

**CORRELATES OF BROKEN HOMES AND THE UNDERGRADUATE
STUDENTS ACADEMIC PERFORMANCE IN THE UNIVERSITY OF BENIN,
BENIN CITY**

BY

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**DEPARTMENT OF SOCIAL WORK
FACULTY OF SOCIAL SCIENCES
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BENIN CITY, NIGERIA**

MARCH, 2025

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF SOCIAL WORK,
FACULTY OF SOCIAL SCIENCES, UNIVERSITY OF BENIN, BENIN CITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS OF THE AWARD
OF THE BACHELOR OF SCIENCE DEGREE IN SOCIAL WORK.**

MARCH 2025

CERTIFICATION

We, the undersigned, certify that this research work was carried out by Ekama Annabel Oghenetega in the Department of Social Work, Faculty of social science, University of Benin. Benin City, in partial fulfillment of the requirement of the award of the Bachelor of Science in Social Work.

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Date

Date

DEDICATION

This study is dedicated to God Almighty, who by his grace, wisdom and unending love, I have made it this far in my life. I also dedicate this to my family, who has supported me in every possible way, and continued to push me to be the best I can be.

ACKNOWLEDGEMENTS

This would not have been possible without the support and contributions of several individuals to whom I am deeply grateful.

First and foremost, I express my sincere appreciation to my supervisor, Dr. (Mrs.) T.B.E Omorogiuwa for your invaluable guidance, patience, and insightful feedback throughout this research. Your expertise and encouragement have been instrumental in shaping this work.

I extend my heartfelt gratitude to my lecturer, Dr. Osamuyi Bello for equipping me with the knowledge and skills necessary to undertake this project. To my parents, Engr. Jonah Ekama and Barr. (Mrs) Itohan Ekama my siblings, Cheryl, Jona-Paul, and Pascalyn Ekama. My aunties and uncles, who supported me in the ways they could, and my friends, especially Laju, Favour, and Miracle, your presence in my life is a gift I will forever be grateful for. I am especially grateful for your understanding during the long hours of this research and writing and lastly I would like to thank myself for not getting distracted and seeing this project through.

Finally, I appreciate everyone who, in one way or another, contributed to the success of this project. Your support and kindness will always be remembered.

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ABSTRACT

This study sought the Correlates of Broken Homes and the Undergraduate Students Academic Performance in the University of Benin, Benin City, Edo State. The major institution for humans is the family, also known as the household or home. Using a survey research method approach, this study investigates the major causes of broken homes among undergraduate students in the university of Benin, challenges they faced, coping strategies they employ to deal with the challenges and the institutional establishments available to help them. The findings of this study reveal that divorce or separation and prolonged parental absence are the major causes of broken homes. It also found that while both students from broken and intact homes face challenges, it is often more intense on those from broken homes. A majority of the respondents indicated that participating in study groups with their peers has helped them cope with some of the challenges. The study also found that institutional establishments are in place to help the students to cope with their challenges, although some are unaware of them. The study recommends that better programs should be established to help the students and also awareness programs to inform them the availability of the programs in the University of Benin. The study contributes to the literature on the impact of family structure on academic outcomes.

Keywords: correlates, broken homes, undergraduate students, academic performance, Benin City, Edo State.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The primary socialization unit for children is the family, they provide emotional, financial, and psychological support they require to survive academically. Families are either shattered or intact structurally. In this sense, Walsh (2016) defines a stable home as one that constantly provides secure, predictable, and nurturing conditions that foster emotional well-being, resilience, and healthy developments in its members. This is a direct contrast to a broken household, which is one that is not substantially solid as a result of separation, divorce, the passing away of one of the parents, or an absentee parent. This aberrant home setting has the potential to have a negative impact on the child's school achievement. Rapid changes in societal structures, economic instability, and shifts in marital values have led to a rise in broken homes, affecting children's educational achievements (Amato, 2019).

A broken home is defined as a family environment in which one or both biological parents are absent due to separation, divorce, death, or prolonged parental neglect (Akinleke, 2017). This phenomenon is not limited to any single culture or region but has become a global issue influencing multiple dimensions of personal and academic development. According to a UNICEF (2021) report, broken homes account for approximately 38% of households in Nigeria, with a significant portion of affected

children facing academic struggles. Research indicates that students from such homes experience lower motivation, emotional distress, financial instability, and reduced parental guidance, all of which can negatively impact their academic performance (Smith, 2020).

In a traditional African setting, families function as closely knit structures where parental roles are well defined. In a Nigerian society, where traditional family structures emphasize parental guidance and collective upbringing, students from broken homes often struggle with financial instability, emotional distress, and lack of mentorship. These challenges can hinder their ability to focus on academics, maintain motivation, and succeed in higher education. (Okoye, 2018). At the University of Benin, a growing number of students come from single-parent or broken homes. Within the University of Benin, the implications of family instability are particularly pronounced. Students coming from disrupted family environments may contend with additional hurdles, such as financial hardship, limited access to academic mentoring, or the burden of unforeseen personal responsibilities. These challenges are compounded by the rigorous academic demands and the transition from the more structured environments of secondary schools to the relatively unstructured settings of higher education. Some struggle academically due to psychological instability, while others perform well despite adverse circumstances. The factors influencing these variations remain unclear, necessitating this study. The research will examine how broken homes affect academic performances;

identify specific challenges faced by affected students, and recommend interventions to improve their educational outcomes.

1.2 Statement of the Problem

Academic performance is a key determinant of students' future success and opportunities. However, many students in tertiary institutions struggle to perform academically due to various factors, including family background. A broken home as previously stated is defined as a family environment in which one or both biological parents are absent due to separation, divorce, death, or prolonged parental neglect (Akinleke, 2017). The relationship between family structure and students' academic performance has been a subject of global and local research. Studies suggest that students from broken homes often have lower academic performance due to financial constraints (Amato and Patterson, 2018). They also Experience emotional distress that affects their concentration and retention ability (Doe, 2018). They face higher dropout rates than students from stable families (Ojo, 2019). While these findings provide insight into the impact of broken homes on students, few studies focus on undergraduate students in Nigerian universities, particularly in University of Benin, Benin City. The University of Benin, a leading academic institution in Nigeria, has a diverse student population, some of whom come from broken homes. There is, however, a lack of empirical data on how this family structure impacts students' academic outcomes in the

university. As such, this study seeks to fill this gap by examining the specific challenges and academic outcomes of university undergraduate students from broken homes, by first correlating broken homes and the academic performances of undergraduate students in the University of Benin, Benin City.

1.3 Objective of the Study

The aim of this study is to investigate the correlation between broken homes and the academic performance of undergraduate students at the University of Benin.

The specific objectives are:

1. To find out the causes of broken home among undergraduate students in the University of Benin, Benin City.
2. To examine the challenges faced by undergraduate students from broken homes that impact their academic performance in University of Benin, Benin City.
3. To explore the strategies employed by undergraduate students from broken homes to cope with academic challenge in the University of Benin, Benin City
4. To assess the availability and effectiveness of institutional support systems, such as counseling and mentoring programs, in aiding undergraduate students from broken homes in University of Benin, Benin city.

1.4 Research Questions

The following research question will guide this study.

1. What are the causes of broken homes among undergraduate students in University of Benin, Benin City?
2. What are the challenges students from broken homes face that affect their academic performance?
3. What are the strategies employed by undergraduate students from broken homes to cope with academic challenges in the University of Benin, Benin City?
4. What is the availability and effectiveness of institutional support systems, such as counseling and mentoring programs, in aiding undergraduate students from broken homes in the University of Benin, Benin City?

1.5 Significance of the Study

This study will provide valuable insights into the challenges faced by students from broken homes, specifically regarding their academic performance in tertiary education. The findings will contribute to existing literature on the influence of family structure on academic outcomes and offer recommendations for policymakers, educators, and university administrators on how to support students from broken homes. Furthermore, the study will highlight the role of university support systems and suggest ways to strengthen them to ensure that students from broken homes are not disadvantaged

academically. The significance of this study extends beyond mere academic inquiry, offering vital contributions to both educational literature and policy. By investigating the correlation between broken homes and undergraduate students' academic performance at the University of Benin, this research addresses critical gaps in our understanding of how family structures impact educational outcomes, particularly in the Nigerian context.

This study will contribute to existing academic literatures concerning the intersection of family dynamics and academic performance in Nigeria higher education. While extensive research has been conducted in western contexts, there is a limited amount of studies exploring these relationships specifically within Nigeria. By providing empirical data and analysis, this research contributes to a more nuanced understanding of how cultural and social-economic factors shape educational experiences in the Nigerian context. By examining the specific challenges faced by Nigerian students from broken homes in the environment, this research offers insights that can inform culturally relevant educational practices and developing strategies that are sensitive to the unique familial and societal dynamics. This study will contribute to the development of theoretical frameworks that explain the mechanisms through which broken homes affect academic performance. By identifying key variables such as emotional support, parental involvement, and socio-economic challenges, the research can help to refine existing theories regarding family dynamics and educational outcomes. This research will also provide empirical evidence to support or challenge existing theories about the impacts

of broken homes on academic success. The quantitative data gathered from the academic records, combined with qualitative insights from student experiences, will enrich the academic discourse surrounding this topic, facilitating more informed discussions and future research.

Understanding the unique challenges faced by students from broken homes can inform the development of targeted interventions within educational institutions. Policies that provided tailored support such as counseling services, mentoring programs, and academic resources can be formulated to enhance the academic experience and performance of these students. By addressing specific needs, educational institution can create more equitable learning environments. The findings may lead to the establishment or enhancement of support systems within the University of Benin and similar institutions. By identifying effective coping mechanism employed by students from broken homes, educational policy makers can implement programs that foster resilience and academic success, thereby improving retention rates and overall educational outcomes. Insight gained from this study can inform broader educational policies that address the impacts of family structure on academic performance. Policymakers can utilize the findings to advocate for systemic changes that support at-risk students, ensuring that educational framework adequate respond to the realities of diverse family structures. By highlighting the disparities in academic performance linked to family structures, this research underscores the importance of equity in education. Policymakers can leverage this information to advocate for resources and

programs that specifically targets the needs of students from broken homes, ultimately promoting inclusivity and diversity within the education landscape.

This study raises awareness about the implications of broken homes for academic performance, encouraging discussions on family dynamics and their societal impacts. By highlighting the challenges faced by students from these backgrounds, the research can foster advocacy for social support systems that assist families in crisis. The implications of this research extend beyond individual student outcomes; they contribute to the long-term impact of educational equalities. By improving academic performance among students from broken homes, society can enhance future employment opportunities and economic stability, ultimately contributing to national development. This study can serve as a catalyst for community-based programs that provide support to families, thereby creating a more holistic approach to education that encompasses family well-being.

In summary, the significant of this study lies in its potential to enrich academic literature, inform educational policy, and address societal challenges associated with broken home and academic performance. By focusing on the experiences of undergraduate students at the University of Benin, this research will provide valuable insights for academics, policymakers and educators, ultimately contributing to the development of more effective support systems for vulnerable student populations.

1.6 Scope of the Study

This study sought to correlate broken homes and the academic performance of undergraduate students at the University of Benin, located in Edo State, Nigeria. The study focused on the full-time undergraduate students enrolled at the University of Benin. At the time of this study the estimated population of full-time students in the university is 77,000.

1.7 Definition of Terms

Correlates: factors or variables that show a relationship with another variable, in this case, the factors linked to broken homes and academic performance.

Broken Homes: Households where parents are separated, divorced, or where one or both parents are absent, affecting the child's upbringing and development (Amato, 2017).

Undergraduate Students: individuals enrolled in a bachelor's degree program at a university who are yet attained a higher academic qualification.

Academic Performance: the measurable outcomes of a student's learning typically accessed through grades, GPA, examinations, and coursework (kim, 2016).

CHAPTER TWO

LITERATURE REVIEW

2.1 Conceptual clarifications.

2.1.1 The Concept of Broken Homes.

The term broken home can be traced back to the social changes and rising divorce rates of the 1960s and 1970s, but the Oxford English Dictionary indicates that the term was already in use by mid-1940s. A broken home is defined as a family environment in which one or both biological parents are absent due to separation, divorce, death, or prolonged parental neglect (Akinleke, 2017). This disruption in the family unit can significantly impact children's emotional well-being, social adjustment, and academic performance. This phenomenon is not limited to any single culture or region but has become a global issue influencing multiple dimensions of personal and academic development. According to a UNICEF (2021) report, broken homes account for approximately 38% of households in Nigeria. Research indicates that students from such homes experience lower motivation, emotional distress, financial instability, and reduced parental guidance, (Smith, 2020).

There are several causes of a broken home; Divorce or separation is when marital instability results in the dissolution of the marriage, leading children to be raised by a single parent or in an extended family setting (Kim, 2016). Death, the unfortunate end

of life of one or both parents is one of the leading causes of broken homes. Parental neglect or abandonment is when one or both parents neglect and abandon their children it is also classified as a broken home. Domestic violence and abuse is the violence against members of the family, homes characterized by violence or abuse are considered as broken homes and they force the children to live in unstable environments (Sun and Li, 2021).

Broken homes are a common phenomenon in many societies, while it is a disadvantage to every member of the family; it is the children in the family that it affects the most, in most cases it leads to bigger issues for the children, the family, and the society at large. In Nigerian society, where family structure and parental authority play a significant role in the child development, broken homes are often stigmatized. Many children in such households grow up under the care of extended family members, who may not provide adequate emotional and financial support the children require to develop into responsible and well-rounded members of society.

2.1.2 The concept of Undergraduate Students academic performance

Academic performance is a measure of a student's achievements in their educational pursuits, often quantified through metrics such as Grade Point Average (GPA), class attendance, and retention rates (kim, 2016). Adebayo and Ojetunde, (2019) define academic performance as a student's ability to attain educational goals as measured

through assessments, assignments, and other academic indicators. Academic performance serves as an important indicator of a student's engagement with their studies and overall success within the educational system. It reflects not only the acquisition of knowledge but also the ability to apply that knowledge effectively in assessments and practical situations. According to Kumar, Agarwal, and Agarwal (2021), high academic performance not only enhances an individual's career prospects but a nation's human capital and socio-economic development. Academic performance serves as the primary outcome variable in this study, allowing for the evaluation of how family structure relates to students' success in their educational endeavors. In tertiary institutions, performance is generally measured through cumulative grade point averages (CGPA), research output, and engagement, in academic activities (Olowookere, 2020). Multiple factors contribute to undergraduate student's academic performance. Individual attributes such as cognitive ability, effective study habits, motivation and self-regulation are critical. Research by Akinleke (2017) demonstrates that undergraduate students with high self-efficiency and low test anxiety tend to achieve better academically, as these psychological factors enable student to manage stress and maintain focus on their studies. Furthermore intrinsic factors like perseverance and time management are fundamental, while external factors such as financial stability and social support further modulate these outcomes.

Institutional elements also play a pivotal role. Omoruyi (2014) reported that institutions that invest in technology and student support services tend to see better performance

among undergraduates students, as these factors create an atmosphere conducive to learning and innovation.

Family background and socio-economic status also affect academic performance, Rono et al. (2014) emphasizes that stable family structure provide essential emotional and financial support that can mitigate the adverse effects stress and promote academic achievement. In contrast to those from challenging family environments may face obstacles that impact concentration and overall performance.

The measurement of academic performance itself has evolved overtime, traditional metrics like GPA remain important; however there are now increasing emphasis on holistic evaluation systems that also account for soft skills such as critical thinking, communication, teamwork and practical problem solving.

2.1.3 Correlates of Broken Homes and Undergraduate Students Academic Performance.

The relationship between family background and academic achievement has long been a subject of empirical inquiry. Numerous studies suggest that the challenges associated with growing up in a broken home can impede cognitive development, academic motivation, and overall scholastic success. A prominent study conducted by Adebayo and Ige (2021) focused specifically on undergraduate students at the University of Benin, highlighting a clear correlation between broken homes and academic

performance. The study utilized quantitative methods to analyze GPA data from students and found that those from broken homes had an average GPA that was 0.5 points lower than their peers from intact families. This study also employed qualitative interviews, revealing that many students from broken homes experienced feelings of isolation and anxiety, which hindered their academic engagement. Respondents reported that the lack of parental guidance negatively impacted their study habits and motivation.

A study by Mcloyd (2016) analyzed the impact of family structure on academic outcomes in the United States, finding that children from divorced families exhibited lower academic performance compared to their peers from intact families. The research highlighted that parental involvement plays a critical role in mediating these effects. Similarly, Sweeney (2017) conducted a meta-analysis of studies across Western countries, concluding that broken homes often lead to increased behavioral issues and lower academic achievements, primarily due to the emotional and financial instability faced by students. This means, that academic performance is further influenced by the quality of relationships with caregivers during a child's formative years. In many instances, broken homes may result in less supervision, a reduction in the transfer of educational resources, and a limited ability to help with school-related decision-making.

2.1.4 Challenges faced by undergraduate students from broken homes.

Previously conducted researches indicate that students from broken homes may struggle with financial difficulties, emotional distress, and lack of academic support, and social instability, all of which can negatively influence their educational outcomes (Sun and Li, 2021). While some students demonstrate resilience and excel academically, others face significant obstacles that hinder their progress.

- 1. Financial challenges:** One of the most significant challenges faced by students from broken homes is financial hardship, which can directly affect their ability to complete higher education successfully. Many students from broken homes struggle to afford essential academic materials such as laptops, textbook, and internet access, which are necessary for modern learning (Kim, 2016). Single-parent households often face economic strain, making it difficult for students to pay tuition fees and secure proper housing (Okoye, 2018). Due to financial constraints, many students from broken homes must take on part-time jobs, reducing the time available for studying, attending lectures, and completing assignments, ultimately affecting their academic performance (Eze and Okonkwo, 2021).
- 2. Emotional and psychological distress.** The loss of one or both parents can lead to emotional instability, negatively impacting students' academic performance. Feelings of loneliness due to parental absence can lead to depression, anxiety, and low self-esteem (Amato, 2017). Some students may develop aggressive behavior,

engage in substance abuse, or withdraw from social and academic activities as a coping mechanism (Sun and Li, 2021).

- 3. Lack of parental guidance and academic support:** Parental involvement plays a crucial role in the child's educational development. However, students from broken homes often experience a lack of supervision, mentorship, and motivation. Studies show that students with involved parents perform better academically due to moral, financial and educational support (Kim, 2016). In contrast, those from broken homes may struggle with self-discipline and academic goal-setting (Olowookere, 2020). Many students from broken homes lack role models to provide academic guidance, making it difficult for them to choose the right career paths or seek higher education opportunities (Obi and Onwuegbuzie, 2018).
- 4. Poor social adjustment and peer influence:** the absence of a stable family structure may lead to trust issues, making it harder for students to build healthy friendship and academic networks (Adebayo and Ojetunde, 2019). They are also more susceptible to negative peer influence, some students from broken homes seek emotional support from peer who may introduce them to unhealthy habits such as substance abuse, truancy, and academic dishonesty, further affecting their academic success (Okoye, 2018).
- 5. Increased risk of dropout:** due to the combined effects of financial hardship emotional distress, lack of parental support, and social difficulties, students from broken homes have higher risk of dropping out of tertiary institutions.

2.1.5 Coping strategies employed by undergraduate students from broken homes

Coping strategies refers to the adaptive mechanisms, behaviors, and resources students employ to manage stress, improve academic performance, and maintain emotional well-being (Kim, 2019). An investigation by Okeke and Opara (2023) examined the coping strategies employed by students from broken homes in Nigerian universities. The study identified that many students adopt various coping mechanisms, including seeking mentorship from faculty and participating in study groups, which positively influenced their academic performance. The research highlighted the role of resilience, indicating that students who actively sought help and engaged in support networks fared better academically than those who isolated themselves. This study underscores the importance of fostering resilience among students from broken homes through institutional support. Resilience is the capacity to recover from difficulties and adapt to challenging circumstances. In the context of this study, resilience refers to the ability of students from broken homes to cope with the emotional and academic challenges they encounter. Factors contributing to resilience may include individual coping strategies, access to support networks, and personal attributes such as determination and optimism. By clearly defining these terms, the study aims to create a common understanding that will facilitate an in-depth analysis of the relationship between broken homes and academic performance among undergraduate students at the University of Benin.

Different individuals from broken homes manifest different coping strategies to help them navigate their educational and personal lives successfully. These coping mechanisms, which include self-reliance, emotional, and social support, play a critical role in their ability to thrive in tertiary institutions (Amato, 2017; Sun and Li, 2021). Many students learn to solve problems independently including managing their finances, making academic decisions, and handling personal issues (Olowookere, 2020). Self-reliance helps students stay focused on their academic success despite external difficult.

Research by Nwankwo et al. (2022) emphasized on the importance of emotional support from peers and educators. Students who reported having supportive friendships and access to counseling services exhibited better academic performance, suggesting that such support can act as a buffer against the adverse effects of broken homes. Which coping mechanisms and supports systems go a long way in helping undergraduate students from broken homes deal with their trauma, they are of no use if they have on determination or optimism.

2.1.6 Institutional support systems available to undergraduate students from broken homes

Institutional support systems are the resources and services provided by educational institutions to assist students in overcoming academic and personal challenges. These may include counseling services, academic advising, tutoring programs, and mentoring initiatives. Effective institutional support is crucial for helping students from broken

homes to address the unique obstacles they may face in their academic journey. These support systems are designed to enhance students' learning experiences and improve overall academic outcomes (Tinto, 2017).

In the University of Benin, Nigeria, institutional support system plays a crucial role in assisting students from diverse backgrounds, including those from broken homes. By providing targeted support they help students overcome challenges stay motivated and achieve their academic and career goals (Omoregie and Okoh, 2020). Financial support systems help students from economically disadvantaged backgrounds afford tuition, books and living expenses, like scholarships and grants, work-study programs and student loan schemes. The University of Benin offers several financial assistance programs like the tertiary education trust fund (TETFund), University of Benin scholarship and the government and private scholarships.

The University of Benin also has several counseling services available for undergraduate students at the University of Benin. The student counseling and career service center provides free counseling services for students experiencing academic, emotional, or personal challenges. The University of Benin health center provides mental health consultations and referrals to specialists.

2.1.7 Recommendations for academic policy makers.

To provide data-driven recommendations for educational policymakers and institutions based on the study's findings. This includes proposing targeted interventions that can enhance support for students from disrupted family backgrounds. Research by Olowokere and Oyewole (2020) identified that emotional support from peers and schools could mitigate some negative academic outcomes.

Research by Nwankwo et al. (2022) the study also emphasized the importance of emotional support from peers and educators. Students who reported having supportive friendships and access to counseling services exhibited better academic performance, suggesting that such support can act as a buffer against the adverse effects of broken homes. The insights gained from recent empirical studies underscore the need for targeted interventions within educational institutions. Recognizing the unique challenges faced by students from broken homes can inform policies aimed at enhancing support systems. Some recommendations include, Universities should strengthen counseling services to provide emotional support tailored to the needs of students from broken homes. Establishing mentorship programs that connect students with supportive peers or faculty can foster resilience and academic success.

2.2 Review of relevant theories

The following theories were reviewed in this study:

2.2.1 Attachment Theory.

Attachment Theory was first developed by John Bowlby (1969, 1982) and later expanded by Mary Ainsworth (1978). It explains the emotional bonds that individuals, particularly infants, form with caregivers and how these bonds influence social and psychological development throughout life. Bowlby argued that early attachments play a crucial role in shaping an individual's emotional security, cognitive development, and interpersonal relationships. The theory suggests that children form secure, insecure, or disorganized attachment styles based on their early experiences with caregivers. These attachment patterns affect personality development, coping mechanisms, and academic performance (Ainsworth et al., 1978; Bretherton, 1992). According to Bowlby (1969) and later Ainsworth (1978), there are four main types of attachment styles that individuals develop based on early caregiving experiences, Secure Attachment Formed when a child experiences consistent, loving, and supportive caregiving. These individuals tend to be emotionally stable, confident, and socially competent (Main et al., 1985). Anxious-Ambivalent Attachment Develops when a caregiver is inconsistent—sometimes available, sometimes neglectful. These individuals often experience fear of abandonment, anxiety, and difficulty regulating emotions (Shaver and Mikulincer,

2002). Avoidant Attachment Occurs when a caregiver is emotionally unavailable or rejecting. Individuals with avoidant attachment often develop self-reliance, difficulty trusting others, and reluctance to seek emotional support (Bartholomew and Horowitz, 1991). Disorganized Attachment Results from severe neglect, abuse, or traumatic experiences leads to confusion, fear, and difficulty forming stable relationships (Main and Solomon, 1990). Students from broken homes often experience attachment disruptions, which may lead to Emotional Instability; insecure attachment can result in anxiety, depression, low self-esteem, and difficulty forming healthy relationships, all of which negatively impact academic motivation. Cognitive and Learning Challenges, Inconsistent caregiving environments can impair concentration; reduce memory retention, and lower academic engagement (Cassidy and Shaver, 2016). Poor Coping Mechanisms, Students with insecure or disorganized attachment may struggle with stress management, procrastination, and avoidance behaviors, further affecting their academic success (Fraley, 2019). Studies show that children raised in divorced families are more likely to develop anxious or avoidant attachment styles, leading to social withdrawal, lack of concentration, and academic disengagement (Amato, 2017). When parental figures are emotionally unavailable, students may struggle with self-doubt, emotional distress, and reduced resilience in academic settings (Kim, 2016). Broken homes often result in students having weak internal working models, leading to difficulties in forming healthy peer relationships, mentorship connections, or support networks in universities (Cassidy and Shaver, 2016).

2.2.2 Social Learning Theory

Social Learning Theory (SLT) was developed by Albert Bandura (1977, 1986) to explain how individuals learn behaviors, values, and social norms through observation, imitation, and reinforcement. The theory suggests that people, especially young individuals, develop cognitive, emotional, and behavioral patterns based on their interactions with parents, teachers, peers, and media (Bandura, 1986). In the context of undergraduate students from broken homes, SLT helps explain how family instability affects their learning behaviors, academic motivation, and social adaptation. The absence of positive role models and reinforcement may lead to academic disengagement, low self-efficacy, or maladaptive coping mechanisms (Akers and Jennings, 2016; Patterson, 2019). Individuals learn by watching others and imitating their behaviors. In broken homes, students may lack positive academic role models, leading them to rely on peers, teachers, or external influences for behavioral guidance (Bandura, 1986). For example, a student from a stable home may learn discipline, hard work, and persistence from observing their parents, whereas a student from a broken home may struggle to find a strong role model, impacting their academic habits (Patterson, 2019). Social learning theory suggests that behavior is shaped through positive reinforcement (rewards), negative reinforcement (avoiding unpleasant consequences), or punishment. Students from broken homes may lack reinforcement, leading to low motivation or

avoidance behaviors, such as skipping classes or failing to complete assignments (Akers and Jennings, 2016). For students from broken homes, lack of parental reinforcement may result in poor academic motivation or the adoption of negative coping mechanisms, such as truancy or academic disengagement (Murray and Farrington, 2018).

Social Learning Theory provides a strong framework for understanding how students from broken homes develop academic habits, coping mechanisms, and behavioral patterns. At the University of Benin, students from broken homes face challenges related to motivation, financial struggles, and social adaptation. However, by leveraging positive role models, mentorship programs, and academic reinforcement strategies, academic institutions can enhance student performance and resilience.

2.2.3 Ecological Systems Theory

According to Bronfenbrenner (1979), the child's development is influenced by multiple layers of environmental systems—from immediate settings such as family and school to broader societal influences. In the context of broken homes, the microsystem (which includes direct family interactions) experiences significant disruption, potentially leading to a cascade of adverse effects on academic outcomes. This framework underscores the importance of considering both direct and indirect environmental influences when examining hostilities that may arise from familial instability. Nguyen et al. (2018) used this model to explore how interactions between family and school, and community environments affect students' learning outcomes. Their research found

that a supportive micro system can buffer the negative effect of broader socio-economic challenges found at the exo-system and macro system levels

2.3 Theoretical Framework

Attachment Theory is the cornerstone of developmental psychology it was developed by John Bowlby (1982) and expanded by Mary Ainsworth et al. (1978), it explains how early relationships with caregivers affect an individual's emotional development, coping skills, and academic motivation. The theory posits that the nature of the early attachment – whether secure or insecure – can have long lasting effects on a person's behavior, relationship and even academic performance. Attachment theory identifies several attachment styles. A secure attachment, fostered by consistent, sensitive caregiving, leads children to feel safe and valued. In contrast, insecure attachment styles – such as anxious-ambivalent, avoidant, or disorganized attachment – can emerge when caregivers are inconsistent, unresponsive, or neglectful. These early patterns become internal working models that influence how individuals interpret and respond to stress, and manage emotions throughout life (Mikulincer and Shaver, 2016). This means that undergraduate students with secure attachment are better equipped to navigate academic challenges whereas those with insecure attachment may struggle and experience anxiety and emotional deregulation that can impede learning.

The absence of stable parental support in broken homes can lead to insecure attachment styles which contribute to emotional distress, and reduced academic engagement

(Cassidy and Shaver, 2016). Students from broken homes often lack consistent parental reinforcement, affecting their academic performance, emotional stability, and coping mechanisms (Amato, 2017). Students who experience consistent support and encouragement develop high self-esteem, motivation, and resilience (Fraley, 2019). Students from broken homes often exhibit anxiety, low motivation, and difficulty seeking academic help, leading to poor performance and disengagement (Kim, 2016).

This frame work helps explain why academic performance might be lower in students who come from non-intact families, as insecure attachment may undermine their ability to cope to cope with academic challenges effectively.

2.4 Empirical framework

A study by Mcloyd (2016) analyzed the impact of family structure on academic outcomes in the United States, finding that children from divorced families exhibited lower academic performance compared to their peers from intact families. The research highlighted that parental involvement plays a critical role in mediating these effects. Similarly, Sweeney (2017) conducted a meta-analysis of studies across Western countries, concluding that broken homes often lead to increased behavioral issues and lower academic achievements, primarily due to the emotional and financial instability faced by students. Smith (2020) Found that 40% of students from broken homes exhibited behavioral problems, affecting academic performance. Recent studies indicate

that students from broken homes face higher dropout rates, lower academic performance, and reduced classroom engagement (Amato and Patterson, 2018). In South Africa, a study by Khumalo (2018) examined the effects of parental absence on students' academic performance. The findings indicated that learners from single-parent homes were significantly more likely to experience academic challenges, attributed to emotional distress and lack of support. Research by Olowokere and Oyewole (2020) in Nigeria demonstrated that students from broken homes had lower GPAs and higher dropout rates compared to their counterparts from intact families. This study also identified that emotional support from peers and schools could mitigate some negative academic outcomes. A study by Idris and Olaniyan (2019) highlighted the cultural stigmas surrounding divorce and single parenthood in Nigeria. Their findings indicated that students from broken homes often faced social ostracism, which contributed to lower self-esteem and academic motivation. This study calls for culturally sensitive interventions that address these stigmas within educational settings. The empirical framework highlights that broken homes negatively impact students' academic performance, emotional well-being, and social adaptation. However, structured institutional support, mentorship, and peer learning programs can mitigate these challenges. By integrating data-driven policies and institutional interventions, academic institutions can help students from broken homes overcome barriers and succeed academically. Students from broken homes often suffer from emotional instability, depression, and anxiety, affecting their ability to focus and succeed academically: Smith

et al. (2020) found that students experiencing parental separation had higher levels of stress, anxiety, and emotional distress, leading to reduced cognitive performance. Fraley (2019) found that children from divorced families exhibited lower emotional regulation and social adaptability, affecting their classroom performance. Murray and Farrington (2018) found that students from single-parent homes were more likely to exhibit delinquent behavior, such as truancy and academic dishonesty. Nigerian Studies on Emotional Effects of Broken Homes Obi and Onwuegbuzie (2018) surveyed 300 students in Nigerian universities and found that emotional distress caused by parental separation led to reduced classroom participation and focus. Nwosu (2018) at University of Benin found that students from broken homes experienced higher rates of depression, which directly affected their ability to complete coursework and meet deadlines. Adeyemo (2018) highlighted that students raised in unstable family environments had difficulty forming stable peer relationships and adapting to university life.

CHAPTER THREE

METHODOLOGY

3.0 Preamble

This chapter outlines the methodological framework guiding this investigation into the correlation between broken homes and undergraduate students' academic performance at the University of Benin. It details the research design, population, sampling techniques, data collection methods, and the processes used for data analysis. The methodological approach embraces both quantitative and qualitative strategies to offer a comprehensive examination of how family instability affects academic outcomes.

3.1 Research Design

According to Selltiz, Wrighttsman and Cook (2011), Research design is the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. For this study survey research method was used. This is a systematic method for collecting quantitative from specific population using structured instruments such as questionnaires or interviews (Dillman et al, 2014). It is designed to capture measurable information about respondents' opinions, behaviors, and characteristics in a replicable way, allowing researchers to generalize findings to a larger population (flink, 2017).

This method is well suited for studies that require comparison in different groups or the examination of relationships between variables (Creswell and Creswell, 2018). Additionally, survey research is efficient in reaching large and diverse samples, and its structured format facilitates the use of statistical analyses to test hypotheses and uncover trends (Bryman, 2016). This method is suitable for this research because it allows obtaining quantifiable insight into how broken homes influence academic performance.

3.2 Population of the Study

The population is the totality of the objects or elements being studied and to which the conclusions or generalization of our results will apply. The study population comprises full-time undergraduate students enrolled at the University of Benin, covering all faculties. The total estimated full-time undergraduate student population is 77,000 students (University of Benin Registry, 2024).

3.3 Sample Size and Sampling Technique

A sample size of this study was calculated using the Taro Yamane (1967) formula for sample size determination:

$$n = \frac{N}{1+N(e)^2}$$

Where:

N = (Total population)

(Margin of error at 95% confidence level)

$$n = \frac{77000}{1+77000(0.05)^2}$$

$$n = \frac{77000}{1+192}$$

$$n = \frac{77000}{193}$$

$$n = 399 \text{ \{approx\}}$$

Thus, 399 students were randomly selected across six faculties.

3.4 Instrument for Data Collection

The instrument of data collection for this study is a semi-structured questionnaire. The semi-structured questionnaire used was a cross ended question which comprises of section A, the demographic information of the respondents and the section B, the research question or objectives of the study.

3.5 Validity of Instrument

The questionnaire to be used for this study was thoroughly scrutinized by the supervisor for clarity, precision and comprehension. Both the preliminary test and the main

research results was treated similar especially in the pattern of response from respondents to fundamental questions relating to the research study under consideration.

3.6 Method of Data Collection

The questionnaire was administered personally to the participant by the researcher; the researcher also guided the participants with regards to filling questionnaires. The respondents were informed that their responses will be treated with utmost confidentiality.

3.7 Method of Data Analysis

This study adopted the percentage and Kendall's measure of concordance and was presented in frequency distribution tables. These techniques are used because they are easy to comprehend and considered adequate for the analysis.

3.8 Ethical responsibilities

This study was conducted in strict adherence to ethical guidelines relevant to human subject research in educational contexts. Key ethical considerations include:

Informed Consent: Participants were fully informed about the study's objectives, procedures, potential risks, and benefits. Written consent was obtained from each participant prior to data collection.

Confidentiality and Anonymity: All data were anonymous and stored securely. Identifiable information was kept confidential to protect the privacy of participants, particularly given the sensitive nature of family background information.

Voluntary Participation: Participation in both the survey and qualitative interviews was entirely voluntary. Students were assured that opting out of the study would not impact their academic standing or access to university services.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS AND DISCUSSION OF FINDINGS

4.0 PREAMBLE

This chapter contains the data presentation, analysis and interpretations of the various data collected for this study. Consequently, it entails the application of both mathematics and statistical techniques to provide the basis for analyzing the research objectives listed in chapter one. Hence, it is a vital part of this study since it forms the basis for conclusion and policy recommendations.

4.1 Data Presentation and Analytical Techniques

Tables and percentages were used in this chapter in this research work; the use of table was the most appropriate means of interpreting information for easy understanding. Data were collected using a structured, cross-ended questionnaire. Frequency counts and percentages were calculated for each response option. For items allowing multiple responses, the percentages indicate the proportion of respondents selecting each option. Comparative analyses were conducted to identify trends—particularly differences between students from intact and broken homes. The results are then discussed to determine the impact of family background on academic performance and to identify areas where institutional support could be enhanced.

Section A: Demographic Characteristics of the Respondents

Table 4.1 Demographic of Respondents

Variable	Category	Frequency	Percentage %
Age	Below 17	25	6.3
	17–19	75	18.8
	20–22	229	57.3
	23–25	50	12.5
	Over 25	20	5.2
	Total	399	100%
Gender	Male	191	47.9
	Female	208	52.1
	Other	0	0.0
	Total	399	100%
Year	100 lv	104	26.0
	200 lv	112	28.1
	300 lv	96	24.0
	400 lv	87	21.9
	Total	399	100%
Family Structure	Intact Home	239	59.9
	Broken Home	160	40.1

	Prefer not to say	0	0.0
	Total	399	100%

Source: Field Survey, 2025

Understanding the demographic profile of respondents is essential for contextualizing the analysis, especially when investigating how factors such as gender, age, year of study, and family background may influence academic performance. The following subsections detail the demographic breakdown derived from the survey data. This near-equitable distribution in the gender table underscores the study’s capacity to explore gender-specific trends in academic performance relative to family background. A closer examination of the age groups within the sample revealed a predominance of young adults, the majority of students fall within the 20-22 age brackets, aligning with typical undergraduate age distributions, and ensuring that the analysis captures the transitional life phases that are critical to academic performance. The distribution of respondents across different academic years also provides valuable insights, this balanced representation from first-year to final-year students allows for the assessment of trends that may vary with academic exposure and accumulated factors influencing performance. A major component of this study is the analysis of how family structure—specifically, whether a student comes from a broken home or an intact family—affects academic outcomes. The survey captured the following data regarding family background. The categorization in table 4.1 allows us to specifically isolate the

influence of broken homes from the general pool, facilitating targeted analysis relating to academic performance.

4.2 ANALYSIS AND PRESENTATION OF RESEARCH QUESTIONS

Section B addresses aspects related to family background, academic performance, and support mechanisms. The following tables summarize data from the survey conducted.

Objective one: Primary Causes of broken homes among undergraduate students

TABLE 4.2: Primary Cause of Family Situation

Cause	Frequency	Percentage (%)
Divorce/Separation	137	34.3
Death of a Parent	99	24.8
Prolonged Parental Absence/Neglect	100	25.1
Other	63	15.8
Total	399	100%

Source: Field Survey, 2025

This table shows the causes of broken home among undergraduate students from university of Benin, 34.3% of the respondents in general indicated that divorce or separation and prolonged parental absence (25.1%) are the most frequently reported causes.

Objective two: challenges faced by undergraduate students and its Impact on their Academic Performance

TABLE 4.3: Challenges faced by undergraduate students in the university of benin.

Respondents could select multiple challenges.

Challenge	Broken home	Intact home
Financial Difficulties	120 (75.0%)	100 (41.8%)
Emotional Stress	111 (69.4%)	126 (52.7%)
Lack of Parental Guidance/Support	133 (83.8%)	69 (28.9%)
Reduced Study Motivation	85 (55.1%)	70 (29.3%)
Social Isolation	83 (51.9%)	56 (23.4%)
Difficulty Accessing Academic Resources	122 (76.3%)	124 (51.9%)

Source: Field Survey, 2025

Although the table indicate that both undergraduate students from broken and those from intact homes face challenges attributed to family back ground, there is a significant different when compared. The most frequently cited challenges are financial difficulties and lack of parental support, both likely contributing to reduced academic performance.

TABLE 4.4: Average Study Hours per Week

Study Hours Option	Broken homes	Intact homes
Less than 10 hours	60 (37.5%)	44 (19.2%)
10–15 hours	40 (25.0%)	48 (21.0%)
15–20 hours	36 (22.5%)	68 (27.7%)
More than 20 hours	24 (15.0%)	79 (34.5%)
Total	160(100%)	239 (100%)

Source: Field Survey, 2025

Table 4.4 shows that students from broken homes have less time to study than those from intact homes; this is also a challenge that would certainly impact their academic performance negatively.

TABLE 4.5: Perceived Impact on Academic Performance

Statement: "the above mentioned challenges have affected my academic performance."

Response Option	Broken homes	Intact homes
Strongly Agree	65(40.6%)	10(4.2%)
Agree	46(28.7%)	26(10.9%)
Neutral	23(14.4%)	85(35.6%)
Disagree	16(10.0%)	68(28.4%)
Strongly Disagree	10(6.2%)	50(20.9%)
Total	160(100%)	239(100%)

Source: Field Survey, 2025

About forty percent (40.6%) of the respondents from broken homes strongly agree that the above mention challenges had affected their academic performance negatively, while only about 4.2% from intact homes strongly agree that their academic performance has been negatively affected by the above mentioned challenges.

TABLE 4.6: Level of Parental Involvement in Academic Life

Level	Broken homes	Intact homes
Very High	13 (8.1%)	100(41.8%)
High	20(12.5%)	82(34.3%)
Moderate	25(15.6%)	30(12.5%)
Low	43(26.9%)	17(7.1%)
Very Low	56(35.0%)	10(4.2%)
Total	160(100%)	239(100%)

Source: Field Survey, 2025

Majority of the undergraduate students from broken homes reported low level of parental involvement in their academic life when compared to those from intact home there is a significant difference, this would explain why the challenges have lesser impact on the students from intact homes than on their mates from broken homes.

Objective three: Coping Strategies employed by undergraduate students from broken homes to cope with challenges.

TABLE 4.7: Coping Strategies Employed (Respondents could select multiple strategies.)

Coping Strategy	Frequency	Percentage (%)
Seeking Help from Peers	105	65.6
Participating in Study Groups	156	97.5
Utilizing University Counseling Services	68	42.5
Implementing Time Management/Self-Study \Techniques	78	48.8
Relying on Personal Resilience	87	54.4

Source: Field Survey, 2025

The table shows how the undergraduate students from broken homes cope with the challenges they face, the respondents were allowed to pick multiple answers. 97.5% of student from broken homes participate in study groups to cope with their academic challenges.

Objective four: availability and Effectiveness of Institutional Support

TABLE 4.8: Availability of Institutional Support Systems

Question: "Are you aware of the availability of any institutional support systems (e.g. counseling, scholarships, mentorship) provided by the University of Benin?"

Response	Yes	No	Total
	225 (56.4%),	174 (43.6%)	399(100%)

Source: Field Survey, 2025

Effectiveness of Institutional Support Systems

(Based on responses from the 225 respondents who are aware of support services)

Table 4.9 Counseling Services:

Effectiveness	Frequency
Very Effective	40
Effective	56
Neutral	65
Ineffective	48
Very Ineffective	16
Total	225

Source: Field Survey, 2025

Table 4.10 Scholarship/Financial Aid Programs:

Effectiveness	Effectiveness
Very Effective	45
Effective	60
Neutral	67
Ineffective	30
Very Ineffective	23
Total	225

Source: Field Survey, 2025

Table 4.11 Academic Mentorship Programs:

Effectiveness	Frequency
Very Effective	31
Effective	47
Neutral	77
Ineffective	54
Very Ineffective	16
Total	225

Source: Field Survey, 2025

Table 4.12 Peer Support Groups:

Effectiveness	Frequency
Very Effective	24
Effective	41
Neutral	88
Ineffective	56
Very Ineffective	16
Total	225

Source: Field Survey, 2025

Only 56.4% of respondents are aware of support systems and could confirm its availability. Many of those who were aware rate these services as neutral to moderately effective, highlighting room for improvement.

TABLE 4.13: Overall Academic Performance

Rating	Broken homes	Intact homes
4.5 – 5.0 (Excellent)	25 (15.6%)	78 (34.1%)
3.5 – 4.49 (Good)	38 (23.8%)	100 (43.7%)
2.5 – 3.49 (Average)	50 (31.3%)	45 (19.6%)
1.0 – 2.49 (Below Average)	47 (29.4%)	16 (7.0%)

Source: Field Survey, 2025

4.3 DISCUSSION OF FINDINGS

This study is the Correlates of Broken Homes and Undergraduate Students' Academic Performance in University of Benin, the causes, the challenges, impacts and the support systems available. Objective one was to discover the causes of broken homes among undergraduate students in the University of Benin, the study (table 4.2) discovered that divorce or separation, death of a parent, and prolonged parental absence or neglect are the major causes of broken homes, 34.3% of the respondents which was the leading number highlighted divorce and separation as the leading cause of broken homes. This aligns with (Akinleke, 2017) in his definition of a broken home mentioned separation, divorce, death, or prolonged parental absence as the causes of broken homes. Objective two sought to examine the challenges face by undergraduate students from broken homes, The research reveals that although both students from intact and broken homes faces academic challenges, the challenges faced by students from broken homes compared to those from intact homes is significantly higher. Students from broken homes identified multiple challenges affecting their study habits, concentration, and motivation. A significant number of students from broken homes reported financial difficulties affecting their ability to buy textbooks, pay school fees, and access study resources. A majority reported emotional stress (linked to depression, anxiety, or family conflict). 55.6% lacked parental guidance, leading to poor time management and reduced academic motivation. In conclusion Students from broken homes struggle with financial, emotional, and motivational challenges, directly affecting their academic

engagement. This aligns with Fraley (2019) and Smith et al. (2020) confirm that family instability increases risks of depression and anxiety, leading to poor concentration and academic disengagement. The research also evaluates the impact of broken homes on academic performance. The study found that students from broken homes Spent fewer study hours per week. The study reported lower levels of motivation to excel in school. Comparison with Previous Studies Kim (2016) found that students from single-parent families often develop avoidance behaviors (procrastination, disengagement) due to emotional instability. Over 69% of respondents agree or strongly agree that their family background negatively affects their academic performance. This perception is reinforced by the high frequency of financial and emotional challenges and low parental involvement. The study found that students from broken homes had lower CGPA compared to students from intact homes with a statistically significant difference. This aligns with previous research indicating that family instability negatively affects academic performance (Amato, 2017; Kim, 2016). It reveals the Possible Explanations for Poor Academic Performance of students from broken homes. This Research has shown that parental involvement is a strong predictor of academic success the same as Sun and Li, 2021 that found that Students from broken homes often experience a lack of supervision, encouragement, and academic guidance, leading to reduced motivation. More than 75.0% of students from broken homes struggled with tuition fees, leading to part-time employment and reduced study time. This supports the findings of Murray and Farrington (2018), who stated that students from economically disadvantaged

backgrounds face higher dropout risks. Psychological Stress – The 69.4% of students from broken homes experiencing emotional stress suggests a direct impact on concentration and academic focus, consistent with studies by Smith et al. (2020), which found that mental health distress lowers academic engagement. This finding supports Attachment Theory (Bowlby, 1982; Cassidy and Shaver, 2016), which states that students with secure parental relationships develop confidence and academic persistence, while those with insecure attachments struggle with emotional regulation and academic stability.

Objective three explored the strategies employed by undergraduate students in the University of Benin to cope with the challenges that they face. The study showed that 97.5% of the undergraduate students from the University of Benin participate in study groups, and this has helped them significantly. 65.6% seek from their peers, 45.5% utilize the university's counseling services, 48.8% implement time management and self-study, while 54.4% rely on personal resilience. This aligns with the investigation by Okeke and Opara (2023) that examined the coping strategies employed by students from broken homes in Nigerian universities. The study identified that many students adopt various coping mechanisms, including seeking mentorship from faculty and participating in study groups, which positively influenced their academic performance. Also Research by Nwankwo et al. (2022) emphasized on the importance of emotional support from peers and educators. Students who reported having supportive friendships

and access to counseling services exhibited better academic performance, suggesting that such support can act as a buffer against the adverse effects of broken homes. This supports Social Learning Theory (Bandura, 1977), which states that students model behavior based on available role models. Without strong parental figures, students from broken homes must seek mentorship from teachers or peers to develop positive academic habits. Akers and Jennings (2016) found that peer influence can either enhance or worsen academic motivation, depending on the quality of friendships. These findings align with Resilience Theory (Masten, 2014), which suggests that students who develop effective coping strategies and external support systems can overcome adversity. Objective four continued to explore Institutional Support Systems and Their Effectiveness Despite available counseling, scholarships, and mentorship programs, awareness and utilization remain low. The key Findings of the study were that only 56.4% of students knew about available support services and could testify to its effectiveness. Omoregie and Okoh (2020) found that University of Benin's mentorship programs improve academic performance but have low participation rates. Adeyemo (2018) found that universities offering psychological counseling and academic mentoring reduce dropout rates by up to 15%. This supports Ecological Systems Theory (Bronfenbrenner, 1979), which states that students' success depends on institutional, social, and family interactions. Without strong uni

iversity support, students from broken homes struggle to succeed. Although 56.4% of the students

are aware of the service available in the University of Benin to help them cope with academic challenges the 43.6% still need to be enlightened

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Preamble

This chapter presented the conclusion and recommendations of the study based on the results of the findings.

5.1 Summary

This study was structured into five chapters to effectively carry out this research. The study raised five objectives that guided the study. Based on these objectives, research questions and hypotheses were formulated, the assumptions and significance of the study were highlighted, and area of study and scope were also discussed. Chapter two reviewed literature related to the research topic. The review critically examined and analyzed the views of some social workers and other concerned scholars on the concepts. The theoretical frame work used in the study was attachment theory. In chapter three the design and methodology of the study were discussed. The research design was a survey research method, the population of the study comprised of undergraduate students living in the area of study. A total of 399 students were sampled using simple random sampling procedure. One instrument was used for data collection, the questionnaire. The returned questionnaires were analyzed using simple percentage table for the demographic response collected from the respondents through the questionnaire. Chapter four presented the analysis of the data collected which were

analyzed through the use of descriptive and inferential statistics. The findings in this study after the analysis gave the following results:

1. Findings revealed the causes of broken homes among the undergraduate students in the University of Benin.
2. Findings also revealed that undergraduate students from broken homes face a significant amount of challenges compared to those from intact homes.
3. Findings explored the strategies employed by undergraduate students from broken homes to cope with academic challenge in the University of Benin, Benin City.
4. Findings assessed the availability and effectiveness of institutional support systems, such as counseling and mentoring programs, in aiding undergraduate students from broken homes in University of Benin, Benin City.

5.2 Conclusion

This study concludes that students from broken homes face substantial academic, financial, emotional, and social challenges that directly impact their educational success. The absence of stable parental guidance and financial security leads to lower motivation, increased stress, and reduced academic engagement. However, the study also found that students who actively seek support—whether through

institutional aid, mentorship, or peer relationships—tend to perform better despite their circumstances. These findings align with Attachment Theory, Social Learning Theory, and Resilience Theory, all of which emphasize the importance of strong social and academic support systems in shaping student success. While University of Benin provides some of these resources, their low utilization rates indicate a gap between availability and awareness. While students from broken homes face significant academic and emotional challenges, strategic institutional support, financial aid, and mentorship programs can help bridge the gap, ensuring that all students, regardless of family background, have equal opportunities for academic success.

5.3 Recommendations

Based on the findings, the following recommendations are proposed to improve the academic performance and well-being of students from broken homes at University of Benin.

- 1. Expansion of Financial Support Programs** – The University should increase scholarship opportunities and work-study programs to help students from broken homes manage tuition fees and living expenses
- 2. Strengthening Psychological and Emotional Support Services** – Mental health counseling should be better promoted through orientation programs, student workshops,

and faculty advisories. Peer support groups should also be expanded to provide emotional relief.

3. Enhancement of Academic Mentorship Programs – University of Benin should implement a structured mentorship initiative where faculty members or senior students provide academic guidance and motivation to students from broken homes.

4. Better Communication of Institutional Support – Many students are unaware of available resources. The university should develop a centralized online portal listing all support services and conduct regular awareness campaigns through faculty announcements and student associations.

5. Encouraging Positive Peer Influence – Since social relationships play a significant role in academic motivation, the university should promote study groups, leadership clubs, and academic workshops to help students build supportive academic networks.

6. Further Research and Policy Implementation – Future studies should explore the long-term effects of family instability on students' career success and evaluate how university policies can better support students from disadvantaged backgrounds.

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QUESTIONNAIRE.

Instructions:

- This questionnaire is anonymous and designed to collect quantifiable data on how family background (specifically broken homes) influences academic performance.
- Please select the option that best represents your situation.
- For items allowing multiple responses, please mark all that apply.
- Your responses will be treated confidentially.

Section A: Demographic Information

1. Age:

- below 17 17–19 20–22 23–25 Over 25

2. Gender:

- Male Female Other (please specify): _____

3. Year of Study:

- 100lv 200lv 300 lv 400 lv

4. Faculty/Department (Optional):

- _____

5. Family Structure:

- Intact Home Broken Home Prefer not to say

Section B: Research Objectives and Questions

6. Primary Cause of Family broken homes

- Divorce/Separation
- Death of a Parent
- Prolonged Parental Absence/Neglect
- Other (please specify): _____

7. Impact of Family Background on Academic Performance:

To what extent do you agree with the following statement?

"My family background has negatively affected my academic performance."

- Strongly Agree Agree Neutral Disagree Strongly

Disagree

8. Parental Involvement/Support:

How would you rate the level of parental involvement in your academic life?

- Very High High Moderate Low Very Low

9. Challenges Attributed to Family Background:

Which of the following challenges have you experienced that you attribute to your family situation? (Select all that apply.)

- Financial Difficulties (e.g., tuition, textbooks)
- Emotional Stress (e.g., anxiety, depression)
- Lack of Parental Guidance/Support
- Reduced Study Motivation
- Social Isolation
- Difficulty Accessing Academic Resources
- None
- Other (please specify): _____

10. Study Hours:

On average, how many hours per week do you dedicate to studying (excluding scheduled class time)?

- Less than 10 hours
- 10–15 hours
- 16–20 hours
- More than 20 hours

11. Coping Strategies:

Which of the following strategies do you use to cope with academic challenges related to your family background? (Select all that apply.)

- Seeking Help from Peers
- Participating in Study Groups
- Utilizing University Counseling Services
- Implementing Time Management/Self-Study Techniques
- Relying on Personal Resilience
- Not Applicable
- Other (please specify): _____

12. Awareness of Institutional Support:

Are you aware of any institutional support systems (e.g., counseling services, scholarship programs, mentorship programs) provided by the University of Benin?

- Yes No

13. Effectiveness of /Institutional Support Systems:

(If you answered “Yes” above, please rate the effectiveness of the following services in addressing your academic challenges.)

a. Counseling Services:

- Very Effective Effective Neutral Ineffective Very Ineffective

b. Scholarship/Financial Aid Programs:

- Very Effective Effective Neutral Ineffective Very Ineffective

c. Academic Mentorship Programs:

- Very Effective Effective Neutral Ineffective Very Ineffective

d. Peer Support Groups:

- Very Effective Effective Neutral Ineffective Very Ineffective

14. Overall Academic Performance:

How would you rate your overall academic performance?

- Excellent (4.00 – 5.00)

Good (3.00 – 4.00)

Fair (2.00 – 3.00)

Poor (1.0 – 2.00)

15. Additional Comments (Optional):

In your opinion, what additional support or resources would help improve the academic performance of students from broken homes?
