

**THE INFLUENCE OF FAMILY INSTABILITY ON THE  
ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOL  
STUDENTS IN BENIN METROPOLIS**

**BY**

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## CERTIFICATION

This is to certify that this research work was carried out by **Peace Esosa OMOIGUI** of the Department of curriculum instructional technology, University of Benin, Benin city, Edo state, Nigeria.

In partial fulfilment of the requirements for the award of Bachelor of science Education Degree (Bsc.Ed) in Social Studies.

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## **DEDICATION**

This project is dedicated to the Holy Spirit, by who I am and will forever be.

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## **ABSTRACT**

This study investigated the influence of family instability on the academic performance of senior secondary school students in Benin metropolis. The researcher was interested in finding out how family instability affect students academically in Benin metropolis. To guide this study, four research questions were raised and examined.

The design of the study was a survey research design. The population target comprised of 200 students from Oredo, Egor, Ovia North East and Ikpoba-Okha Local Government Areas in Benin Metropolis. The research instruments used in gathering data was the questionnaire, which were administered to the students. An analysis of data was done using simple percentage and frequency counts.

The findings revealed most students who come from unstable families produce a short term crises that affect their academic performances. Some challenges faced by students who come from unstable families include physical stress, deteriorating of health, anxiety, social behavior, low self-esteem, change in sleeping patterns amongst students from the four schools in the different local government areas in Benin metropolis. It is therefore recommended that schools should ensure victims receive immediate support such as counselling services and therapy sessions. Parents should also be involved in their children academics and school should train teachers to detect when a child has a family crises.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

There is no single, universally accepted definition of family instability. However, scholars generally agree that it refers to any situation in which a child experiences repeated changes in their family structure, such as parental separation, divorce, remarriage, or the introduction of new romantic partners into the home. Family instability can also be caused by other factors, such as parental incarceration, substance abuse, or mental illness.

Research has shown that children who experience family instability are at an increased risk for a variety of negative outcomes, including behavioral problems, academic problems, and mental health problems. They are also more likely to engage in risky behaviors, such as substance abuse and early sexual activity.

There are a number of reasons why family instability can have such a negative impact on children. Firstly, it can disrupt the child's sense of security and stability. Children need a stable and consistent home environment in order to develop a sense of trust and security. When their family structure is constantly changing, it can be difficult for them to feel safe and secure.

Secondly, family instability can lead to economic hardship. When families break up, it can be difficult for parents to provide for their children financially. This can lead to stress and financial instability, which can further impact the child's well-being.

Thirdly, family instability can increase the risk of exposure to violence and abuse. Children who live in unstable families are more likely to be exposed to violence, such as domestic violence or child abuse. This can have a long-term impact on the child's physical and emotional health.

There are a number of things that can be done to help children who are experiencing family instability. Parents can seek support from friends, family, or professionals. There are also a number of programs and services available to help children cope with the challenges of family instability. By providing support and resources, we can help children who are experiencing family instability to overcome the challenges and thrive.

Family instability is a situation in which a child experiences repeated changes in their family structure, such as parental separation, divorce, remarriage, or the introduction of new romantic partners into the home. Family instability can also be caused by other factors, such as parental incarceration, substance abuse, or mental illness.

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challenges of family instability. By providing support and resources, we can help children who are experiencing family instability to overcome the challenges and thrive.

Here are some of the factors that can contribute to family instability:

**Parental conflict:** When parents are constantly arguing or fighting, it can create a stressful and chaotic environment for children. This can lead to anxiety, depression, and behavioral problems.

**Parental separation or divorce:** When parents separate or divorce, it can be a very difficult time for children. They may feel sad, angry, confused, or scared. They may also worry about their future and what will happen to them.

**Remarriage:** When a parent remarries, it can introduce new people and new rules into the child's life. This can be a difficult adjustment for children, especially if they have a close relationship with their biological parent.

**Stepfamilies:** Stepfamilies are families that are formed when two adults who have children from previous relationships get married. Stepfamilies can be very challenging, as children may have to adjust to new stepparents, stepsiblings, and new rules.

**Parental mental illness or substance abuse:** When a parent has a mental illness or substance abuse problem, it can create a chaotic and unstable environment for children. This can lead to a variety of problems for children, including behavioral problems, academic problems, and mental health problems.

Family instability refers to the unpredictable and disruptive changes that occur within a family structure and dynamics. These changes can be caused by various factors, such as divorce, separation, remarriage, parental conflict, financial difficulties, substance abuse, incarceration, and other stressful life events. Family instability has significant implications for the well-being and development of both children and adults within the family unit.

Research has extensively examined the effects of family instability on different aspects of individuals' lives. Here are some key findings and references related to the background study on family instability:

Impact on children's well-being:

Family instability, particularly parental divorce or separation, has been associated with negative outcomes for children, including lower academic achievement, emotional and behavioral problems, and compromised mental health. (Amato 2010)

Children from unstable families may experience higher levels of stress, insecurity, and difficulty forming stable relationships, which can persist into adulthood. (Fomby & Cherlin 2007)

The cumulative exposure to multiple family transitions has been linked to more detrimental effects on children's well-being than a single divorce or separation. (Cavanagh 2008)

Influence on adult relationships:

Experiencing family instability during childhood can impact individuals' romantic relationships in adulthood. They may face challenges in forming and maintaining stable partnerships due to attachment issues and difficulties with trust and commitment. (Doherty & Needle 2003)

Adults who have experienced family instability may have a higher likelihood of divorcing or separating from their own partners. (Cavanagh & Huston 2008)

Family instability can have intergenerational effects, as children who grow up in unstable families may repeat similar patterns of instability in their own relationships and family dynamics. (Amato, 2010)

Socioeconomic consequences:

Family instability, particularly divorce or separation, can lead to economic hardships for both parents and children. The loss of financial resources, coupled with the costs associated with maintaining separate households, can contribute to long-term economic instability. (Manning & Smock 2003)

Children from unstable families are more likely to experience poverty and rely on public assistance programs. (McLanahan 2004)

The economic strain resulting from family instability can have cascading effects on individuals' educational attainment, career prospects, and overall socio-economic well-being. (Cavanagh & Huston 2008)

It is important to note that family instability is a complex issue influenced by various factors, and individual outcomes may vary. Further research and interventions are necessary to better understand and address the consequences of family instability and promote stability within families

### **Statement of the Problem**

The problem of family instability has significant consequences for secondary school students, impacting their academic performance, socio-emotional well-being, and overall development. The instability within their family structure and dynamics, caused by factors such as divorce, separation, parental conflict, and other disruptive events, poses several challenges that hinder their educational progress and personal growth.

Family instability can disrupt students' academic trajectory and achievement. The stress and emotional turmoil associated with family transitions can lead to decreased focus, concentration, and motivation, resulting in lower grades and academic engagement. The lack of stability in their home environment may also lead to frequent school changes, interruptions in schooling, and reduced access to educational resources and support

It can also have adverse effects on students' socio-emotional well-being. They may experience heightened levels of anxiety, depression, and emotional distress due to the disruption of their family unit, conflict between parents, and changes in living arrangements. The instability can undermine their sense of security, belonging, and self-esteem, affecting their overall mental health and ability to cope with challenges.

Students from unstable families may struggle with building and maintaining healthy social relationships. The instability and conflict within their family environment can influence their interpersonal skills, trust, and ability to form secure attachments. They may exhibit difficulties in establishing and sustaining friendships, leading to feelings of isolation and social exclusion. Family instability has been linked to an increased risk of engaging in risky behaviors among secondary school students. The disruption and stress associated with family transitions may contribute to higher rates of substance abuse, delinquency, and involvement in negative peer relationships. These behaviors can further jeopardize their academic success and overall well-being.

Addressing the problem of family instability on secondary school students requires comprehensive support systems that encompass both the educational and emotional aspects of their lives. Strategies should focus on creating a stable and nurturing school environment, providing counseling services, fostering resilience and coping skills, and promoting collaboration between schools and families to mitigate the impact of instability and enhance students' academic and socio-emotional outcomes.

### **Purpose of Study**

The purpose of studying the effect of family instability on secondary school students is to comprehensively understand how instability within the family structure and dynamics impacts various aspects of their academic performance, socio-emotional well-being, and social relationships. By investigating this relationship, the research aims to:

- Identify the specific challenges and difficulties faced by secondary school students experiencing family instability.
- Explore the potential mechanisms through which family instability influences academic performance, including factors such as disrupted routines, emotional distress, reduced parental support, and financial constraints.
- Examine the socio-emotional consequences of family instability, including its impact on students' mental health, self-esteem, and coping mechanisms.
- Investigate the influence of family instability on students' social relationships, including friendships, peer interactions, and social integration within the school community.
- Understand the potential pathways through which family instability contributes to risky behaviors among secondary school students.
- Inform the development of targeted interventions, support systems, and policies to mitigate the negative effects of family instability and promote positive academic and socio-emotional outcomes for secondary school students.

By fulfilling these objectives, the research aims to contribute to the body of knowledge surrounding the impact of family instability on secondary school students, ultimately informing educators, policymakers, and support systems in implementing effective strategies to address the unique challenges faced by these students and support their overall development and well-being.

## **Research Questions**

Research questions related to the effect of family instability on secondary school students

1. How does family instability impact the academic performance of secondary school students?
2. What are the specific challenges and difficulties faced by secondary school students experiencing family instability?
3. How does family instability influence the socio-emotional well-being of secondary school students?
4. What are the effects of family instability on students' mental health, self-esteem, and coping mechanisms?

## **Significance of the Study**

The study will be of significance to the students, teachers, parents and future researchers.

To the students understanding how family instability affects students' educational outcomes helps identify strategies to mitigate its negative impact and promote better academic performance. Research in this area can lead to the development of targeted support systems, such as counseling services and mentorship programs, to help students navigate the challenges posed by family instability. Improved academic performance increases students' chances of accessing higher education and better career opportunities, breaking the cycle of disadvantage that family instability might contribute to.

To the parents, it will share light on how family life can affect children. This awareness can motivate parents to seek assistance and resources to provide a stable and nurturing environment for their children. Understanding the connection between family stability and academic success encourages parents to be more engaged in their children's education, fostering a positive learning environment at home. Research findings can guide families in taking preventive measures to minimize the negative impact of family instability, leading to healthier family dynamics and better outcomes for children.

To the teachers, understanding how family instability affects students allows teachers to tailor their support strategies. They can provide additional resources, emotional support, and guidance to help students cope with challenges stemming from their family environment.

To the future researchers, by comprehending the factors contributing to academic struggles in these students, future research can help identify preventative measures. This may include early interventions and support systems to mitigate the negative effects of family instability.

### **Scope and Delimitation of the Study**

This study tends to focus on the influence of family instability on senior secondary school students in Benin metropolis. The class of interest is Senior Secondary School 2 for my research because they have stayed a longer period in the Educational system. 200 students from four different schools were sampled for the study

## **Definition of Terms**

**Family Instability:** refers to disruptions or changes in the structure, dynamics, or composition of the family unit. It can include events such as divorce, separation, remarriage, frequent moves, changes in caregivers, or other transitions that affect the stability of the family environment.

**Divorce:** is the legal dissolution of a marriage or the termination of a marital union. It involves the formal separation of a couple, resulting in the end of their legal and social relationship as spouses.

**Separation:** refers to a situation in which a married or cohabiting couple decides to live apart, either temporarily or permanently, while remaining legally married or in a committed relationship.

**Remarriage:** is the act of getting married again after a previous marriage has ended, either through divorce or the death of a spouse. It involves entering into a new marital union with a different partner.

**Transitions:** refer to changes or shifts in family structure, such as changes in living arrangements, changes in parental figures, or changes in family roles. These transitions can include events like moving to a new home, the introduction of a stepparent or stepsiblings, or changes in custody arrangements.

**Family Dynamics:** it encompasses the patterns of interaction, communication, and relationships within a family. It includes the ways family members relate to and interact

with one another, as well as the roles, rules, and power dynamics that shape family functioning.

**Parental Involvement:** refers to the extent to which parents are actively engaged in their children's lives, including their education, emotional well-being, and social activities. It can involve activities such as attending school events, assisting with homework, and providing emotional support.

**Educational Attainment:** refers to the level of education an individual has completed. It typically includes measures such as high school completion, college enrollment, and degree attainment.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

The chapter presents a review of related literature under the following subheadings.

Concept of Family

Concept of Family Instability

Concept of Home Background

Concept of Performance

Concept of Academic Performance

Family Instability and Student Academic Performance

Challenges of Family Instability to Students' Academic Performance

Family Instability on the Well Being of Students

Effect of Family Instability on the Mental Health and Self Esteem

Summary of Literature Review

#### **Concept of Family**

The family is often described as the smallest and most personal social unit. Odo (2010) defines it as a social group that shares a common residence and collaborates economically, typically based on the marriage of sexually cohabiting couples who are expected to have children, for whom the adults assume responsibility. Alio (2005) emphasizes the deeply personal nature of family interactions and relationships, asserting that even married couples without children, while bound by strong personal ties, do not

constitute a family. He argues that what truly defines a family are children, as they establish the intimate, personal connections necessary for the family to fulfill its roles of nurturing, protecting, and educating children, while passing on inherited social values and creating a special bond among all members.

This concept aligns with the traditional Nigerian notion of family, where children are seen as the glue that solidifies the union between a man and a woman, making it enduring and intimate. The central purpose of this union is seen as procreation. Families can be categorized into nuclear and extended forms. A nuclear family comprises the father (husband), mother (wife), and their children, who may be biological offspring or adopted members. Okafor (2012) notes that while child adoption is a common practice in British society, it is less prevalent in Nigerian society. He further explains that the nuclear family is more prevalent among the urban elite in Nigeria or as a component within both extended, nuclear, and compound family structures in rural areas. He also highlights that a characteristic of the nuclear family is its tendency to disband when children marry, when parents pass away, or at any significant juncture in the human life cycle. According to him, a male raised in a nuclear family typically starts his life in a household headed by his parents and concludes it by heading his own family.

On the other hand, an extended family encompasses the father, mother, their children, as well as the relatives of both the husband and wife. Alio (2005) underscores that the extended system is a dispersed version of the joint family, with members of the

constituent groups not all residing together in a single dwelling. This structure often spans three or four generations across multiple households or closely adjacent living spaces. The extended family system is a prevalent feature in many African societies, including Nigeria. While urbanization and economic pressures are gradually eroding extended family ties, it remains the predominant and widely accepted family arrangement in Nigerian society. Those who fail to practice or express interest in extended family relations may be viewed negatively by members of the community, often being labeled as callous or without hope.

### **Concept of Family Instability**

Family instability encompasses various factors that introduce additional difficulties within a family unit, ultimately affecting a child's cognitive, behavioral, and emotional development. This puts their progress at considerable risk due to the parents' inability to effectively manage the household and living conditions.

There are diverse manifestations of family instability, including economic, emotional, social, and physical forms. If not rectified or met with appropriate physical and emotional support, the challenges and hardships stemming from family instability can perpetuate through generations.

Economic instability, arising from factors like job changes, layoffs, or significant financial burdens such as mortgages, car payments, or medical debt, hampers a family's capacity to meet essential financial needs for a safe standard of living. This includes

adequate provisions for food, shelter, medical care, and utilities to maintain a secure and functional home. Children in economically unstable households may face shortages of necessities like food, clothing, or utilities. If old enough, they might even be compelled to work to contribute to the family's finances.

Emotional instability often manifests through neglect, anger, anxiety, and fear within a family. Parents juggling demanding jobs or multiple roles may struggle to allocate sufficient attention and affection to their children. They might inadvertently channel frustration and ire towards them due to exhaustion and share adult concerns, imposing undue stress and anxiety on the children. Love, when excessively expressed or inappropriately directed, can also be a source of emotional instability.

Social instability within a family is evident in the neglect of household responsibilities and the display of anger and anxiety by adults. Failure to model healthy social interactions affects how children engage with one another and with adults. Without appropriate social guidance, dysfunction in educational settings among peers and teachers can arise, significantly impacting academic achievement.

Physical instability can be twofold. Firstly, it relates to the physical environment in which the family resides. The child may inhabit a home that lacks basic amenities like heat, electricity, water, or proper sewage disposal. The residence may be generally dilapidated. Secondly, physical instability arises from interactions among family members. A child

may be exposed to a physically threatening environment where objects are thrown, damaged, or used to express fear and anger.

### **Concept of Home Background**

The upbringing a child receives at home holds significant sway over their life. It encompasses all the elements, influences, and circumstances within the family that impact the child physically, intellectually, and emotionally (Muola, 2010). Due to these variations, children from diverse home backgrounds experience distinct effects, leading to discrepancies between those with favorable home environments and those with less advantageous ones. According to Fleege, as cited by Eke (2009), the background within a family may fluctuate over time, even for the same individuals. The author goes on to assert that since parents are primarily tasked with establishing and overseeing the family, they bear the responsibility for shaping the nature of the home environment. This underscores the vital role of parental attitudes in fostering a nurturing home atmosphere. Moreover, a healthy home background becomes attainable when parents align with culturally defined parental roles to meet the evolving needs of the younger generation.

### **Concept of Performance**

Performance can be viewed as the successful execution of a task, achieved through effort or a series of efforts. While performance is typically commendable, it often entails challenges and demands considerable exertion. According to Eze (2009), it signifies the accomplished success of a task, often requiring diligence, skill, and perseverance. She

regards it as a benchmark for evaluating and comparing skills across various academic disciplines.

Ifeako (2006) defines performance as a discernible change in behavior exhibited over a specific period or within a designated timeframe. Nwagu (2011), as cited by Eze (2009), characterizes performance as a deliberate and systematic assessment of learning outcomes. He elucidates that it entails gauging the level of proficiency individuals have attained in tasks, courses, or programs they have been adequately exposed to.

The results of performance tests in academics serve several purposes. They help in determining the relative standing or ranking of individual students based on their test performance. Additionally, they provide insights into the extent to which a student has met the established performance criteria. The academic performance of students is a matter of great concern for students themselves, teachers, parents, and society at large.

### **Concept of Academic Performance**

This pertains to what a learner is able to achieve through their classwork in an educational institution. According to Stiggings (2001), academic performance encompasses the actions or accomplishments of a learner in settings such as school, college, or university, including classrooms, laboratories, or fieldwork. Wentling (2000) defines it as the demonstration of individuals' proficiency in various types of knowledge and skills. The author highlights that these objectives are determined based on factors like age, prior learning, and individuals' educational, social, and qualification capacities.

Ukwuije (1989: 22) outlines several objectives of measuring academic performance. These include assessing the effectiveness of a program in terms of students' behavioral outputs, identifying students' progress or lack thereof in acquiring desired knowledge, skills, attitudes, and social values, assisting teachers in evaluating their teaching methods and materials, motivating students by revealing their progress or areas needing improvement, fostering disciplined and systematic study habits, informing parents or guardians about their children's performance, predicting the overall trends in the teaching-learning process, making informed decisions about educational planning, and providing educational administrators with essential insights into teacher effectiveness and school requirements.

In summary, the measurement of academic performance holds great significance in educational institutions like schools, colleges, and universities. It serves essential purposes in instruction, administration, guidance and counseling, as well as research endeavors.

### **Family Instability and Student Academic Performance**

A substantial body of research confirms that the structure of the family into which a child is born and develops, presents both advantages and disadvantages that subsequently affect cognitive, socio-emotional and even physical health outcomes. Single parent households typically have the least resources and thus, would be expected to have worse outcomes relating to children in married or cohabiting unions (Reynolds and Kamphus,

2010). Furthermore, Rogers and Rose, (2011) stated that adolescents who often come from unstable homes feel insecure, over tense, greatly disturbed and rarely emotionally stable. These children have no socialization background from home through positive parent interaction for them to settle down and concentrate effectively for academic work, which often depress their educational attainment and so lead to maladjustment to school work. Similarly, Coleman (2019), states that parents' involvement in learning activities has substantial emotional and intellectual benefits for children. He observed, however, that because supportive and strong families are significant for school success, teachers confront increasing challenges as many children experience severe family disruption and upheaval. Although it is acknowledged that families are perhaps the most substantial influence on children's school success, it is not always clear which family influences are the most important. In addition, research findings are inconclusive about the extent to which relationships between family interactions and academic performance are independent of a child's family background and family structure.

It is generally accepted that the quality of family interactions has important associations with children's and adolescents' academic motivation and achievement, and with young adults' eventual educational and occupational attainments. Sesma & Masten (2013) claim, for example, that the family environment is the most powerful influence in determining students' school achievement, academic motivation, and the number of years of schooling they will receive. According to Padila, (2013), Children who fail to complete school work

and homework are more likely to receive failing grades, be retained, and experience difficulties in their peer relationships. It is stated that this trajectory places them at greater risk for dropping out of school, later unemployment, psychopathology, substance use, teenage pregnancies, and delinquent behavior. By virtue of its potential impact, academic achievement clearly warrants careful study (Huffman, 2010); thus, exhibiting less affection, less compliance, nagging, whining behaviour to teachers and schoolmates. The association between family stability and children psychological symptoms and scholastic problems has been consistently documented in the literature. Studies comparing the effects of family structure on educational attainment in the U.S and Sweden showed a fascinating result. In both countries, children living in intact families did better educationally, such that each additional year a Swedish or an American child spends with both parents increases the child's overall educational attainment by approximately one half year. (Peterson & Leigh, 2014) indicated that children born to two married biological parents the traditional family structure had lower risk of being a high school dropout, pregnant teen, and idle; these children also had better adult outcomes. The effects of academic performance to adolescent functional and adjustment are evident. A child from homes where the father and the mother are present will be well taken care of and socialized in the best way possible because of the stability in the family. This is due to the fact that the process of socialization depends on both parents playing complimentary roles in bringing up the child. Such a child is likely to achieve self-actualization later in

life. (Shek Lee and Chan, 2018), pointed out that academic achievement refers to the psychosocial domain that involves behaviors and performances in academic settings, and these are usually measured using standardized tests. However, Eccles and Barber (2010) reported that in education, good grades in school are seen as an indicator of positive functioning among school age children. Good Grades in school and participation in extra-curricular activities have been shown to link with a diversity of positive outcomes among adolescents, such as reduction in drug, alcohol use, absenteeism and delinquency. Hence it is believed that there is connection between stability and instability at home and the warmth or lack of warmth in the parent-adolescent relationship with positive or negative relation to grades. Carlson and Fustenberg (2011) found that children born to single parents had more behavioral problems and lower cognitive scores regardless of whether their family structure was stable or unstable since birth. However the association between underachievement, lack of progress in school with family instability is that adolescents consistently fail or repeat classes, since they were found to develop inferiority complex, and non progressive attitude toward their peers in school. (Padilla 2013) remarked that there is a link between grades and involvement in extra-curricular activities with positive outcomes during adolescence, but these associations are also considered to be fairly reliable indicators of future well-being and success. Although much of the research on this topic has simply compared children in traditional married couple with all other families, more nuanced research has examined differences in outcomes for children in

various types of non-traditional families. One important distinction is whether children are living with cohabiting parents or single parents (typically single mothers). In a cohabiting family (and particularly if the cohabiters are the child's biological parents), the child has the benefit of living with both parents and their shared time and economic resources would likely yield better child outcomes relative to children living with single mothers (Brown, 2014). Later studies observing younger children found that those born to married parents had fewer socio-emotional and health problems as well as higher cognitive scores. (Carlson and Furstenberg, 2011) described the influence of family stability as an indicator on school related behavioural problems. In distress families, conflict and environment might significantly have impacts on school performance and school-related behavioural problems. Therefore, academic performance is closely related to adolescents' emotional wellbeing and general psychological adjustment. In fact, there is a significant link between family stability with adolescents' academic performance. Nevertheless, family structure at birth still has an influence even when stability is taken into account. Prior studies have confirmed this (Carlson and Furstenger, 2011; Brown, 2014). Changes in family structure are typically accompanied by changes in economic, time, and parental resources; this in turn place stress on families and thus adversely affect child outcomes. Family instability also yields residential instability and a sense of insecurity concerning household rules (Santrock, 2016). Melissa (2016) revealed that family instability had a detrimental impact on all areas of children's adjustment.

Adolescent of intact married families also tend to have superior outcomes educationally than those of alternative family structures because they have a better stable emotion. Children growing up in intact families engage in more adolescent accepted behaviors, which help their grades and test scores. Family structures substantially influence outcomes such as high school dropout rates, high school graduation rates, and age at first pregnancy, as young people from intact families are significantly less likely to drop out of school. The intact married family confers numerous and unrivalled benefits upon children. It is the safest and most nurturing environment for young people, as evidenced by the comparable educational and social benefits associated with it, as well as the dangerous negative consequences associated with its absence. Instability due to removal from home to foster homes can also affect academic performance. Foster children are a silent minority among the nation's youth. Parental drug abuse, neglect, and abandonment are a few reasons children are removed from their parents. When children are placed into protective custody they can face multiple out of home placements. The very young are placed in emergency foster homes, while older children may be placed in group homes or agency shelters while they wait for a foster family placement. What this means for older children is that they lack a family home with parental figures and stability. Further, it interrupts a child's education. School attendance may have been inconsistent while with their parents, but over the course of their time in foster care, children may have many moves. They can move from foster home to foster home and from school to school. The

result can lower the child's academic interest and performance. Empirical studies have shown that family instability is associated with lower child cognitive scores, increased behavioral problems, and poorer health (Osborne and McLanahan, 2017).

### **Challenges of Family Instability to Students' Academic Performance**

A substantial body of research affirms that the family structure a child is born into and grows up within brings both advantages and disadvantages that subsequently impact cognitive, socio-emotional, and even physical health outcomes. Single-parent households typically have fewer resources, and thus, one would expect that they might yield less favorable outcomes for children compared to those in married or cohabiting unions (Reynolds and Kamphus, 2010). Moreover, Rogers and Rose (2011) assert that adolescents from unstable homes often experience feelings of insecurity, high tension, significant distress, and infrequent emotional stability. These children lack a solid foundation of positive parent-child interactions for them to settle down and concentrate effectively on academic work, which tends to hinder their educational achievements, potentially leading to difficulties in school.

Similarly, Coleman (2019) states that parents' involvement in their children's learning activities carries substantial emotional and intellectual benefits. However, he notes that as many children face severe family disruption and upheaval, supportive and strong families become increasingly crucial for school success. While it is acknowledged that families exert a substantial influence on children's academic achievements, it is not always evident

which family factors hold the most significance. Additionally, research findings remain inconclusive about the extent to which the relationships between family interactions and academic performance are independent of a child's family background and family structure.

It is widely accepted that the quality of family interactions strongly correlates with children's and adolescents' academic motivation, achievement, and eventual educational and occupational attainments in young adulthood. Sesma and Masten (2013) argue, for instance, that the family environment stands as the most potent influence in determining students' school performance, academic drive, and the duration of their formal education. According to Padila (2013), children who struggle to complete schoolwork and homework are more likely to receive failing grades, face grade retention, and experience difficulties in their peer relationships. This trajectory puts them at higher risk for dropping out of school, encountering later unemployment, facing psychopathology, engaging in substance use, experiencing teenage pregnancies, and exhibiting delinquent behavior.

Considering its potential impact, academic achievement clearly merits thorough examination (Huffman, 2010). This can be reflected in less affection, lower compliance, as well as instances of nagging and whining behavior towards teachers and peers. The link between family stability and children's psychological symptoms and academic issues has been consistently documented in the literature. Studies comparing the effects of

family structure on educational attainment in the U.S and Sweden yielded intriguing results. In both countries, children residing in intact families demonstrated higher educational achievement. Each additional year a Swedish or an American child spends with both parents increases their overall educational attainment by approximately half a year (Peterson & Leigh, 2014). Peterson and Leigh also indicated that children born to two married biological parents—the traditional family structure—had a lower risk of being a high school dropout, a pregnant teen, or unemployed. These children also exhibited better adult outcomes.

The effects of academic performance on adolescent functioning and adjustment are evident. A child raised in a home with both parents present tends to receive thorough care and socialization, as both parents play complementary roles in upbringing. Such a child is more likely to achieve self-actualization later in life (Shek Lee and Chan, 2018). Academic achievement encompasses behaviors and performances in academic settings, typically measured through standardized tests (Shek Lee and Chan, 2018). Good grades and involvement in extra-curricular activities have been shown to correlate with a range of positive outcomes among adolescents, including reduced drug and alcohol use, lower absenteeism, and decreased delinquency. Thus, the warmth or lack of warmth in the parent-adolescent relationship is believed to have a direct impact on grades (Carlson and Fustenberg, 2011).

Carlson and Furstenberg (2011) found that children born to single parents experienced more behavioral problems and lower cognitive scores, regardless of whether their family structure remained stable or not since birth. However, the association between underachievement, lack of progress in school, and family instability is apparent. Adolescents who consistently fail or repeat classes may develop feelings of inferiority and a non-progressive attitude towards their peers in school (Padilla, 2013). While family instability due to removal from home to foster homes can also impact academic performance, foster children face unique challenges. They may experience multiple out-of-home placements, resulting in disruptions to their education, and a sense of instability regarding household rules (Santrock, 2016).

Melissa (2016) revealed that family instability had a detrimental impact on all areas of children's adjustment. Adolescents from intact married families tend to have superior educational outcomes compared to those from alternative family structures due to the stability they experience. They engage in more accepted behaviors, which positively impact their grades and test scores. Family structures have a substantial influence on outcomes like high school dropout rates, graduation rates, and age at first pregnancy, with young people from intact families being less likely to drop out of school. The intact married family provides numerous unparalleled benefits for children. It is the safest and most nurturing environment for young people, as demonstrated by the comparable

educational and social benefits associated with it, as well as the potentially harmful consequences linked to its absence.

In conclusion, family instability and structure have significant implications for children's cognitive, socio-emotional, and physical health outcomes. The type of family a child is born into plays a crucial role in their overall development. Single-parent households, typically with fewer resources, may lead to less favorable outcomes for children compared to those in married or cohabiting unions. Adolescents from unstable homes often face feelings of insecurity and emotional instability, which can hinder their academic performance. The quality of family interactions strongly correlates with academic motivation, achievement, and eventual educational and occupational attainments in young adulthood. Children who struggle to complete schoolwork and homework are more likely to face academic difficulties, leading to potential negative long-term consequences. Academic achievement has a significant impact on a child's overall well-being and future success. Children from intact families tend to have better educational outcomes and engage in more positive behaviors compared to those from alternative family structures. Family stability is a crucial factor in determining a child's academic success and overall adjustment.

### **Family Instability on the Well Being of Students**

Past research studies have shown that children and adolescents tend to display behavioral problems associated with family stability or instability, particularly when they are

exposed to conflicts within their family environment. Batur-Laha (2012) conducted a study examining the impact of family stability or instability on children and its social implications for family counseling. The study encompassed 870 adolescent children in Makurdi town, with 212 respondents selected as samples through simple random sampling. Data was collected using a four-point rating scale questionnaire. Three null hypotheses were formulated and tested using the chi-square statistic at a 0.05 level of significance. The results indicated that family instability has a negative effect on the school performance and academic achievement of adolescent children, particularly in terms of their social development.

Harold and Shelton (2004) conducted a research study on family instability, children's emotional security regarding family relationships, and child adjustment in the United Kingdom. The main objectives were to examine if the sense of security in parenting is influenced by various aspects of children's emotional security, especially in the context of family stability or instability. The study also aimed to investigate if both forms of emotional security about parents' behavior within the family are associated with children's internalizing and externalizing responses. Additionally, the study assessed if processes related to children's emotional security about family stability or instability have direct and indirect effects (mediated through security about parenting) on children's adjustment. The research employed a longitudinal design and sample sizes were determined based on longitudinal data collected over a 12-month period.

The findings revealed that the relationships between family instability, children's emotional security about family instability and parenting, respectively, were assessed based on reports from mothers, fathers, and children, as well as videotaped analogue procedures completed by children. The study also demonstrated that children's emotional security about family instability (including emotional regulation, cognitive representations, and behavioral regulation) served as a mediator in the relationship between family instability and children's sense of security about parenting. Processes related to children's security within multiple family systems (interparental and parent-child) offered an indirect mechanism through which interparental conflict influenced children's symptoms of psychological distress, assessed 12 months later.

### **Effect of family Instability on the Mental Health and Self-esteem of Students**

Family instability can have a profound impact on the mental health and self-esteem of students. Several studies have explored this relationship, shedding light on the following effects:

**Increased risk of mental health issues:** Family instability, such as parental separation, divorce, or frequent moves, can contribute to an increased risk of mental health problems for students. Research has shown higher rates of anxiety, depression, and behavioral issues among children and adolescents experiencing family instability. The stress, uncertainty, and disruptions associated with such situations can significantly impact their psychological well-being.

**Lower self-esteem and self-worth:** Family instability can negatively influence students' self-esteem. The changes in family dynamics, parental conflicts, and disruptions in daily routines can undermine a student's sense of stability and security, leading to feelings of inadequacy and low self-worth. They may internalize the instability as a personal failing, which can further erode their self-esteem.

**Negative impact on identity development:** Family instability can disrupt the formation of a stable and coherent sense of identity in students. The changes in family structure, shifting roles, and uncertainty about the future can impede the exploration and establishment of a strong sense of self. This can contribute to identity confusion and difficulty in developing a positive self-concept.

**Increased risk of externalizing and internalizing behaviors:** Family instability can manifest in various behavioral problems in students. Externalizing behaviors, such as aggression, defiance, or conduct problems, may be more prevalent in some students as a response to the instability and stress they experience. Internalizing behaviors, such as withdrawal, social anxiety, or depression, may also be observed as students struggle to cope with the challenges of family instability.

**Impact on academic performance:** The mental health and self-esteem challenges associated with family instability can significantly impact students' academic performance. Students may have difficulty concentrating, completing assignments, or engaging in classroom activities due to the emotional distress they experience. The

academic setbacks can further exacerbate their self-esteem issues, creating a negative cycle.

It is crucial to provide support and interventions that address the mental health and self-esteem needs of students experiencing family instability. Access to counseling, therapy, and support groups can help students develop coping strategies, improve their emotional well-being, and enhance their self-esteem. Additionally, creating a supportive and inclusive school environment that promotes positive relationships and fosters a sense of belonging can be beneficial for their mental health and self-esteem.

### **Summary of Literature Review**

In the review of related literature, the researcher discovered that there were works done on marital conflict and family instability and its influence the academic performance of students. The chapter also discussed the concept, effect and influence of family instability on academic performance. The empirical studies were also discussed and were related to the present research, on the influence of family instability academic performance of students in Zamfara State of Nigeria. However, the present research differs from previous researches carried out in that while the past similar researches were on influence of family instability on academic performance, the present includes the student's well being and subsequently academic performance. The gap the present research wanted to feel is that, other researchers have conducted researches on the influence of family instability on academic performance of students using opinion of the respondents. The respondents

might not respond appropriately in respect to how his/her unstable family affects well-being and academic performance. But this study obtained existing records of students family background, class results to compare their family background with their academic performance which forms the basic gaps this research work filled.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter is concerned with a description of the methods and procedure adopted in conducting the study. It is organized under the following subheadings:

- Research Design
- Population of the study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

#### **Research Design**

This study was carried out to investigate the influence of family Instability on the academic performance of senior secondary school students in Benin Metropolis. The Research Design adopted for this study is incorporates both qualitative and quantitative research. This could involve surveys, experiments, or secondary data analysis. Surveys involve administering questionnaires or structured interviews to collect data from a representative sample. This approach will allow the researcher gather a comprehensive

understanding of the underlying factors contributing to the effect of family Instability on the academic performance of senior secondary school students in Benin.

### **Population Study**

The Population of this study comprises students of all students in public secondary schools within Benin metropolis. There are 4475 students in public schools in Benin metropolis.

**Table 3.1: Population of the Study**

<b>SN</b>	<b>Name of school</b>	<b>LGA</b>
1	Idia College	Oredo
2	Akensua Secondary School	Oredo
3	Emotan Girls College	Oredo
4	Western Boys High School	Ikpoba-Okha
5	Niger College	Ikpoba-Okha
6	Uselu Secondary School	Egor
7	Egor Secondary School	Egor
8	Benin Technical College	Egor
9	Edo Boys High School	Egor
10	Nifor Academy School	Ovia North East
11	Army Day Secondary School	Ovia North East

### **Sample and Sampling Technique**

The sample size is made up of 200 students who were selected from the 4 different schools in Benin metropolis. The simple random sampling technique will be used in selecting 4 schools among the various public schools in Benin metropolis. Fifty (50) students will be randomly selected for each of the schools

**Table 3.2: Sample of study**

<b>SN</b>	<b>Name of school</b>	<b>LGA</b>	<b>No of students</b>
1	Akensua Secondary School	Oredo	50
2	Army Day Secondary School	Ovia North East	50
3	Uselu Secondary School	Egor	50
4	Western Boys High School	Ikpoba-Okha	50

### **Research Instrument**

The Instrument used for study is the questionnaire which is design based on the research questions raised. The questionnaire was titled: "The influence of family Instability on the academic performance of senior secondary school students in Benin Metropolis". The questionnaire is divided into two sections, A and B. section A focuses on the demographic or personal data of the respondent such as age, sex, marital status, religion among others while section B contains information which borders on the problem of the research. The questions will be answered with either Yes or No

### **Validity of Instrument**

The constructed questionnaire for the study was presented to the project supervisor and two other lecturers in the department of CIT to confirm for the content validity. Necessary corrections was made and after which it was re-written before it was administered by the researcher.

### **Reliability of Instrument**

The reliability of the test was determined using a pilot test using 20 students who are not part of the sampled population and data obtained using Crombach Alpha formulator and a reliability co efficient of 0.69 was obtained. An indication that the instrument is reliable.

### **Method of Data Collection**

The questionnaire will be administered by the researcher to the respondent. The researcher will be offered information to the respondent on how they should fill their questionnaire from the respondent after they have answered the questions.

### **Method of Data Analysis**

In analyzing the data, the researcher will make use of frequency count and simple percentage to compute the findings from the research.

## CHAPTER FOUR

### DATA PRESENTATION AND INTERPRETATION OF RESULTS

This chapter presents the data analysis and discussion of findings in the following way,

#### Demographic information of the respondents

The demographic characteristics of the respondents used for this study based on the Local Government Areas are; gender and age.

**Table 4.1: Demographic profiles of the students**

Variables	Frequency	Percentage
<b>Gender</b>		
Male	86	43
Female	114	57
<b>Age</b>		
10-12	35	17.5
13-15	50	25
16-18	77	38.5
18 and above	38	19

Table 4.1 shows the demographic profiles of the students. Majority of the respondents were female (57%) compared to male (43%). The age of the respondents shows that most

of the respondents were within the age of 16-18 years, followed by 13-15 years (25%), 18 years and above (19%) while 10-12 years (17.5) were the least age of the respondents.

**Research Question One: How does family instability impact the academic performance of secondary school students?**

**Table 4.2: Influence of family Instability on academic performance of students**

S/N	Influence of family Instability on academic performance of students	Yes	No
1	Is your family environment stable	59 29.5%	141 70.5%
2	Are your parents or guardian living together	186 93%	14 7%
3	Has there been major changes in your family structure (if yes pls specify)	153 76.5%	47 23.5%
4	Do you communicate with your parents/guardians about your academic concerns?	198 99%	2 1%
5	Has family Instability impacted the time you dedicate to studying and home work	162 81%	38 19%
	<b>Average Total</b>	<b>75.8%</b>	<b>24.2%</b>

**Source: Researcher’s computation, 2023**

In an attempt to provide answer to the above research question, items 1 - 5 on the questionnaire were used for table 1 above; all the responses put together indicates that an average of 75.8% of the respondents accepted that family instability has an influence on their academic performance while a lesser average of 24.2% of the respondents rejected the influence of family instability on their academic performance (Table 4.2).

**Research Question Two: What are the specific challenges and difficulties faced by secondary school students experiencing family instability?**

**Table 4.3: Specific challenges and difficulties faced by secondary school students experiencing family Instability**

	<b>Specific challenges and difficulties faced by secondary school students experiencing family Instability</b>	Yes	No
6	Do you find it difficult to focus on school work when there are family issues at home?	173 86.5%	27 13.5%
7	Are there times you feel stressed and anxious because of changes happening in your family?	181 90.5%	19 9.5%
8	Have you felt isolated or withdrawn from friends and classmates due to your family situation?	136 68%	64 32%
9	Has your family Instability influenced your participation in extracurricular activities or hobbies?	122 61%	78 39%
10	Are there any resources or support system in school that have helped students to navigate through the difficulties arising in family Instability?	127 63.5%	73 36.5%
	<b>Average Total</b>	<b>73.9%</b>	<b>26.1%</b>

**Source: Researcher’s computation, 2023**

From Table 4.3 above, we seek to identify the specific challenges and difficulties faced by secondary school students experiencing family instability. The result shows that 73.9% of the respondents admitted that difficulty in focusing on school work, physical stress and anxiety, social isolation are the challenges they faced due to family instability while 26.1% of the respondents did accept any challenge or difficulty arising from family instability.

**Research Question Three: How does family instability influence the socio-emotional well-being of secondary school students?**

**Table 4.4: Influence of family Instability on the social emotional wellbeing of students**

	<b>Influence of family Instability on the social emotional wellbeing of students</b>	<b>Yes</b>	<b>No</b>
11	Do you feel comfortable discussing your family situation?	31 15.5%	169 94.5%
12	Are there coping strategies or activities that you have found helpful in managing the emotional challenges tied to your family Instability?	115 57.5%	85 42.5%
13	Have you noticed any changes in your relationship with your siblings or parents as a result of family Instability?	184 92%	16 8%
14	Do you feel teachers and school staffs understand the challenges you face due to family Instability?	144 72%	56 28%
15	Do you think these emotional challenges have affected your ability to concentrate in school?	139 69.5%	61 30.5%
	<b>Average Total</b>	<b>61.3%</b>	<b>40.7%</b>

**Source: Researcher’s computation, 2023**

From Table 4.4 above, the study intends to find out the influence of family instability on the social emotional wellbeing of students. The result shows that 61.3% of the student-respondents agreed that family instability has an influence on their socio emotional wellbeing while 40.7% of the respondents do not agree.

**Research Question Four: What are the effects of family instability on students' mental health, self-esteem, and coping mechanisms?**

**Table 4.5: Effects of family Instability on students' mental health, self esteem and coping mechanism**

	<b>Effects of family Instability on students mental health, self esteem and coping mechanism</b>	<b>Yes</b>	<b>No</b>
16	Have you observed any changes in your self confidence and self esteem because of the family challenges you are facing?	104 52%	96 48%
17	Have you noticed changes in your sleep patterns or over all physical health since experiencing family Instability?	169 84.5%	31 15.5%
18	Have you accessed any mental health resources or counseling services to help navigate the emotional impact of family Instability?	148 74%	52 26%
19	Has your family Instability influenced your future educational goals?	116 58%	84 42%
20	Do you find it challenging to develop and maintain a positive self-image in the midst of family challenges?	103 51.5%	97 48.5%
	<b>Average Total</b>	<b>64%</b>	<b>36%</b>

**Source: Researcher's computation, 2023**

From Table 4.5 above, we seek to examine the effects of family Instability on students' mental health, self-esteem and coping mechanism. The result indicates that 64% of respondents agreed to loss of self-confidence and esteem, change in sleep-pattern and deterioration of physical health as the effects of family instability on their mental health and self-esteem while 36% do not agree that they loss self-confidence, esteem and physical health due to family instability.

## **Discussion of Findings**

Under this section, the findings made from the analysis of the respondents in Table 4.2 indicates that a higher average of 75.8% of the respondents accepted that family instability has an influence on their academic performance. This result supports the study of Fomby & Cherlin (2017) who found that reoccurring family problems among parents could produce a series of short-term crises that could reduce a child's capacity for physical and academic development. Russel (2013) noted that students suffer a great deal from marital instability in their homes; they get nervous disorders and various kinds of upsets of one sort or another making them feel that they are living in a dangerous world.

Analysis of data in Table 4.3 shows that 73.9% of the respondents admitted that difficulty in focusing on school work, physical stress and anxiety, social isolation are the challenges they faced due to family instability. This result is in line with the finding of Rogers & Rose (2011) who stated that adolescents who often come from unstable homes feel insecure, over tense, greatly disturbed and rarely emotionally stable. Padilla (2013) found that students from unstable family consistently fail or repeat classes, since they were found to develop inferiority complex, and non-progressive attitude toward their peers in school.

Table 4.4 indicates that 61.3% of the student-respondents agreed that family instability has an influence on their socio emotional wellbeing. This result is in agreement with

Batur-Laha (2012) who found that family instability negatively affect adolescents' social development. Harold & Shelton (2014) observed that inter parental conflict affected children's symptoms of psychological distress (internalizing and externalizing problems). Analysis of data in Table 4.5 shows that 64% of respondents agreed to loss of self-confidence and esteem, change in sleep-pattern and deterioration of physical health as the effects of family instability on their mental health and self esteem. This finding supports the assertion of Akinbinu (2019) who emphasized that moving from a stable and nurturing environment to an unstable environment can cause a child to develop stress, thereby becoming reactive to little issues or experience throughout his or her lifetime. Akinbinu further noted that for the female child, she may not enjoy love and affection of a man no matter how he tried.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter contained the summary of the study, the conclusions drawn, results obtained and recommendations offered.

#### **Summary**

This study examined the influence of family Instability on the academic performance of senior secondary school students in Benin Metropolis. To achieve the purpose of the study. Four research questions were raised and examined. Data was collected from two hundred (200) respondents selected from four schools in four different local government in Benin Metropolis. The questionnaire was the instrument for data collection. The descriptive survey research design was adopted for the study. An analysis of data was done using simple percentage and frequency count.

#### **Findings of the Research.**

Findings from the study include:

- Most students who come from unstable family produce a short term crises that could reduce the child capacity and academic performance
- Some challenges faced by students who come from unstable family includes physical stress and anxiety, social isolation, feeling of insecurity, over tense
- Family instability plays a big role in affecting a child adolescent social behavior

- Loss of self-confidence and esteem, change in sleep pattern and deterioration of physical health as the effect of family instability on students mental health and self esteem
- How ineffective the existing prevention and support mechanisms in addressing family instability incident are.
- That there are high level of students who are facing challenges at home

## **Conclusion**

The study examined the influence of family instability on the academic performance of senior secondary school students in Benin metropolis. The research concluded that common effect of family instability are loss of self-confidence, low self-esteem, social isolation, stress and anxiety, feeling of insecurity, deterioration of physical health among Senior secondary school in Benin Metropolis. It was also concludes that there is high level of students who are faced with family instability in Benin metropolis.

## **Recommendations**

Based on the findings and conclusion drawn, the following recommendations were proffered:

1. Schools should ensure that victims receives immediate support, such as counseling and resources to deal with emotional and psychological distress.

2. Maintain strict confidentiality throughout the investigation process to protect the privacy and well-being of all parties involved.
3. Schools should encounter parental involvement in their children education and personal lives. Schools can host workshops and parents-teachers conference to promote communication and understanding between parents and students.
4. Implementing mentorship programs where by the older students or community members serves as mentors to the younger students.
5. Including life skills education in the curriculum of to teach students valuable skills like communication , problem solving, emotional resilience.
6. Schools should train teachers on how to recognize signs of family instability and how to provide supportive and understanding classroom environment.

### **Suggestions for Further Studies**

The researcher focused on investigating the influence of family instability on the academic performance of senior secondary school students in Benin metropolis. Similar research can be carried out in other States for a better generalization of the study.

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## APPENDIX

### QUESTIONNAIRE ON THE INFLUENCE OF FAMILY INSTABILITY ON THE ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN BENIN METROPOLIS

**Instructions:** Please fill in the blank spaces provided and tick (  ) in the boxes or column as the option appeals to you.

#### SECTION A: (DEMOGRAPHIC INFORMATION)

##### BIO DATA

1. Gender: Male (  ). Female (  )
2. Age:10-12(  ) 13-15(  ) 16-18 (  ) 18 and above (  )
3. Which of the following is your following first source of information on family Instability(  ), School (  ), Peer group(  ), Mass Media (  ) Others
4. School

#### SECTION B:

Please kindly tick (  ) the best of your choice using the keywords below

**Yes or No**

S/N	ITEMS	Yes	No
<b>A</b>	<b>Influence of family Instability on academic performance of students</b>		
1	Is your family environment stable		
2	Are your parents or guardian living together		
3	Has there been major changes in your family structure (if		

	yes pls specify)		
4	Do you communicate with your parents/guardians about your academic concerns.		
5	Has family Instability impacted the time you dedicate to studying and home work		
<b>B</b>	<b>Specific challenges and difficulties faced by secondary school students experiencing family Instability</b>		
6	Do you find it difficult to focus on school work when there are family issues at home.		
7	Are there times you feel stressed and anxious because of changes happening in your family.		
8	Have you felt isolated or withdrawn from friends and classmates due to your family situation.		
9	Has your family Instability influenced your participation in extracurricular activities or hobbies.		
10	Are there any resources or support system in school that have helped students to navigate through the difficulties arising in family Instability.		
<b>C</b>	<b>Influence of family Instability on the social emotional wellbeing of students</b>		
11	Do you feel comfortable discussing your family situation.		
12	Are there coping strategies or activities that you have found helpful in managing the emotional challenges tied to your family Instability		
13	Have you noticed any changes in your relationship with your siblings or parents as a result of family Instability		
14	Do you feel teachers and school staffs understand the challenges you face due to family Instability.		
15	Do you think these emotional challenges have affected your ability to concentrate in school		
<b>D</b>	<b>What are the effects of family Instability on students mental health,self esteem and coping mechanism</b>		
16	Have you observed any changes in your self confidence and self esteem because of the family challenges you are facing..		
17	Have you noticed changes in your sleep patterns or over all physical health since experiencing family Instability		
18	Have you accessed any mental health resources or		

	counseling services to help navigate the emotional impact of family Instability		
19	Has your family Instability influenced your future educational goals		
20	Do you find it challenging to develop and maintain a positive self-image in the midst of family challenges		

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