school students from broken home in Enugu East Local Government Area, the respondents agreed with 5 of the items (16, 17, 18, 19 and 20) as they recorded mean scores of (3.39, 3.31, 2.81, 3.23 and 2.85) which are above the cut-off point of 2.50. The standard deviation for all the items are small signifying that there is homogeneity in the responses of the respondents. The table also shows that the respondents

grand mean score is (3.11). Going by the decision rule on the interpretation of the data, the answers to research question four on the strategies that are utilized to erase the unruly behaviour of secondary school students from broken home in Enugu East Local Government Area are reinforcing of good behaviour, modifying bad behaviour, constructive confrontation of negative attitudes, inculcating disciplinary measures such as discipline, respect, truth telling and humility and systematic formation of good behaviours.

SUMMARY OF THE FINDINGS

1. Poor adjustment, feeling emotionally insecure, larceny, skipping school, hostile and rejection behaviour and engaging alcohol abuse are the effects of broken homes on the behaviour of secondary school students in Enugu East Local Government Area of Enugu State.
2. Factors responsible for broken homes of secondary school students from broken home in Enugu East Local Government Area are wrong choice in marriage, lack

- of genuine sacrificial love, lack of communication and sexual unfaithfulness to once wife or husband.
3. Factors affecting the behaviours of secondary school students from broken home in Enugu East Local Government Area are poor adjustment for students, feeling emotionally insecure, larceny, skipping school, hostile behaviour like fighting, alcohol abuse and feeling of rejection from homes and peers and all around them.

4. Strategies that are utilized to erase the unruly behaviour of secondary school students from broken home in Enugu East Local Government Area are reinforcing of good behaviour, modifying bad behaviour, constructive

confrontation of negative attitudes, inculcating disciplinary measures such as discipline, respect, truth telling and humility and systematic formation of good behaviours.

DISCUSSION OF FINDINGS

The study found that poor adjustment, feeling emotionally insecure, larceny, skipping school, hostile and rejection behaviour and engaging alcohol abuse are the effects of broken homes on the behaviour of secondary school students in Enugu East Local Government Area of Enugu State. This is in agreement with [8] who held that in their study stated that the effect of broken homes on the behaviour of secondary school students leaves the students feeling emotionally insecure, engage in fighting and stealing. Kyrre & Dan (2016) also held that students from broken home are devastated because of the absence of their parents. They have nobody to control them towards imbibing good morals. It is also in agreement with [16] who observed that students exhibit antisocial and violent behaviour than students from stable homes. Most times, they feel hostile and rejection from homes and peers and all around them. The result of the study also found that the factors responsible for broken homes of secondary school students from broken home in Enugu East Local Government Area are wrong choice in marriage, lack of genuine sacrificial love, lack of communication and sexual unfaithfulness to once wife or husband. The findings is in agreement with [19] who remarked that wrong choice in marriage, lack of genuine sacrificial love, lack of communication, sexual unfaithfulness to once wife or husband the factors responsible for broken homes of secondary school students from broken home. In the same line of thought [25], opined that lack of communication is one the fastest means of home breakage. The result of the study also in Table 3 showed the factors affecting the behaviours of secondary school students from broken home in Enugu East Local Government Area are poor adjustment for students, feeling

emotionally insecure, larceny, skipping school, hostile behaviour like fighting, alcohol abuse and feeling of rejection from homes and peers and all around them. The findings agreed with [24] who remarked that the factors responsible for the behaviour of secondary school students from broken homes includes instability in the home environment, inadequate financial resources and inconsistent routines. [15] in his study also observed that some of the factors affecting the behaviours of secondary school students from broken home leads to depression; loss of interest, feeling of hopelessness and crying because of the separation of their parents. The result in Table 4 indicates that the strategies that are utilized to erase the unruly behaviour of secondary school students from broken home in Enugu East Local Government Area are reinforcing of good behaviour, modifying bad behaviour, constructive confrontation of negative attitudes, inculcating disciplinary measures such as discipline, respect, truth telling and humility and systematic formation of good behaviours. [18] in his study found that verbal reinforcement can be used to erased the unruly behaviour thereby improve students behaviour from broken homes. In support of the above standing [6] reiterated that unruly behaviour cannot persist among secondary school students from broken homes unless verbal reinforcement is used by the counsellor on the management of unruly behaviour. [9] also remarked that use of constructive confrontation may also be applied such that a particular negative behaviour are erased using disciplinary measures. For him, disciplinary measures like societal values such as discipline, respect, truth telling, humility is paramount strategy that may be utilize to

CONCLUSION

Conclusively from the above analysis and interpretations done and the information from related literature, it implies that

1. Poor adjustment, feeling emotionally insecure, larceny, skipping school, hostile and rejection behaviour and engaging alcohol abuse are the effects of broken homes on the behaviour of secondary school students in Enugu East Local Government Area of Enugu State.
2. Factors responsible for broken homes of secondary school students from broken home in Enugu East Local Government Area are wrong choice in marriage, lack of genuine sacrificial love, lack of communication and sexual unfaithfulness to once wife or husband.

3. Factors affecting the behaviours of secondary school students from broken home in Enugu East Local Government Area are poor adjustment for students, feeling emotionally insecure, larceny, skipping school, hostile behaviour like fighting, alcohol abuse and feeling of rejection from homes and peers and all around them.
4. Strategies that are utilized to erase the unruly behaviour of secondary school students from broken home in Enugu East Local Government Area are reinforcing of good behaviour, modifying bad behaviour, constructive confrontation of negative attitudes, inculcating disciplinary measures such as discipline, respect, truth telling and humility and systematic formation of good behaviours

RECOMMENDATIONS

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

- The need to recognize the effect of broken homes will aid parents and authorities in-charge of students deal with the students behavioural problems adequately by tracing the proximate and remote cause of the problems.
- School Counsellor should be employed in school to provide the necessary assistance and psychological supports for students from broken homes to enable them overcome their psychological problems arising from the factors responsible for broken homes.

- There is the need also to counsel parents on the importance of the home structure and the life of students so that they can understand the factors affecting students behaviours with the aim of mobilizing resources to curtail the problems.
- Government;community organization courts and religions organizations should work together to ensure that all unhappily married couples have access to counselling that is both affordable and child cantered thereby reinforcing good behaviour and modifying bad behaviour, and systematic formation of good behaviours

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List of Government owned Secondary Schools in Enugu EAST LGA

PLANNING, RESEARCH, & STATISTICS DEPT, PPSMB, ENUGU					
ENUGU EDUCATION ZONE TEACHERS IN PUBLIC SEC. SCHS. BY GENDER ,SCHOOLS AND LOCAL GOVT, AREAS AS AT 2015 ENUGU STATE SCHOOL CENSUS					
LGA ENUGU EAST	NAME OF SCHOOL	TYPE OF SCHOOL	NO OF TEACHERS		
			MALE	FEMALE	TOTAL
	ANNUNCIATION SEC.SCH NIKE	MIXED	10	90	100
	COMM, HIGH SCH EMENE	MIXED	6	39	45
	COMM SEC SCH UGWOGO NIKE	MIXED	15	19	34
	GIRL'S SEC SCH ABAKPA NIKE	GIRLS	21	59	80
	GIRL'S SEC SCH EMENE	GIRLS	12	54	66
	NATIONAL GRAMMAR SCH NIKE	BOYS	23	64	87
	NEW HAVEN BOYS SEC SCH ENUGU	MIXED	9	64	73
	ST PAT SEC SCH EMENE	BOYS	28	32	60
	TRANS EKULU GIRL'S SEC SCH ENUG	GIRLS	22	98	120
	UMUCHIGBO COMM. HIHG SCH IJI .NIKE	MIXED	3	32	35
SOURCE; STATISTICS ,PRS DEPT, PPSMB,ENUGU.			149	551	700