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Exploring the Relationship Between Broken Homes and Mathematical Literacy: A Quantitative Study of Junior Secondary School Students

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ABSTRACT

This study examined the impact of broken homes (family conflicts, substance abuse, and single-parent households) on Junior secondary school students' mathematical performance in Abeokuta North Local Government Area, Ogun State, Nigeria. A survey research design using a quantitative approach was used, and a convenient sampling technique guided the selection of 5 schools from the population, of which 300 students were selected using simple random sampling. Four research questions guided this study. Broken Homes Questionnaire and Mathematics Academic Performance Test (MAPT) with reliability coefficients of 0.73 and 0.68, respectively, were used. The data were analyzed using regression analysis and descriptive statistics. Findings reveal no impact of family conflict, but substance abuse and single-parent households show a great impact on junior secondary school learners' performance in mathematics. Lastly, the results also show that the joint impact of the three variables has a great influence on the children's performance in school. In conclusion, single parenting, substance abuse, and family conflicts have an adverse effect on learners' academic performance. This is clearly linked to the looking-glass theory, emphasizing that a child will become what he experienced at home, which will, in turn, after the academic career. It is recommended that students from broken homes should be properly monitored, secured, and controlled.

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1. INTRODUCTION

In Nigeria today, industrial and technological developments suffer displaced priority, as a result of which there is an immense need to place a greater emphasis on their

actualization. The importance of mathematics in all human endeavors and other academic areas was emphasized [1]. Mathematics is important in all areas and aspects of life and studies. In sciences, Mathematics is essential for scientific research, technological development, and engineering projects. In finance and business, it is used to decide investments, conduct financial analysis, and conduct accounting. In Medicine and health, Mathematics is used to develop medical devices, plan treatment regimens, and analyze data to improve patient outcomes in our day-to-day lives. It is stressed by Asanre et al. [2] that Mathematics has often been perceived as a subject exclusive to students and is a life skill.

However, In the modern age of advanced digitalization, technology, and science, its relevance has expanded far beyond just academia. Mathematics is now an integral part of everyday life and is vital in various spheres, emphasizing that it is not just for students but for everyone at all educational levels [3]. This implies that to advance to senior secondary school, students must earn at least a passing score in the junior secondary school certificate exam in mathematics. Despite the importance of mathematics in society and all aspects of life, it still faces several setbacks today. Some of them are Mathematical illiteracy, Mathematics anxiety, gender and racial bias, poor teaching and learning styles, the impact of broken homes, poor study habits, and a lot more [4]. Additionally, Asanre et al. [5] reported that students struggle in mathematics due to the nature of the subject, the way it is taught, communication problems, and the incapacity of teachers to relate the students' immediate environment to their mathematical understanding.

Parents, instructors, students, and other stakeholders in the education industry are still very concerned about the low academic success in mathematics. This is established by Asanre et al. [6], who state that specialists have witnessed a slow reduction in learners' academic ability in mathematics. They contend that providing appropriate mathematics teaching requires prioritizing children's performance in school. The Basic Education Certificate Examination chief examiner’s report on mathematics for the 2025 examination identified many weaknesses in the student’s performance and recommended that parents should ensure they motivate and encourage their wards to practice mathematics problems. Looking at it from this perspective, how could a child from a broken home perform well in his or her studies in school?

Additionally, Asanre et al. [5] submitted that mathematics stakeholders are concerned about the declining level of students' comprehension of mathematical concepts and how to apply them to real-world scenarios. This has led to underperformance in our Nigerian secondary schools. This depressing situation is incompatible with the 2030 Sustainable Development Goals (SDGs) agenda since a nation cannot achieve scientific and technical progress unless its students score very well in mathematics [4]. Performance is a critical component of education. Finding and comprehending the elements that affect, forecast, or contribute to variance in academics is essential [2]. Performance level refers to students’ display of attitudes, abilities, and knowledge in relation to grade-level learning outcomes [7].

Recently, Asanre et al. [6] and Ayebale et al. [8] outlined several factors that academics have identified as contributing to students' subpar performance in junior secondary school. Some of these include the following: Government, curriculum, teachers,

students, homes, parents, and psychological aspects. Additionally, most students suffer setbacks in their mathematics performance due to problems with couples' incompatibility, parent deaths, the desire for overseas travel to increase income, and occasionally marital infidelity [4]. Children and spouses have been split up as a result. Gusman et al. [9] noted that a student's success in school can be significantly impacted by the environment they come from. The major educational setting in which a child learns to socialize is their family. As a result, the home shapes children's behavior and affects their social, emotional, and academic development. The father, mother, and children make up a stable household if there is no divorce, separation, desertion, single parenting, or the death of one or both parents [10]. This means that the repercussions of broken households may have a significant effect on how the family is structured internally, which can harm a child's temperament, personality, and academic performance.

One definition of a broken home is a family that has been split up by divorce, death, or separation due to domestic conflict, among other equally strong causes. Gusman et al. [9] explain that to desert someone is to turn away from, abandon, or let them down when they are in want. While the majority of nations do not allow divorce, some support it or are completely in accord with it. Numerous children have suffered as a result of the significant rise in divorce. According to some academics, divorce, the death of one or both parents, or a long-term separation between a husband and wife are causes of broken homes. In addition to the actual aspects of a broken house, there are also psychological, emotional, and physical separations when family members live together but are unable to get along for various reasons [4]. A dysfunctional family is called a "broken home." It is seen as a household where the bond between the parents, children, and other members is physically, emotionally, or sexually damaged either by divorce, separation, single parent, or death of one parent [6].

Broken homes are, thus, associated with divorce, substance abuse, family conflict, separation, parent death, desertion, or single parenthood, all of which can affect how well children adjust, particularly junior secondary school student's social, emotional, and intellectual characteristics [11]. Researchers like Achilike [10] and Omoruyi [12] have demonstrated that children's social, emotional, and academic adaptations are greatly aided by the stress, tension, lack of desire, frustration, and sadness that arise in broken households. Additionally, Olorunseye [4] reported that due to parents' inability to supervise them adequately, children from dysfunctional households are more prone to skip school. Due to their inability to settle down for significant accomplishments, these kids may also exhibit traits like social instability, poor academic performance, and fatigue.

Family conflicts are situations that distract students due to constant bickering and arguments between parents or other family members. Student witnessing or being part of a conflict can cause emotional distress and affect a student’s motivation, confidence, and concentration in school, creating an unstable environment that makes it difficult to study [4]. Conflict is defined as the absence of tranquillity in a given environment. The word "family conflict" refers to any event in which the regular flow of communication and interaction among family members is disturbed. If it is between parents, it is probably ao between parents and their children [13].

Also, single-parent households are seen to have an impact on students' academic performance, which emanates from a lack of financial instability, emotional stress, and parental involvement or time [11]. Additionally, Single parents often struggle to offer appropriate care and attention, resulting in difficulties such as psychological distress in children, which makes them feel unwelcome, guilty, embarrassed, and humiliated, particularly when youngsters are told that their conception was not planned [14]. More so, Substance abuse is another element that may have a range of negative impacts on junior secondary school students 'academic performance, putting into perspective health issues leading to physical and mental health problems, including sleep disorders, weight fluctuations, depression, and anxiety which can affect student concentration [15]. Substance abuse can lead to student disengagement from their studies, missing classes, engaging in criminal activities, and associating with negative peer groups, resulting in poor grades and a negative impact on academic performance [4].

Therefore, in this study, the impact of the independent variable, broken home (defined by factors such as family conflict, single-parent households, and substance abuse), on the dependent variable, the academic performance of junior secondary school students (measured by test scores, attendance) in mathematics in Ogun State, Nigeria.

1.1. Statement of Problem

Observations and reports from chief examiners have revealed that junior secondary school students continue to perform poorly in Mathematics in Abeokuta North Local Government Area, Ogun State. The declining academic performance in mathematics among junior secondary school students has become a significant concern for all involved in the education sector. External examination result reports obtained in Abeokuta North Local Government Area in mathematics in Junior Secondary Schools in recent years (2022,2023) have been nothing to write home about due to many factors. These factors include students' negligence and attitudes to work, poor study habits, laziness of students, pre-existing knowledge, external pressures, peer groups, and influence from home and family; all these factors have contributed negatively to the academic performance of the students in Mathematics. All these factors mentioned above have been made known from the interview carried out on the report of mathematics teachers, tutors, and chief examiners in Ogun State's Abeokuta North Local Government Area. Records show that a total of 9,100 students sat for Mathematics in the 2023 Basic Education Certificate Examination (BECE), which reveals that 1,720 students (18.9 %) secure excellent (Grade A1), 1,947 students (21.4 %) secure (Grade B2 and B3) while 5,433 students (59.7%) secure credit and below respectively, which shows that the optimal expectation is yet to be achieved, demonstrating that junior secondary school learners in Abeokuta North Local Government continue to do poorly academically in mathematics. The family environment majorly influences this region.

Meanwhile, this aspect has received little attention despite the efforts of educators and education researchers to improve students' academic achievement in mathematics. Researchers like Lasisi et al. [16] and Abel [17] considered a variable such as single parenting on students' achievement. However, this study is set to discover if the broken home (family conflicts, substance abuse, and single-parent households) has an impact on

Abeokuta North Local Government Area junior secondary school learners' performance in mathematics.

1.2. Objectives of the study

The primary goal of the research is to determine the impact of broken homes, defined by family conflicts, single-parent households, and substance abuse, on the academic performance of junior secondary school students in Abeokuta North L.G.A., especially the study sought to:

a. Find out the impact of family conflicts on the academic performance of junior secondary school students in Mathematics.
b. Find out the impact of single-parent households on the academic performance of junior secondary school students in mathematics.
c. Find out the impact of substance abuse on the academic performance of junior secondary school students in mathematics.
d. Find the joint impact of the three factors on the academic performance of junior secondary school students in mathematics.

1.3. Research Questions

The following research questions will serve as a guide for the investigation:

a. To what extent does family conflict impact the academic performance of junior secondary school students in mathematics?
b. To what extent does a single-parent household impact the academic performance of junior secondary school students in mathematics?
c. To what extent does substance abuse impact the academic performance of junior secondary school in Mathematics?
d. What is the joint impact of the three variables (factors) on the academic performance of junior secondary school students in mathematics?

1.4. The Looking Glass Theory

O'Brien [18] examined this idea and found that it focused more on self-perception and interpersonal connections in society. The theory clarifies how people mold themselves according to the opinions of others and how society views them, so validating the opinions of others. According to the theory, people affirm what other people perceive of them by mirroring themselves in other people's minds. Additionally, a child's birth identifies them in relation to their social connections. Youngsters discover that when they scream, their caretakers will respond, not just when they need food or a diaper change but also when they need attention. In self and Social Organization, Cooley provides the clearest explanation of this relationship, pointing out that a child's rising proficiency with important symbols corresponds with a mother-child bond. The fact that children from broken homes will always affirm to themselves what other people believe of them is true when applying this theory to the study of broken households. Children of this type are also considered to be emotionally disturbed, extremely withdrawn, impoverished, and juvenile offenders. Looking glass theory places a strong emphasis on the necessity of motivation and the requirements for it, particularly in relation to broken homes. In contrast to the growing requirements of the

adolescent child from such a home, this idea may be connected to the stunted or regressive capability of the broken home caused by either single parenthood or family disagreements or disputes. Furthermore, this theory also concludes with the notion that children suffer from single parenting together with all related factors that influence academic performance.

2. METHODS

This study employed a descriptive survey as its research design, which involved taking a sample of the population for the study. The sample was made to respond to a set of questionnaire items as the means to find answers to this research problem. The participants in this research include all public Junior Secondary School Mathematics Students Two (JSS2) in Abeokuta North Local Government Area, Ogun State, which is among the largest areas in the Ogun state with 808 square kilometers. There are fifty (50) Junior secondary schools in total in the Local Government Area. Due to the placement of these schools in the region, a convenience procedure guided the selection of 5 schools from the 50 secondary schools in Abeokuta North Local Government Area. This approach was used because of accessibility, time constraints, and lack of funding for research, making the instrument administration relatively convenient. From the 5 schools, a simple random sampling procedure was used to select 60 junior secondary school II students from each school to a total of 300 students. For this study, these instruments were used, which are

a. Broken Home Questionnaire (BHQ).
b. Academic Performance Test

The researcher designed the questionnaire to measure the impact of broken homes (family - conflicts, substance abuse, and single-parent households) on learners in the study. It was a 30-item scaled questionnaire. The instrument used in this study was self-structured to fit its objectives; it consists of Strongly Agree, Agree, Strongly Disagree, and Disagree as the available point selections. The instrument is in 4 different sections, majorly (Sections A - D). Section A consists of the demographic information of the students. The demographic information entails the student’s name, age, gender, class, and school name. There are ten items in Section B eliciting information on the impact of family conflicts on students, which was scaled from Strongly Agree, Agree, Strongly Disagree to Disagree Options. Section C contains 10 items eliciting information on the impact of single-parent households on students who are offered mathematics. The last section, Section D, also contains 10 items eliciting information on how drug misuse affects junior secondary school students' mathematical ability.

The Mathematics Academic Performance Test was a multiple-choice question with four options. It has 20 questions designed based on 4 different topics, namely, Algebra, Geometry, Numbers, and Data analysis. The test was designed to detect the caliber of the student's performance in mathematics. The instruments were evaluated for face and content validity by a group of chosen, certified specialists in Tai Solarin University of Education's mathematics department and professionals in the discipline of measurement and evaluation to determine and enhance the instrument's quality and usability before administering it to the students. Both contributed and made suggestions to raise the standard of the instrument.

The validated instruments were put to the test on forty-five (45) schoolchildren, different from the sample for the research. The instrument (Broken Home Questionnaire) obtained a Cronbach's Alpha Reliability Coefficient of 0.73, demonstrating its dependability, while the Mathematics Academic Performance Test instrument was subjected to the Test-retest method and yielded a 0.68 reliability coefficient using the Pearson correlation coefficient. The method for data collection was carried out with the aid of research assistants. Who taught mathematics at the selected schools? The principals of the school permitted a way to ascertain the willingness of the school, students, and teachers to take part in the research. A photocopy of the letter of introduction obtained from the department was given to each research assistant. The students were then sensitized to the importance of the research and the confidentiality of the information that would be collected. Questions were raised by the students on some of the items and how to go about it. The researcher and the assistants properly answered all the questions raised. Then, the instruments were provided for the students, which the research assistants coordinated. Descriptive statistics and regression analysis were used to examine the collected data. The choice of statistical tool is to gain a deeper understanding of the relationship that exists between the independent variables and dependent variables.

3. RESULTS AND DISCUSSION

3.1. Demographic Information of the Respondents

The respondents' demographic representation is displayed in Table 1 below:

Table 1. Demographic Distribution of the Respondents

Gender Distribution	**Frequency**	**Percentage (%)**
Male	140	46.8
Female	159	53.2
Total	**299**	**100.0**
Age range	**Frequency**	**Percentage (%)**
12 years	192	64.2
13 years	61	20.4
14 years	23	7.7
15 years	23	7.7
Total	**299**	**100.0**

Regarding gender distribution, 140 students, 46.8%, are male, while 159 students, 53.2% are female. This suggests that females make up most responders. The age range of the respondents shows that 192 students, representing 64.2%, are 12 years of age, 61 students, representing 20.3%, are 13 years of age, and 23 students, representing 7.7%, are 14 and 15 years of age, respectively. This suggests that most of the learners are under twelve years old. More females responded to the questionnaire since most of the students in the school are female gender, and they are the set of students that often attend or often present in class, with most of them within the age of 12 years since most of them got admitted into secondary school at a very tender age of 10 to 11 years.

RQ1: To what extent does family conflict impact the academic performance of the junior secondary school in Mathematics

Table 2 provides the R and R^2 values on the extent of family conflict on the mathematical performance of junior secondary school learners. A low degree of correlation is shown by the simple correlation's R-value of 0.048, i.e., there is a low degree of correlation between family impact and mathematical performance of junior secondary school learners. The R^2 score shows the extent to which family conflict accounts for the overall variance in academic performance. In this case, only 0.2% can be explained, which is very small, while the variable cannot explain the remaining 99.8%, i.e., other factors influence learners' performance in school rather than parental discord.

Table 2. Model summary result on the extent of family conflict on the academic performance of the junior secondary school in Mathematics

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.048[a]	.002	-.001	3.313

a. Predictors: (Constant) Family conflict

Table 3 shows the regression result on the extent of family conflict on the mathematical performance of junior secondary school learners. According to the results, the p-value is.407, meaning that it is larger than the 0.05 significant level ($p>0.05$). Therefore, we can believe that Family disputes have little or no effect on the mathematical performance of junior secondary school learners.

Table 3. Regression results in the extent of family conflict on the mathematical performance

Model		**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
1	Regression	7.569	1	7.569	.689	.407[b]
	Residual	3260.651	297	10.979		
	Total	3268.221	298			

a. Dependent Variable: Academic Performance
b. Predictors: (Constant) Family conflict

RQ2: To what extent does a single-parent household impact the academic performance of junior secondary school students in Mathematics

Table 4 provides the R and R^2 values on the extent to which single-parent households influence junior secondary school learners' academic performance in mathematics. A high degree of correlation is indicated by the R-value, which is 0.817 and represents the simple correlation, i.e., there is a high degree of correlation between single-parent households and the mathematical performance of junior secondary school learners. The R^2 score shows the proportion of the overall variance in performance in school that can be accounted for by a single parent. In this instance, 66.7% can be accounted for, which is high, while the variable cannot explain the remaining 33.9%, i.e., single or dual parenting can be linked to the student's academic achievement in mathematics.

Table 4. Impact of Single-parent Households on academic performance of junior secondary school students in Mathematics

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.817[a]	.667	.666	3.259

a. Predictors: (Constant), Single parenting

Table 5 displays the regression results about the degree to which the mathematical performance of junior secondary school learners is impacted by living in a single-parent family. The result shows that the p-value is .001, which is less than 0.05 significant level, i.e., $p<0.05$; therefore, we can believe that there is a great impact of single-parent households on the mathematical performance of junior secondary school learners.

Table 5. Regression results about the degree to which the mathematical performance

Model		**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
1	Regression	114.457	1	114.457	10.779	.001[b]
	Residual	3153.764	297	10.619		
	Total	3268.221	298			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Single parenting

RQ3: To what extent does substance abuse impact the academic performance of junior secondary school students in Mathematics?

Table 6 provides the R and R^2 values on **the** extent to which substance abuse influences junior secondary school learners' academic performance in mathematics. A high degree of correlation is shown by the R-value, which is 0.712 for the simple correlation, i.e., there is a high degree of correlation between substance abuse and the academic performance of junior secondary school students in mathematics. The R2 score shows the extent to which substance usage accounts for the overall difference in academic performance. In this instance, 50.7%, which is an average percentage, can be explained by the variable, whereas the remaining 49.3% cannot; that is, the student's academic performance in mathematics can be linked to the level of substance misuse.

Table 6. Impact of substance abuse on academic performance of junior secondary school students in Mathematics?

Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.712[a]	.507	.505	3.241

a. Predictors: (Constant), Substance Abuse

Table 7. Regression results on the level at which substance abuse impacts mathematical proficiency

Model		**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
1	Regression	149.198	1	149.198	14.207	.000[b]
	Residual	3119.022	297	10.502		
	Total	3268.221	298			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Substance Abuse

Table 7 shows the regression result on the level at which substance abuse impacts the mathematical proficiency of junior secondary school learners. The result shows that the

p-value is .000, which is less than 0.05 significant level, i.e., $p<0.05$; therefore, we can believe that there is a great impact of substance abuse on the mathematical performance of junior secondary school learners.

RQ4: To what extent does the joint impact of the three variables (factors) on the academic performance of junior secondary school students in Mathematics?

Table 8 provides the R and R^2 values on the joint impact of the three variables on the mathematical performance of junior secondary school learners. A significant degree of correlation is indicated by the simple correlation's R-value, which is 0.742, i.e., there is a high degree of correlation among single parenting, substance abuse, and family conflict on the mathematical performance of junior secondary school learners. The R^2 score shows the proportion of the overall variance in academic achievement that can be attributed to family conflict, substance misuse, and single parenting. In this instance, the variables—that is, the student's academic performance in mathematics—can account for 55.7%, which is a fair percentage, while the remaining 44.3% cannot be traced to a combination of single parenting, substance abuse, and family conflict at a substantial level.

Table 8. The joint impact of the three variables (factors) on the academic performance of junior secondary school students in Mathematics

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.746[a]	.557	.553	3.217

a. Predictors: (Constant), Single parenting, Substance Abuse, Family Conflict

Table 9 shows the regression result on the joint impact of the three variables (factors) on junior secondary school learners' performance in mathematics. The result shows that the p-value is .000, which is less than 0.05 significant level, i.e., $p<0.05$. therefore, we can believe that there is a great impact of single parenting, substance abuse, and family conflict on the academic proficiency of junior secondary school learners.

Table 9. Regression result on the joint impact of the three variables (factors) on junior secondary school learners' performance in mathematics

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	214.720	3	71.573	6.915	.000[b]
	Residual	3053.501	295	10.351		
	Total	3268.221	298			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant) Single parenting, Substance Abuse, Family Conflict

3.2. Discussion of Findings

The study investigated the impact of broken homes (family conflicts, single-parent households, and substance abuse) on the mathematical performance of junior secondary school learners in Abeokuta, North L.G.A. The result of objective one shows that family disputes have a minor influence on the mathematical performance of junior secondary school students. The implication is that most students believed that the relationship between their parents did not affect their performance in school. This may be due to the fact that most of the students are teenagers who have little knowledge about family matters, while some

students are not living with their families. This aligns with the findings of Olorunseye [4], who concluded that family conflicts do not really affect junior secondary school student's performance but contradict the view of Ayebale et al. [19], who asserted that children from families with serious conflicts are frequently more susceptible to learning fatigue. This means students bring their parents' pressure to school and lose interest in engaging intellectually in the educational process. As a result, these children find it difficult to complete assignments and adhere to classroom rules, which could help them do well on tests and assessments of performance. Moreover, Statistics South Africa [13] stated that the family setting represents the environmental configuration that determines the students' attention and interest in learning activities. Students struggle to follow learning instructions and may finally quit school if their home environment is not intellectually challenging. This fact is rooted in the Looking-glass theory, which states that a child is mirrored by what the environment gives.

Research question two results show that single-parent households have a great impact on the mathematical performance of junior secondary school students. This is aligned with the view of Wajim [20, who sees that single-parent households have great effects on junior secondary school learners' mathematical ability. This is evident in children's education in Nigeria, which came from single-parent households. Nigerian single parents' financial struggles were often the cause of their children's poor educational outcomes. Oyediran [21] corroborates the outcome of the findings by saying that students with single parents have poor academic performance. Children from broken households struggle academically since they do not get enough parental attention [9]. However, in variances with the conclusion of Hiko et al. [22], they submitted that a single-parent household does not significantly impact a child's academic performance. The variation in findings may be due to geographical location, socio-economic status, and parents' educational level.

Research question three results show that substance misuse has a significant effect on the mathematical performance of junior secondary school students. As students believe that substance abuse affects their' working memory and cognitive function in mathematics, substance abuse lowers students' self-esteem and academic confidence. This is in line with the view of Vernig [23], who submitted that some family members actively promote this pattern of behavior as drug abuse influences learners and learning outcomes in various ways, including low scores in most school subjects, bad connections with teachers, and poor learning capacity. Campelo et al. [24] discovered that drug misuse significantly affects students' academic performance in school since parental substance use is a strong predictor of family dysfunction, which has expected detrimental effects on children. This implies that a child living with a parent who abuses substances indirectly the child takes to the behavior, which in turn affects the school performance. This is what the looking-glass theory advocates, and to avert this behavior, parents need to abstain from it.

The result of question four shows that there is an impact of single parenting, substance abuse, and family conflict on the academic performance of junior secondary school students in Mathematics. Showing the joint impact of the three variables on the dependent variables. This is in support of the view of Marsh [25] and Oyekanmi [26] that broken homes directly impact students' academic achievement and are a determinant of the

child's personality development. Corroborates Chukwuka [27] and Lasisi et al. [16] that a child from a broken home has more difficulty coping, which results in the student losing focus in their academic pursuit. The implication of this study is evident in the results of the students. Hence, necessary strategies to ameliorate the situation need to be put in place so that the region can experience increased performance in mathematics.

4. CONCLUSION

This study looked at the impact of broken homes, which are seen as three critical factors (single-parent household, substance usage, and family conflicts) on junior secondary school students' academic performance in mathematics. While broken houses are unavoidable in society, there is a need for parents to comprehend the implications of a broken home, notably in the consciousness of their children. Four research questions were raised and tested using regression analyses. The findings led to the conclusion that in Ogun State, Nigeria's Abeokuta North Local Government Area, family conflict, substance abuse, and single parenting considerably impacted junior secondary school children's educational performance in mathematics. It is recommended, among others, that parents should provide a good example for their children by remaining married and accommodating their wishes. Also, schools should provide counseling to teenagers from difficult homes. Personal, social, group, and individual therapy are necessary. Further research can be done to explore underlying variables like parental educational level, socio-economic status, location, and parental involvement. To get more robust information on the impact of homes on students' performance.

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