

*Journal of Political Stability  
Archive*

Online ISSN

3006-5879

Print ISSN

3006-5860

<https://journalpsa.com/index.php/JPSA/about>

**The Influence of Broken Homes on Students' Academic Performance in Schools**

**Ehsan Ul Haq**

MPhil, International Development Studies, Department of Social Sciences  
Iqra University, Islamabad Campus, Islamabad  
[malikeuhaq@yahoo.com](mailto:malikeuhaq@yahoo.com)

**Saeed Khan**

Lecturer Department of Economics, National University of Modern  
Languages, Islamabad  
[saeedkhan054@yahoo.com](mailto:saeedkhan054@yahoo.com)

## **Abstract**

The study investigated the influence of broken homes on the academic performance of Students in the school. The study aimed at determining the extent to which broken homes influenced the performance of students in selected schools of Islamabad. In this study quantitative method was used and data was collected through instruments (questionnaires). The target population for the study comprises teachers, head teachers, students (broken home) and parents (divorcee) from selected FG Schools of Islamabad. Kombo and Tromp (2006) Questionnaires were used and data from total of 121 respondents has been collected which consists of 49 teachers, 14 head teachers, 16 parents (divorcees) and 42 students (broken homes). The 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 uses a Likert scale in order to get the levels of agreement or disagreement on a series of statements. The data collected through the quantitative survey questionnaires, was first screened and then entered into the statistical software namely SPSS. A descriptive analysis is presented on the participants' demographic data. Descriptive analysis was further used to perform frequency analysis on the data of the respondents and represented in percentages and frequencies. The study found that broken homes contributed to poor performance of students in most cases. Differences were found in performance with students from unbroken families out performing students from broken families in the subjects they were tested. The study noted that students 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 students, 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 parents and other members of the community.

**Keywords:** Broken Homes, Academic Performance, Divorce, Student Behaviour, Educational Support.

## **Introduction**

It is believed that by the age of 5 years, a child should be able to identify and understand his rights, obligations and respective roles in the society as the learning of social values, the moral and religious standings and acceptance of the familial bonds is obtained (Ahmad, 2023). Given this context, the background circumstances and environment of the child is of pivotal importance as it defines the individual personality of the child (Ahmad, & Imran, 2024; Khoso, et al., 2024). Thus when the child enrolls for his academic journey, he starts exhibiting certain attitudes and anticipates particular behaviors (Imran, Zaidi, & Rehan, 2024). Although the children in an educational setting may belong to same age group but grew at varying degrees and extents, so they might be capable of dealing the presented intellectual

and social tasks on different levels (Sultana, Ahmed, & Imran, 2024; Muhammad et al., 2024; Ahmad et al., 2024). However, a home be identified as broken or stable; that is a home where the parents (both mother and father) are living together with their children while a home where parents (both or either one of them) are not living together with the children. The degree of functioning of a home is what directs and determines how a child performs and achieves in academic realm (Imran, et al., 2024; Imran, & Akhtar, 2023). The definition of broken maintains that a house in which one of the partners has suffered the loss of significant other as a result of divorce, departure, or single parent concept has come into play (Rehan, et al., 2024; Conkline, 2006). Whereas, in Deborah (2002) views broken homes as an ensuing situation emerging out of the decision of parents to part their ways (Shah, et al., 2024; Kazmi, et al., 2024; Raja, 2022).

Furthermore, Momoh (2011) explained that the broken home has been worn into shreds. Unfortunately, broken homes are managed by single parent, may be due to parental separation or death (natural cause) of one of the parents. Single parent nurture and take care of the children (Raja, 2021). Separation (divorce) may be permanent or temporal. In case of temporal divorce, presumably spouses unite after the settling of the issues that has caused temporal separation. Nevertheless, in case of divorce, there is no way back for the spouses to get back. The relationship between the partners ends, with a “bye-bye” note in between them. There are multitude of causes of separation namely infidelity, religion, disloyalty, pride, interferences of in-laws, superstition, drug abuse or alcoholism, violence (bullying) or disrespect and discrepancy.

Moreover, the research over the years has shown that approximately 29% women who have been in a relationship with a man (married or lived together) in common law relationship experienced at least an episode of domestic violence at the hands of husband, such relationships are bound to lead towards disaster than a conducive family environment (Johnson, 2006; Daly, 2004).

Death is a natural cause by which homes tear apart, an unpredictable happenstance that is beyond any body’s control. Death can be a resultant of any circumstances such as illness, accident, war, or through naturally occurring disasters such as hurricanes, flooding, tornados, avalanches, earthquake, typhoons, cyclones, volcanic eruptions, and forest fires. Thus, Single parenthood is result of divorce or death (Wadworth, 2002; Raja, Raju, & Raja, 2021).

Hence, a poor family structure (broken home) caused due to either natural cause or divorce can be one of the factors that are responsible for students’ ‘poor academic performance’ in secondary schools (Tuba, & Rana, 2015; Wiseman, 2003). Moreover, the psychological conditions in children arise mainly from stereotypical conditions or attitude towards a child such as illegitimacy, the label of being an adopted child, broken homes, divorce and deprivation of parents; such abnormal conditions of the home or school, are likely to have a detrimental effect on academic achievements of the child (Azhar, 2024; Frazer, 2004)

Moreover, the divorce rate has been rising rapidly in modern societies. 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. Unluckily, the intensity of divorce rates is increasing in Pakistan (Azhar, 2024; Malik, Sarfraz, & Seemal, 2021). Main cause of divorce is the people not recognizing their marital responsibilities. Notably, 410 number of total divorce cases was recorded in the court, back in 2010, and the numbers are rising substantially (Sarfraz, Raja, & Malik, 2022; Irshad, Malik, & Sarfraz, 2023). Pakistan is a social community, in which the divorced couples and their families have to suffer ignominy and embarrassment. The individuals are recognized as divorced and are not given much value in the society. Kausar (2014) claimed that around 150 cases of divorce are recorded on monthly basis in the Lahore courts. Likewise, Gujranwala experienced a total number of 500 divorced couples in 2013, with the underlying causes of early marriages that were conducted in alacrity (Parveen, 2010).

Individuals take the distressing decision of divorce, due to a myriad of personal reasons and causes. These are specific to each divorced couple's individual experiences, marital relationship or personal challenges. Notably, not all the reasons are same for the people getting divorced, however, some of the recurrent causes serve as an indicator for the term (Raja, Raju, & Raja, 2021).

Many reasons have been cited but we shall only discuss those that are common in Pakistan; physical abuse, emotional abuse, personal differences or "irreconcilable differences" financial problems, interferences from parents or in-laws, lack of maturity, sexual incompatibility, abandonment, religious conversion or religious beliefs, cultural and life style differences, alcohol addiction, criminal behavior and incarceration for crime, etc. Sondashi (1977) says that marriage is not for weaklings (Khan, et al., 2022; Shaukat, et al., 2020; Sarfraz, Raju, & Aksar, 2018). This seems to be true considering the hardships and problems encountered by married couples.

Globally there seems to be an awareness of the entails to the importance of the home's environment on a students' academic achievement (Shaukat, Rehman, & ul Haq, 2021). Family as a unit has high worth and plays a significant role in provision of economic and social security to its members inclusive of children, however, due to the increasing threat from separation or divorce, the children specifically face the damage in the future endeavors'. The number of students acquiring education, has raised with higher number of students from the divorced or separated family, comparatively higher than previous (ul Haq, & ur Rehman, 2017).

Moreover, by the year 2025, Pakistan will have both the youngest and the largest workforce (Ministry of Planning, Development & Reform, 2013); and, if the nation is desirous to advance both economically and technologically then Nation presumably, has millennial (adolescents) as future leaders, which are guided and secured well (Kayani, et al., 2021). Nation and its people have a critical role and required to initiate tremendous efforts in recognizing the children coming from broken families, counseling them and fostering a positive change among such children (Naseer, Haq, & Farooq, 2018). This is important for these children to develop themselves, make themselves emotionally strong, recognize their true

potential and play their part in the national development, becoming valuable asset (Shahzad, et al., 2022). Therefore, there is a need for this study in the context of Pakistan, especially Islamabad where families are generally perceived to have a high socio-economic status and the area consist of many Non-Resident Pakistanis (NRPs).

Chairman Arbitration Council Urban Region Islamabad has reported the statistics for women experiencing marriage dissolution (due to “Khula”) and separation due to divorced. Unfortunately, 430 women claimed for “Khula” during the year 2013, with 213 women being divorced, thus total numbers have reached 663. Notably, these figures are reported for the urban areas and rural areas divorced cases are yet to be revealed. Unfortunately, 2014 reported similar results, with a report of 180 men giving divorce to their wives and 250 women dissolution certificate issuance (Khula) cases. The officials are unable to quote the exact number of cases getting divorced, however, they did mentioned that on daily basis, around 6-7 couples are having love marriages. During the year 2012, 13299 Khula cases had been reported in the province of Punjab, which had increased up to 14,243 as reported in 2013 and 16,942 in 2014. Furthermore, the data of 2016, reported these cases as 18,901 in number. The two main reasons that are deemed to be underlying cause of these cases are; increased awareness (emotional) in women and higher level of interference of people out marriage. It has been argued that the challenges related to the broken homes are rising in the society, an influencing facet impacting this phenomenon is the economic hardship (UNICEF, 2004). On the basis of the aforementioned discussion, it is critical and imperative to investigate the association between the academic performances of the student and broken home, recognizing the fact that youth is ultimate leaders of tomorrow. If the emotional and academic well-being is devoted considerable attention and care, the youth will surely embrace their true potential and assist the nation in its development.

Pakistan is a country where marriage is considered a sacred union. Islam teaches Muslims not to opt for divorce and instead work towards rebuilding the relationship between man and wife. However, the increasing rate of divorce in Pakistan is an alarming issue. Moreover, little seems to have been documented on the effects of broken homes on students’ academic performance in Pakistan. In order to fill this gap, this study will investigate the influence of broken homes on students’ academic performance in selected schools of Islamabad and will bring out Lessons for School Managers.

The scope of the study includes the influence of broken homes on the performance of the students of 9<sup>th</sup> and 10<sup>th</sup> class in Islamabad. Only teachers, head-teachers, parents (divorcee) and students of schools (belonging from broken homes) have been selected as population of study. Madaris have not been included because of being entirely a separate form of the education.

The study will attempt to provide empirical research findings on the influence of broken families on students’ academic performance. Teachers, educators, educational administrators, policy makers, and other stakeholders may utilize this information in handling vulnerable children from broken homes. The study will also contribute to the body of knowledge on the relationship between the

home environment and academic performance.

The research study has focused on the notion, that as the number of happier families increases, with the members living together, they will surely reduce the number of broken home in the society. Presumably, the research investigation will contribute to the society, through creation of awareness of impact of the broken homes on academic achievements, may in turn contribute to the reduction of the broken homes in the society. The research findings, may assist the family planning units to understand, that child education is impacted by the parental relationships and family stabilization is essential.

## **LITERATURE REVIEW**

This chapter is indented to cover and review the relevant literature on the influence of broken homes on students' academic performance.

Since the 1960s in the United States and most European countries the rate of divorce has increased drastically. The concern of the public and social scientific community related to the consequences of divorce for both adults and children has generated vast research literature that not only provides recommendations but also urges Governmental organizations and NGOs to take a number of steps as counter measures. Literature entails studies that address divorced adults experience to be more mental and physical health problems in comparison to married adults. Likewise, prior evidence has shown several investigations affirming that physical and mental health problems are experienced by children who are having divorced parents, in comparison to the children having parents that are intact. On the contrary, there is considerable evidence that these associations are deemed to be spurious in nature and are raising stress levels due to the marital disruptions. It has been revealed, that couples with divorce experience reveal distinct set of reactions and these reactions are deemed to be diverse in context. These responses are variable with respect to the speed and extent of adjustment of the divorced couples and on the basis of the post-divorce experiences. A bunch of community based and court based programs are executed in United States, in order to assist the children and facilitate the parents as an adjustment to their divorce (Amato, 2000).

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

Adesina (1995) considers that the influence of broken homes has obstructed the academic and educational growth of children as against what should be achieved. The children indulge in objectionable and detrimental behaviors because they generally face difficulty in dealing with life. They do not socialize, intermingle with their family, peers and are easily drawn into anti-social behaviors.

Broken homes have been found to be an overwhelmingly detrimental reason

in the lives of children as they feel angry and frustrated with both or either one of the parents because of the volatile nature of the home and familial relations. They feel embarrassed in their peer circle and surrounding environment because of the behavior of their parents. The future appears ambiguous and fickle at the mercy of circumstances which results in aggressive behaviors and feeling of seclusion in children. As a result, the adeptness to connect with their peers and the academic performance of these children may deteriorate as they struggle to accustom themselves with the reality of their broken home and dysfunctional familial relationships. These children are mostly related as aggressive, trouble makers and hostile by their school teachers (AnsuDatta, 1984).

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 back grounds that are often characterized by multiple deprivation in terms of parents marital status, relationship of the student to whoever she/he lives with, area of residence, parents occupation and family size of whoever the student lives with.

Another study investigated the relationship between broken homes and academic achievement of students from Senior Secondary Schools in Oredo Local Government Area of Edo State, Nigeria (Alika&Edosa, 2012). The results of the study indicated that there was a significant relationship between broken homes and academic achievement of students. The results also revealed gender differences in terms of academic performance such as female students who belonged to broken homes had a better academic performance than the male students who belonged to broken homes. Furthermore, the results also indicated that low socio-economic status had an adverse effect on the academic performance of students from broken homes.

Uwaifo (2012) studied the impact of familial structural foundations on academic performance in a sample of university students randomly selected in Ekpoma, Edo State, Nigeria. The findings elaborated significant differences between students belonging to single-parent family and those from two-parent familial structure. While taking the gender differences in consideration, there was none. However, a significant difference was established between both male and female students' academic performances belonging from two parent family and the academic performance of male and female students belonging from single-parent family.

Omoruyi (2014) carried out a research to study the effect of broken homes on academic performance and personality development of the adolescents in Kosofe

Local Government Area of Lagos state metropolis, Nigeria. The sample comprised of randomly selected adolescents from 4 Public Senior Secondary Schools. The data analysis showed significant difference between single-parenting and academic performance of the adolescents as well as a significant difference between socio-economic status of the parents and academic performance of children. Additionally, the findings also highlighted the significant relationship between adolescents from broken homes background and academic performance.

Another study by Egbochuku and Oliha (2014) also consisted a randomly selected sample of students that belonged from secondary schools in Nigeria. This study investigated the effects of single parenthood on truant behavior. The results of the study revealed that there was a significant difference between truant behavior amongst adolescent students with single parent homes and the adolescent students with intact parent homes. Other findings of the study indicated that there was a significant gender difference between truant behavior of adolescent male students and truant behavior of adolescent female students with single parent homes and with intact homes. Thus, an overall conclusion can be drawn that there is a difference between the truant behavior of students with either single parent or intact parents' home, also that gender differences were prominent between the male and female students belonging from the variant family structures.

A study by Akindele, Iwayemi and Idoko (2017) highlighted the influence of separated homes on task performance and personality development of junior secondary school students belonging from public secondary schools in Ondo State metropolis, in Nigeria. The data analysis showed that there was; significant difference between single-parenting and task enactment of the children at school, significant difference between parental socio-economic status and task enactment and significant relationship between school children from separated homes and task enactment.

A study conducted Ohaukwu local government area of Ebonyi state, Nigeria, consisted of secondary school teachers. It aimed to examine the effect of broken home on students' academic achievements (Achilike, 2017). Specifically, keeping in view of students' regular attendance to school, performance in continuous assessment, concentration during class lessons and students' performance during examinations. The results of the study revealed that broken homes have serious negative effect on students' regular attendance to schools. Another study by Summers (2006) intended to examine the impact of the Parents' relationships with their adolescents on their adolescents' behavior at school.

A study by Charles, Dinwiddie, and Massey (2004) intended to determine whether the high levels among African-American belonging from segregated families/neighborhood experienced having continuing academic performance consequences and family stress. The sample for the study consisted of freshman and sophomore students of college. A diverse sample was used comparing; whites, Asians, Latinos, and African Americans students belonging to both integrated neighborhoods and segregated neighborhoods respectively. The results of the study indicated that African-American students from segregated neighborhoods



experienced a higher levels of family stress than students from other ethnicities. Thus, stress, being a more prominent factor that is largely associated with violence and disorder in segregated neighborhoods. Students living in segregated neighborhood devoted more time to family issues rather than their health and consequently their grades suffer.

Nawaz, Arouj&Zonash (2017) conducted research investigations on Pakistani adolescents (school going), explaining impact of parental hostile patterns and optimistic relationships impact on the emotional disorders of their children going to school. The objective of the study was to explore the perceived rejection of parents with respect to troublesome behaviors; oppositional deficit disorder, conduct disorder (CD) and attention deficit hyperactivity disorder (ADHD), in those students, who have single parents (Nawaz, Arouj&Zonash, 2017).Using cross-sectional design, the data was collected from the universities of Islamabad and Rawalpindi, for a duration of eight month. The sample size of the study was 200 with 55% females and remaining 45% as males. The research instrument was Disruptive Behavior Disorder (DBD) and Parental Acceptance-Rejection research tools in the Urdu version. The study affirmed that parental rejection is a prevailing factor that impacts the health and well-being of the adolescents. Perceived parental rejection substantially predicts different disorders (ADHD, ODD and CD).

Prior research has shown that the parenting has a role on the academic functioning of the child (Muller, 2018). Muller (2018) notified that the students experiencing poor parenting behaviors reveal lower academic performances at school. Disruptive and internalizing behaviors are deemed to predict academic deficiency among students. Degarmo, Forgatch& Martinez (2001) argued that the students that are from the divorced families are deemed to posit disruptive behaviors and students reveal academic failures. Kasoma (2012) conducted a research exploring the impact of broken homes on the students' academic outcomes. For the examination of extent of academic failures, the study adopted the case study design with both quantitative and qualitative approaches. For the qualitative analysis, the study included an interview collection from the school administrators, teachers, students, provincial education officer and civil society organization and education standard officers. A total of 91 participants were included in the study and data was collected through the purposive sampling design. The results of the study showed that the students that belonged to the broken homes had lower performance, in comparison to the outperforming students belonging to the non-broken families (Kasoma, 2012).

The study affirmed that the students belonging to the broken families, experienced emotional challenges. The study showed that the students were willing to cope with the next experiences of their parents getting separated or divorced. Nevertheless, the same research by Kasoma (2012) showed that not all students belonging to divorced families revealed poor academic outcomes. The study affirmed that the environment of home is significant in impacting the academic performance of the student. This is because, the student learning takes place at home. Kasoma (2012) suggested that the school need to devise effective ways that assist the students

from culturally and emotionally destitute broken homes via higher coordination with others members resident in the same community. Furthermore, the teaching curriculum must be fortified so that teachers could better understand the challenges the students from the broken home are experiencing. Civil society and Ministry of Education operational in schools must institute moral and academic support for these students belonging to broken families at the time, when these students are in their elementary school, not even experiencing any psychological challenges. Head teachers have a responsibility to keep an eye on such student cases and learn about the family backgrounds of the students, so that such cases can be detected at the earliest. International and local organizations can support the welfare of such student's and are evidenced conducting campaigns for awareness purposes. Lastly, the communities must be sensitive in their roles towards the broken home students that are going to school (Kasoma, 2012).

## **METHODOLOGY**

In this study the target population was different Federal Govt schools. The target population for the study comprises teachers, head teachers, students (broken home) and parents (divorcee) from selected FG Schools of Islamabad.

For the collection of data, research questions are structured on the basis of two different sections; one having demographic questions and other related to the context of the study. The researcher had to face the limitation of time and budget, therefore, the most suitable sampling technique chosen by the researcher is the Convenient Sampling Technique. The questionnaire also included one paragraph that notified the objective of the research. Researcher has worked under ethical rules and conduct, and for this purpose the respondents were requested to volunteer. The researcher kept full care of the confidentiality of the respondents, making them aware that this information will be used only for the purpose of the current research. The quantitative survey based method is deemed appropriate for the current research, as it enabled the researcher to collect valuable information with convenience. This method did not include an interview collection, regardless, assist the researcher to analyse the data more objectively and scientifically. Therefore, this method is deemed successful in collecting the information from the respondents.

Several types of sample size approaches have been integrated by the researchers in their investigations, for instance, emulating prior inspection of sample sizes, applying sample size formulae, or utilizing consensus in the case of small population under study, etc. The study herein will be based on relationship and confirmatory research. The individual factor regression analysis method is deemed as the most appropriate parametric test in researches of this type. In this study the following was the sample selected for data collection through questionnaires.

Data from total 121 respondents was collected which consists of 49 teachers, 14 head teachers, 16 parents (divorcees) and 42 students (broken homes).

In the study herein, the data collected through the quantitative survey questionnaire, was first screened and then entered into the statistical software namely SPSS (Statistical Package for Social Sciences). A descriptive analysis is

presented on the participants' demographic data. Descriptive analysis was further used to perform frequency analysis on the data of the respondents and represented in percentages and frequencies.

After entering the data into the SPSS software the data first subjected to analysis, the data screening was the first step researcher did before analyzing the data. Researcher did screening of the data carefully to address the following questions:"

- "Was data accurately reflecting those responses that were made by the research participants?"
- "Was there some data not available or if there are some missing values?"
- "Unusual or extreme values of responses were present or absent in the data set that may play role in distorting understanding of the research questions under study. "

Research instruments included the Kombo and Tromp (2006) Questionnaires which were used on teachers, school administrators (Head Teachers), students and parents. 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 uses a Likert scale in order to get the levels of agreement or disagreement on a series of statements.

In this research Questionnaires were used because of the nature of the study. Primary data was collected using questionnaires which were distributed personally into selected schools. The questionnaires were delivered to school heads for data collection from head teachers, teachers and students.

## RESULTS AND DISCUSSION

### Teachers Results Summary with Interpretation

#### Gender Distribution

Gender	Frequency	Percent
Female	30	61.2
Male	19	38.8
Total	49	100.0

Interpretation: The data reveals that the majority of respondents were female (61.2%), while males constituted 38.8%. This suggests that the teaching workforce in the sample had a higher female representation.

#### Age Statistics

Statistic	Value
Minimum	23.0
Maximum	57.0
Mean	33.65
Std. Deviation	8.8883

Interpretation: The age distribution shows a minimum age of 23 and a maximum of 57, with an average age of 33.65 years. The standard deviation of 8.89 indicates a

moderate spread in age among the respondents, representing a diverse workforce in terms of age.

#### Marital Status Distribution

Marital Status	Frequency	Percent
Married	28	57.1
Single	21	42.9
Total	49	100.0

Interpretation: The marital status data shows that the majority of respondents (57.1%) were married, while 42.9% were single. This indicates a balanced mix of family status among the respondents, potentially influencing their views on family-related student issues.

#### Psychological and Academic Impact

Statement	Strongly Agree/Very Likely	Agree/Likely	Disagree/Unlikely	Strongly Disagree/Very Unlikely	Total
Problems in concentration	18	27	4	0	49
Emotional and difficult to handle	20	25	4	0	49
Not helped with school work	16	25	8	0	49
Truant at school	9	25	15	0	49
Academic performance affected	22	25	2	0	49
Unhappy, sad, or depressed	28	19	2	0	49
Not motivated to work hard	9	17	13	10	49
Non-cooperative and disobedient	7	26	12	4	49
Unruly and difficult to control	15	22	12	0	49
Dropout risk	8	26	14	1	49

Reserved in class	12	35	2	0	49
Look unhealthy and hunger-stricken	2	9	27	11	49

Interpretation: The results highlight the significant impact of parental divorce on students' psychological and academic performance. A majority of respondents agreed that affected students struggle with concentration, emotional stability, motivation, and behavior in school. The data suggests that students from broken homes may require additional support to cope with these challenges.

#### Parents' Perspective on Divorce Impact

Statement	Strongly Agree/Very Likely	Agree/Likely	Disagree/Unlikely	Strongly Disagree/Very Unlikely	Total
Children deprived of mother's love become disturbed	6	8	0	2	16
Disturbances at home distract children	9	7	0	0	16
Children from broken homes engage in anti-social activities	3	10	3	0	16
Teenagers take values from peers due to lack of parental guidance	4	7	3	2	16
Household lifestyle impacts delinquency	4	5	5	2	16
Children from disorganized	6	7	3	0	16

homes struggle academically					
Children's dullness influenced by social and physical environment	2	5	9	0	16
Divorce affects child's behavior and school performance	14	2	0	0	16
Parents discuss school problems	6	10	0	0	16
Parents help with school work	6	10	0	0	16
Encouraging divorce	1	15	0	0	16

Interpretation: Parents largely agree that children from divorced or separated families face psychological and academic difficulties. Many believe that disturbances at home contribute to distraction and poor academic performance. The results also indicate that some parents do not discuss or assist with their children's education, which could further affect students' development.

#### Students Results Summary with Interpretation

##### Age Distribution

Age	Frequency	Percent
13	5	11.9
14	18	42.9
15	16	38.1
16	3	7.1
Total	42	100.0

Interpretation: The age distribution shows that the majority of students (42.9%) are 14 years old, followed by 15-year-olds (38.1%). The smallest group consists of 16-year-olds, making up just 7.1% of the total sample. This indicates that most students

are in early teenage years, which may impact their dependency on parental support and guidance.

#### Gender Distribution

Gender	Frequency	Percent
Male	28	66.7
Female	14	33.3
Total	42	100.0

Interpretation: The data shows that male students (66.7%) outnumber female students (33.3%). This suggests a gender imbalance in the study population, which may influence findings on parental involvement and educational outcomes.

#### Parental Status

Parental Status	Frequency	Percent
Parents Divorced	32	76.2
Parents Separated	10	23.8
Total	42	100.0

Interpretation: A significant portion of students (76.2%) have divorced parents, while 23.8% have separated parents. This high rate of broken homes may contribute to challenges in emotional, academic, and social development.

#### Guardian Care

Guardian	Frequency	Percent
Mother	19	45.2
Father	12	28.6
Uncle	4	9.5
Aunt	2	4.8
Elder Sister	1	2.4
Elder Brother	1	2.4
Grandparents	3	7.1
Total	42	100.0

Interpretation: Nearly half (45.2%) of the students live with their mothers, while 28.6% are under their father's care. A smaller percentage live with extended family members, such as uncles, aunts, siblings, or grandparents. This suggests that single-parent households are common among respondents, which may impact students' emotional well-being and academic support.

#### School Work Inquiry

Inquiry Frequency	Frequency	Percent
Frequently (4-5 times a week)	2	4.8
Often (2-3 times a week)	4	9.5
Sometimes (1-2 times a week)	22	52.4
Never	14	33.3
Total	42	100.0

Interpretation: A majority of students (52.4%) reported that their parents or guardians inquire about school work only 1-2 times per week, while 33.3% said their guardians never check on their studies. Only a small percentage receive frequent parental supervision, indicating a potential gap in academic support for children from broken homes.

#### Head Teachers' Perspective on Broken Homes

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Poor performance at school	5	8	1	0	14
Truancy due to lack of parental control	2	10	2	0	14
Divorced parents do not support education	5	7	0	2	14
Children from broken homes lack food	0	4	8	2	14
Guidance teachers assist vulnerable children	1	12	1	0	14
Children from broken homes underperform	3	8	2	1	14
Financial constraints affect children	3	8	3	0	14
Children psychologically affected by divorce	9	5	0	0	14
Teachers have a major role in helping	2	12	0	0	14
Children from broken homes drop out	1	6	2	5	14
Children from	2	10	1	1	14



broken homes are unruly					
-------------------------	--	--	--	--	--

Interpretation: Head teachers largely agree that broken homes contribute to academic challenges, including poor performance, truancy, lack of parental support, and psychological effects. Most also agree that financial constraints and behavioral problems are prevalent among students from disrupted homes. This highlights the need for schools to provide additional support mechanisms, such as counseling and mentoring, to help affected students cope.

### KEY FINDINGS

The findings of this study show that all questionnaires filled by teachers are same regarding the behavior of students during class. All teachers agreed that those students who are from the families of separated and divorced parents always show less attention during the class.

The majority of the teachers confirmed that conflicts, disturbances, and troubles at home had adverse consequence upon children. It is evident that student's concentration is all about their troubles and intensified negative thinking regarding their future.

The findings also show that handling of students from broken homes is complex and hard. Similarly the work of Fraser (1968) shows that anxiety, insecurity and stress existence in these students have adverse effects on their school progress. These findings are also supported by Swift (1966), Evans (1962), Bhatnagar (1952), Douglas (1964). Likewise, Kapambwe (1980), findings show that the students belonging to broken families waste their energies in negative emotions like very attention on their sufferings rather than on their studies and bright future. As a result of these unfulfilled emotional and psychological requirements, education becomes unimportant and irrelevant. These problems have diverted them from education to their prime problem to be solved. For that reason, teachers as well as the family/ guardians must concentrate on the emotional and psychological issues of these pupils.

Another important aspect have been noted during that approximately 80% of the respondents approved the declaration that students with background of family issues have high absenteeism and many students from separated or divorced parents hated school particularly when their material requirements were not fulfilled by guardians or parents. Material requirements like books, school shoes, uniforms, etc are essential things for children. Furthermore, these children faced various problems and troubles that made them to avoid going school. Troubles like inferiority complex, financial restriction, lack of guidance's support, and discrimination made them keep away from school (Reid, 1982). Likewise, Galloway (1985), originate that absentee are high amongst kids who belonged to broken homes.

Evidence shows that different number of respondents respond that the main cause of financial constraints is due to separation of parents. The burden lies on the single parent resultantly children face financial problems. These financial restrictions lead to failure to pay dues. This will negatively affect the performance of

the student as well as lead to inferiority complex because they were psychologically badly affected.

## **CONCLUSION AND RECOMMENDATIONS**

There are substantial proofs from the records or information collected that broken homes lead to bad performance in academic institutions. As projected, dissimilarities were originated in performance with students with both parents outperforming the others in the group which had parents not living together. As a result, divorced and separated families come into view that they adversely influence the student's academic performance in an unconstructive way. To maintain this, relative research results particularly on the performance of school goings from both unbroken and broken homes confirmed that it was correct that usually children from unbroken homes executed improved performance than those from distressed homes. On the other hand, it was well-known that not all children imminent from broken homes performed badly in the class.

This study also looked at another side effect of wrecked homes distinguished that; children flourish in best way when they are given an opportunity to have stable homes in which presence of both parents can give their children care and great attention. While on the other hand, the children from broken homes feel absence of parental guidance and care which will leave negative effects on the performance of children especially from academic point of view. So, the environment given to the children is most important aspect in educating the child properly.

Furthermore, the findings show that in some cases the poor performance of the teachers due to economic pressure leads to the bad performance of the students. For this, these teachers and supervisors should be well aware about the background of the students, well knowledgeable, motivated, and trained. The findings of the research ought to create a center of attention each stakeholder to discover solutions to this. The difficulties and problems painted in the consequences do not present restrictions that cannot be beat, however, innovative opportunities to be received, new-fangled challenges to be faced, novel corridors to be unlocked as the state makes every effort to meet the millennium targets.

This paper provides immense benefits to diverse stakeholders in academic institutions, including school managers, policy makers, student teachers, even parents. Given below are some main recommendations based on the findings of the study.

It is recommended that the educational institutions must realise their responsibility to help the pupils who are deprived of society because of their broken homes. These students can only be taken into confidence by providing them different student nurturing programs, different methods of motivating them and fostering them for bright future.

The curriculum of teachers should be designed in a way that can boost the student's educational growth and development. This will ultimately lead to better

performance of students from broken homes.

Likewise, Civil Society Organizations and Ministry of Education should establish academic hold on individuals from divorced and separated homes in the early stage of schooling, yet in the nonexistence of effects of psychological troubles. In this way a child can be encouraged morally, spiritually, and financially supported from stakeholders or well-wishers. On the other hand if there is lack of this type of support the results become adverse and children will be discouraged to continue their process of education.

Another recommendation is the Ministry of Education should strengthen the educational, social, and psychological counseling boost so it can help the children of broken homes. In this way Government can make obvious the significance of effective child support and affordable child care enforcement, consequently able to reduce their economic hardship.

The Head Teachers are supposed to ensure the individually examination of enrolled children's family background so that these cases are identified at the initial stage. They should also give confidence to their teachers to bother to have in-depth knowledge regarding the student's family background. And teachers' supervisions should be insured by head teachers.

Another major recommendation is that local community should also support students from broken homes to complete their education so that they can become useful member of the society.

There is requirement for School administrators to employ those teachers for counseling and guidance who are particularly qualified in this field and they should be held accountable for it.

School administrators should make every attempt to make stronger the affiliation between the educational institutions and the students.

Finally, there should be a strong and active relationship between parents and school teachers through Parents Teacher Meetings in the educational institutions. Through these meetings teachers will become aware of students home back ground and will help in identification of students from broken homes. Resultantly, these institutions can effectively help the students from broken homes to improve their academic performance.

## REFERENCES

- Achilike, B. A. (2017). Effect of broken home on students' academic achievement in Ohaukwu local government area of Ebonyi state South East Nigeria.
- Adesina, K. (1995). Nigerian education: Trend and issues. Ile-Ife: UNIFE Press.
- Ahmad, N., Iqbal, S., Ali, Z., Jabeen, R., & Imran, M., (2024). Bridging the Gap: Secondary School Teachers' Perspectives on Behavioral Barriers to Academic Success. *Al-Qanṭara* 10(2), 144-162.
- Ahmad, S., & Imran, M., (2024). Exploring the Drivers of Youth Unemployment in Pakistan: A Comprehensive Review. *Spry Journal of Economics and Management Sciences (SJEMS)*, 2(1), 12-21.

- <https://doi.org/10.62681/sprypublishers.sjems/2/1/2>
- Ahmad, S., (2023). Analyzing the Influence of Exchange Rate Dynamics on Foreign Direct Investment in Pakistan: A 13-Year Analysis. *Spry Journal of Economics and Management Sciences (SJEMS)*, 1(2),122-132. <https://doi.org/10.62681/sprypublishers.sjems/1/2/5>
- Akindele, O., Iwayemi, A., &Idoko, J. O. (2017). Influence of separated homes on task performance and personality development of school children in Ondo metropolis. *IFE Psychologia: An International Journal*, 25(1), 515-531.
- ALIKA, H. L., &Edosa, O. S. (2012). Relationship between Broken Homes and Academic Achievement of Secondary School Students in Oredo Local Government Area of Edo State, Nigeria. *College Student Journal*, 46(2).
- Amato, P. R. (2000). The consequences of divorce for adults and children. *Journal of marriage and family*, 62(4), 1269-1287.
- Ansu, D. (1984). *Education and society: A sociology of African education*. Hong Kong: Macmillan Publishers.
- Azhar, Z. (2024). Blockchain as a Catalyst for Green and Digital HR Transformation: Strategies for Sustainable Workforce Management. *Open Access Library Journal*, 11(9), 1-22
- Azhar, Z. (2024). The Role of Chatbots in Enhancing Job Seekers' and Employee Experience: A Case Study on CV Warehouse. *The Journal of Social Sciences Research*, 10(4), 23-35.
- Conkline, J. (2006). *Introduction to Criminology*. New York: Mammilla.
- Daly, N. (2004) *children of bitter women*. Newburg park: saga publication.
- Deborah, A. D. (2002). Family structure and children health and wellbeing. *Journal of marriage and family*. 5 (2), 571-679.
- Degarmo, D. S., Forgatch, M. S., & Martinez, C. R. (2001). Parenting of Divorced Mothers as a Link between Social Status and Boys' Academic Outcomes: Unpacking the Effects of Socioeconomic Status. *Year Book of Psychiatry and Applied Mental Health*, 2001(1), 24-25.
- Egbochukwu, E. O., &Oliha, J. A. (2014). Effect of Single Parenthood on Truant behavior of Secondary School Students in Edo state. *International Journal of Educational Learning and Development*, 2(3), 10-17.
- Frazer, W.J. (2004). Family Structure, Parental Practices and High school completion. *American Sociology Review*, (56), 309-320.
- Galloway, D. (1985). *Schools and Persistent Absentees*, Oxford: Pergamon Press.
- Hodges, V. (1968). "Non- attendance at school" *Educational Research*, Vol.2 No.1 pp. 58-61
- Imran, M., & Akhtar, N. (2023). Impact of Ethical Leadership Practices on Teachers' Psychological Safety and Performance: A Case of Primary School Heads in Karachi-Pakistan. *Academy of Education and Social Sciences Review*, 3(2), 172-181. <https://doi.org/10.48112/aessr.v3i2.505>
- Imran, M., Ahmad, N., Al-Harthy, A. A. Q., & Jat, Z. G. (2023). Early Identification and Intervention: Amplifying the Voice of Slow Learners. *AITU Scientific Research Journal*, Volume. 1, Issue. 4,

- Imran, M., Zaidi, S.S., & Rehan, F., (2024). The Impact of Excessive Internet Usage on the Emotional Maturity of Adolescents: A Case Study in Pakistan. *Spry Journal of Humanities and Social Sciences (SJHSS)*, 2(1), 1-20. <https://doi.org/10.62681/sprypublishers.sjhss/2/1/1>
- Irshad, J., Malik, F., & Sarfraz, S. (2023). Interpersonal conflicts at work and knowledge hiding: Moderating role of interactional justice and mediating role of workplace well-being. *Pakistan Journal of Commerce and Social Sciences (PJCSS)*, 17(1), 135-161.
- Johnson, H. (2006). Dangerous domain violence against women in Canada. Toronto:Nelson Canada.
- Kasoman, F. (2012). The Influence of Broken homes on Pupil Academic Performance in Selected Schools in Mbala District: Lessons for School Managers (Doctoral paper, Paper: University of Zambia).
- Kayani, Z. K., Mehmood, R., ul Haq, A., Kayani, J. A., & Rashid, A. (2021). Awareness and Adoption of Blockchain: Customer's Intention to Use Bitcoin In Pakistan. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 18(08), 4858-4880.
- Kazmi, S. B., Raja, S. S., Raja, S. S., & Nawaz, A. (2024). Changing Dynamics of Terrorism in Afghanistan and its Impact on Socio-Political and Economic Milieu: A Critical Analysis. *Dialogue Social Science Review (DSSR)*, 2(5), 572-584.
- Khan, F., Kamran, S., Malik, F., & Sarfraz, S. (2022). Effect of Brand Image on Consumer Buying Behaviour with Mediating Role of Psychological Factors and Moderating Role of Personal Factors. *Human Nature Journal of Social Sciences*, 3(4), 57-69.
- Khoso, F., J., Shaikh, N., Dahri, K., H., & Imran, M, (2024). Educational Nurturing in Underdeveloped Contexts Unraveling the Dynamics of Student Teachers' Holistic Development. *Spry Contemporary Educational Practices (SCEP)*, 3(1), 49-67. <https://doi.org/10.62681/sprypublishers.scep/3/1/3>
- Malik, F., Sarfraz, S., & Seemal, M. (2021). Impact of marketing leadership effectiveness on change management in manufacturing sector of pakistan. *NUML International Journal of Business & Management*, 16(1), 53-69.
- Ministry of Planning, Development & Reform, 2013
- Mohammad, N., Aslam, M., Anjum, T., Haider, S., Hashim, M., & Imran, M. (2024). Phenomenological Inquiry into Postgraduate Students' Perceptions of Academic Supervision and Feedback Experiences. *Al-Qanṭara*, 10(2), 126-144.
- Momoh, O. (2011). Auchu customary court on family issues, 2 (1), 11-12
- Muller, C. (2018). Parent involvement and academic achievement: An analysis of family resources available to the child. In *Parents, their children, and schools* (pp. 77-114). Routledge.
- Naseer, H., Haq, A., & Farooq, M. (2018). Antecedent of employee's career satisfaction, An empirical investigation of pharmaceutical sector of Pakistan. *International Journal of Academic Research in Business and Social*

- Sciences*, 8(7), 281-99.
- Nawaz, S., Arouj, K., & Zonash, R. (2017). Perceived Parental Rejection Predicting Attention Deficit Hyper Activity Disorder, Oppositional Deficient Disorder and Conduct Disorder among Pakistani Adolescents. *Pakistan Journal of Medical Research*, 56(3), 84-90.
- Omoruyi, V. I. (2014). Influence of broken homes on academic performance and personality development of the adolescents in lagos state metropolis. *European Journal of Educational and Development Psychology*, 2(2), 10-23.
- Raja, S. S. (2021). Exploring a Business Model of Organic Farming through Qualitative Approach. *The Qualitative Report*, 26(8), 0\_1-2667.
- Raja, S. S. (2022). *Impact of Financial Inclusion on Household Empowerment: Mediating Role of Entrepreneurship Intentions in Pakistan* (Doctoral dissertation, CAPITAL UNIVERSITY).
- Raja, S. S., Raju, V., & Raja, S. S. (2021). Impact of entrepreneurship intention on socio-economic uplift: Moderating role of entrepreneurial infrastructure for home-based start-ups. *Pakistan Journal of Commerce and Social Sciences (PJCSS)*, 15(2), 426-442.
- Raja, S. S., Raju, V., & Raja, S. S. (2021). Impact of entrepreneurship intention on socio-economic uplift: Moderating role of entrepreneurial infrastructure for home-based start-ups. *Pakistan Journal of Commerce and Social Sciences (PJCSS)*, 15(2), 426-442.
- Rehan, F., Zaidi, S. S., Imran, M., Akhtar, S., Shah, A., & Hameed, S. (2024). Exploring the Efficacy of Music-Based Pedagogies in Developing Communication Skills: Perspectives of Early Childhood Educators. *Al-Qanṭara*, 10(2), 79-98.
- Reid, K. (1982). "The Self-Concept and persistent school absenteeism". *British Journal of Educational Psychology*, vol.52. pp. 179-187.
- Sarfraz, N., Raja, S. S., & Malik, F. (2022). Women Labor Force Participation through Home Based Business Initiatives. *South Asian Studies*, 37(02), 409-430.
- Sarfraz, S., Raju, V., & Aksar, M. (2018). Ms Exchange Rate Variability and Macroeconomic Variables: A Comparative Analysis of Regional, Sub-Regional, Developed and Developing Countries: During the period of 1980 till 2015. *Asia Proceedings of Social Sciences*, 2(2), 48-54.
- Shah, S. M. A., Raja, S. S., Shahzadi, S., & Naseer, S. (2024). Talent Management Strategies Effect The Approach Of Social Entrepreneurs And Organisational Effectiveness: A Case Study Of Pakistan. *Journal of Business and Management Research*, 3(3), 58-84.
- Shahzad, A., Zulfiqar, B., Ali, M., Haq, A. U., Sajjad, M., & Raza, A. (2022). Mediating role of formalization of RM methods among the perceived business risk and organization performance. *Cogent Business & Management*, 9(1), 2024116.
- Shaukat, U., Qureshi, S. A., & ul Haq, A. (2020). Derivative Usage and Bank Stability: A Comparison of Islamic and Conventional Banking from Pakistan

- Shaukat, U., Rehman, A., & ul Haq, A. (2021). Pairs Trading and Stock Returns: An Evidence from Pakistan Stock Exchange. *City University Research Journal*, 11(2).
- Sondashi, L.S. (1977), Marriage is Not for Weaklings. New York: Exposition Press Inc.
- Sultana, Z., Ahmed, S., & Imran, M. (2024). Corporate Social Responsibility (CSR) Reporting in Pakistan: Insights from Stakeholder Perspectives. *Spry Journal of Economics and Management Sciences*, 2(1).
- Summers, B. (2006). The effects of family structure and parenting style on school disciplinary incidents of high school seniors (Doctoral paper, Wichita State University).
- Tuba, A., & Rana, N. A. (2015). Using social networking site (SNS) in students' learning experiences: An experimental study at higher secondary school Karachi, Pakistan. *Int. J. Engl. Educ*, 4(3), 238-249.
- ul Haq, A., & ur Rehman, K. (2017). Major Challenges and Opportunities for Islamic Banking and SMEs in Pakistan.
- UNICEF (2004). The state of the World's children, Girls education and development 4, 34-35.
- Uwaifo, V. O. (2012). The effects of family structures on the academic performance of Nigerian university students. *Global Journal of Human-Social Science Research*, 12(5).
- Wadworth, J. I. (2002). Home publication and resources variation Child's development outcomes among children living in lone-parent family. *On Human resource and skills Canada*, 70(5), 112-325
- Wiseman, S. (2003). In uwaifo. V.O. (2008). Effect of family structure and parenthood on the academic performance of Nigeria university students. *Study Home communication science*, 2 (2), 212-124