

**IMPLICATION OF DIVORCE ON CHILDREN IN OBE COMMUNITY, BENIN
CITY, EDO STATE**

BY

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SSC1911869

DEPARTMENT OF SOCIAL WORK

FACULTY OF SOCIAL SCIENCE

UNIVERSITY OF BENIN

BENIN CITY

JULY, 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 FOR THE AWARD OF
BACHELOR OF SCIENCE (B.Sc.) DEGREE IN SOCIAL WORK.**

JULY, 2025

CERTIFICATION

This is to certify that this research work was carried out by **Oteri Goodness** with Matriculation Number: **SSC1911869** in partial fulfillment of the requirement for the award of Bachelor of Science (B.Sc.) degree in Social Work, Faculty of Social Sciences, University of Benin, Benin City, Edo State.

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(Head of Department)

DATE

DATE

DEDICATION

This work is dedicated to God Almighty who is gracious and kind and has provided me guidance and protection throughout my stay in school.

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First and foremost, I express my deepest gratitude to God Almighty, whose grace, guidance, and unfailing love have been my constant source of strength and inspiration throughout this journey.

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ABSTRACT

Divorce, a phenomenon that has become increasingly prevalent in many societies, has far-reaching implications, especially on the lives of children. This study investigates the implications of divorce on children in the Obe Community, located in Benin City, Edo State. The research focuses on understanding how parental separation affects children's psychological, emotional, social, and educational development. Using a qualitative and descriptive methodology, data were collected through interviews, focus group discussions, and questionnaires administered to divorced parents, children from divorced homes, teachers, and community leaders. The findings reveal that divorce significantly disrupts the emotional stability of children in Obe Community, leading to feelings of abandonment, insecurity, and low self-esteem. Many children experience difficulty adjusting to new family structures, such as living with a single parent or a step-parent. Educationally, children from divorced homes were observed to perform less favorably in school due to divided attention, lack of parental guidance, and emotional distress. Socially, these children often exhibit behavioral issues such as aggression, withdrawal, or involvement in delinquent activities, stemming from the absence of a balanced parental model and inadequate supervision. The study further highlights the cultural and economic factors in Obe Community that exacerbate the negative effects of divorce. In many cases, single-parent households struggle financially, affecting the children's access to quality education, healthcare, and other basic needs. Additionally, societal stigma and communal perceptions of broken homes contribute to the isolation and discrimination faced by children of divorced parents, thereby hindering their social integration and personal development.

Keywords: Divorce, Children, Implication, Education, Community

CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 Introduction

Amongst the family stressors which may result in severe coping and adjustment problems in children and adolescents, the phenomenon of parental divorce has gained increasing attention over the years. Today, in fact, it is one of the most frequently researched areas of family stress (Levin, 2017). Recent research shows that divorce affects both coping strategies and adjustment in children. Parental divorce is associated with poor academic achievement, low self-esteem, psychological distress, delinquency, recidivism, substance abuse, sexual precocity, depression, and suicidal behavior (Rogers, 2016), as well as changes in the frequency and effectiveness of coping strategies as a function of time from divorce (Kurtz, 2015).

Divorce introduces a massive change into the life of a boy or girl no matter what the age is. Witnessing loss of love between parents, having parents break their marriage commitment, adjusting to going back and forth between two households, and the daily absence of one parent while living with the other, all create a challenging new family circumstance in which to live. In the personal history of the boy or girl, parental divorce is a watershed event. Life that follows is significantly changed from how life was before (Rogers, 2016). Divorce affects a large number of children today. Parents play a vital role in their child's development. One of their roles in their child's lives is that of a role model.

They must also provide emotional support and assistance throughout their child's lives (Kelly, 2016).

The child's world is a dependent one, closely connected to parents who are favored companions, heavily reliant on parental care, with family the major locus of one's social life (Fred, 2019). The adolescent world is a more independent one, more separated and distant from parents, more self-sufficient, where friends have become favored companions, and where the major locus of one's social life now extends outside of family into a larger world of life experience (Aryee, 2016).

The dependent child short term reaction to divorce can be an anxious one. So much is different, new, unpredictable, and unknown that life becomes filled with scary questions? What is going to happen next? Who will take care of me? If my parents can lose love for each other, can they lose love for me? With one parent moving out, what if I lose the other too? Answering such worrying questions with worst fears, the child response can be regressive (Ivan 2013).

By reverting to a former way of functioning, more parental care-taking may be forthcoming. There can be separation anxieties, crying at bed times, breaking toilet training, bed-wetting, clinging, whining, tantrums, and temporary loss of established self-care skills, all of which can compel parental attention. The more independent minded adolescent tends to deal more aggressively to divorce, often reacting in a mad, rebellious way, more resolved to disregard family discipline and take care of himself since parents have failed to keep commitments family that were originally made (Berardo, 2015).

Divorce is therefore seen as a deviant behavior except where there are traces of witchcraft, infertility, quarrelsomeness, immorality and presence of incurable diseases such as insanity and leprosy in either of the families (Kilson, 2004).

However, divorce does not go without repercussions. There are effects of varying degrees and of different kinds imposed on children who are victims of such marriages. Some of these effects include inability to complete their formal education, poor academic performance, delinquent behaviors and above all criminal acts (Felix 2015).

Children find it hard to concentrate on academic work with attention and diligence because they experience a deep conflict that gives them a sense of insecurity and instability. Without peace, harmony, and order in the home, students struggle to give priority or importance to studies (Bour, 2014) the anger, fears and anxieties of the parents are visited upon the children. Just as sickness limits a student's academic achievements, so mental turmoil also imposes a heavy burden that deprives children of the proper state of mind vital for learning. The mind requires composure and serenity to think, reflect, memorize and master the subject matter of study.

Education requires a sense of wonder, the joy of learning, and a love of life. Divorce impoverishes children's sources of happiness and delight and imposes upon them an oppressive weight of sadness. Divorce profoundly affects the spirit of the child and empties it of enthusiasm, excitement, and energy. The teacher soon notices a passivity, listlessness and apathy in these students who tend to do the minimum, show no

intense determination to learn and show no lively interest in any of the subjects of the curriculum.

The children of divorce appear disoriented and disorganized. Homework often goes unfinished, essays do not meet deadlines, missing work is not completed and punctuality is not observed. Tardiness and procrastination appears in multiple forms. As Socrates and Plato teach, if there is no order in the soul, a person's life also will lack self-control and self-discipline. Because the child often lives in two homes or two blended families and adjusts to two different sets of customs and standards, he or she fails to gain a clear sense of expectation that two parents with the same ideals and teachings more easily instill in the young (Nukunya 2012) This state of mind breeds a sense of sloth or apathy with an attitude of "who cares"? Nothing ultimately matters. Whether he or she succeeds or fails carries no importance because he or she does not matter to one of his or her parents who is absent from his or her life (Seidu 2012).

1.2 Statement of the Problem

In assessing why, a student may be having difficulty, a teacher or a social worker would of course examine the child's academic setting and intellectual potential. However, it is also essential to take the students family situation into account since family problems can have an impact on classroom performance. Divorce is one of several types of family problems. Marital conflicts may involve ongoing strife between parents or may extend to separation or divorce. The disruption coursed by such fighting and family dissolution may affect a student school performance for several reasons. First, the destruction

coursed by changes in the family may prevent a child from completing assignments. In addition, rumination about the divorce could cause lapses in a child's concentration in the classroom (Gibson, 2019).

Children may also be ashamed of their parent's situation. They may attempt to hide it from their friends or they may withdraw from their classmates in an attempt to avoid embarrassment. Another common result of divorce is fear (Wallerstein, 2015). A child may wonder about what his or her situation will be after the divorce. On a deeper level a child may fear that since the parents have stopped loving each other they may also stop loving him or her. After a divorce a child's performance may be adversely affected by the custody arrangement. A poorly arranged visitation schedule, aggravated by difficult transitions between the parents' homes may prevent a child from functioning well in school. Other effects include inability to complete their formal education, poor academic performance, delinquent behaviors and above all criminal acts (Gibson, 2015).

A child of divorce frequently lacks motivation, passion, will power, and idealism because of the great disappointment that afflicts him or her. Although, this problem has received some measure of attention, there is still more to be done. The worsening situation of divorce in the area under consideration and the increase in the number of affected children makes it imperative to study this disadvantaged group, know their views and socio-economic situations towards the improvement in the quality of life of the children it is on this ground that this study is been conducted to ascertain the impact of divorce on the child educational attainment.

1.3 Objective of the Study

The research objectives are:

- 1) To identify the main causes of divorce in Obe Community, Benin City, Edo State.
- 2) The main objective of the study is to identify the effects/impact of divorce on the education of the children involved.
- 3) To examine some factors associated with divorce and educational background of spouses.
- 4) To identify possible solutions to curb the menace of divorce.

1.4 Research Questions

- 1) What are the main causes of divorce in Obe Community, Benin City, Edo State?
- 2) What are the implications of divorce on the education of the children involved?
- 3) What are some factors associated with divorce and educational background of spouses?
- 4) What are the possible solutions to curb the menace of divorce in Obe Community, Benin City Edo State?

1.5 Significance of the Study

Although there are enormous literatures written about divorce, the writer seeks to examine the causes of divorce and its impact on the education of children affected in the study area. The study also aims at suggesting possible solutions to the problems identified.

This research work can help stakeholders in social welfare to plan strategies for educating the community of the study area on the need to sustain their marriages with regards to the welfare of their children and also avoid tendencies that have the potentials of divorce. It will also serve as a source of reference to students and researchers undertaking similar study in the future.

1.6 Area of Study

This study was carried out in Obe Community, Benin City, Edo State, Nigeria.

1.7 Scope of the Study

The research will be carried out in some selected secondary schools within Obe Community, Benin city Edo State. The research is specifically designed to ascertain the impact of divorce on educational wellbeing of children.

1.8 Conceptual Clarification

- **Divorce:** This is a legal separation of husband and wife leaving each other free to remarry. It is also to break off a marriage legally.
- **Marriage:** A state of being legally joined as husband and wife
- **Family:** A group of people who are closely related especially father, mother and their children
- **Infidelity:** Disloyalty or a state of being unfaithful to the husband or wife sexuality out matrimonial home
- **Couple:** Two people together especially a husband and wife
- **Youngster:** Young person or young boys and girls yet to marry.

- **Early marriage:** A situation where either of the spouse is not ripe enough for marriage before getting married.
- **Universal escape:** Means of regaining freedom from tensions of marriage
- **Family goals:** The aims and objective which a family strive to achieve for better living.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter discusses literature review of other studies in order to provide for the present study. The review focuses on: (a) concept of divorce (b) prevalence of divorce (c) impact of divorce on the child educational wellbeing (d) identify the main causes of divorce in general (e) examine some factors associated with divorce and educational background of spouses (f) identify possible solutions to curb the menace of divorce and to project some recommendations to help affected children so that they can be useful to themselves and the society as a whole and (g) summary

2.1 The Concept of Divorce

The issue of divorce is an increasing social problem that has become a topic for discussion in recent times. It is traumatic for those who experience it. Those affected may experience grief, embarrassment, resentment, disappointment, intense anger and divided loyalty (Amato and Keith, 2011), after a systematic analysis of the effect of divorce on children, concluded that parental divorce is associated with negative outcome in academic achievement, conduct, psychological adjustment, self-esteem and social relations. Again, divorce leads to single parenting. (Udansky and Wolf, 2008) identified single parenting as a major problem on the rise. Single parenthood may arise when either

the male or female decides to produce and rear a child or children outside wedlock (Ortese, 2018).

Divorce, according to (Havemann 2011) a legal process through which a marriage is dissolved. Traditionally, divorce implied that one of the partners was guilty of some transgression in the marriage such as adultery and physical cruelty, but later, a number of other transgressions are added such as abandonment, habitual drunkenness and mental cruelty, making divorce easier to effect. Some consider divorce as an unmitigated evil, while others see it as social maturity. The experience of the human race, however, seems to accept that divorce cannot be considered as right or wrong, but must be taken as a phenomenon that occur between two people and cannot be generalized. But when it comes to its effects, especially on children, it becomes a social issue in need of social actions (Steinzor, 2019).

Steinzor (2019) sees divorce as an act of considered and willful choice which is inconsistent with human heritage. In human culture, love and personal choice in marriage are logical derivations of institutionally guaranteed freedoms, where there is freedom to choose. Divorce means a freedom to change one's mind. The image of the heavy hand of death in the marital vow, "till death do us part," it seems, contradicts tradition of liberty and the individual right „to change mind before death“ (*Ibid*). Thus, divorce has become contradictory to marriage vows: that one is committed to achieving harmony within the family but be ready to separate if family life becomes a prison.

According to McDonald (2018) as cited earlier on, divorce is defined as the dissolution of a relationship, which is recognized as marital relationship. It is marked by formal court proceedings and its decree is divorce. Divorce is usually accompanied by formal arrangements for the owning of property, custody and support of children, if there are any. The property adjustment may also include a provision requiring alimony to be paid to one partner from the other although alimony is less frequently granted today. Divorce, according to Bohanna (2013) is a complex phenomenon in human relationship and that it takes place in six stages, these are emotional divorce stage, economic divorce stage, legal divorce stage, co-parental divorce stage, community and psycho, divorce stages. Thus, (Lands 2015) explained that divorce comes is a climax to a long story of unhappiness and it provides a legal way out of a situation which one or both parties have considered intolerable.

2.2 Prevalence of Divorce

Divorce is legal dissolution of marriage bond. Once the couple decides to divorce, they are free to remarry again. In Nigeria, there has been the increase in the rate of divorce. There are two factors influencing the rising divorce rates in the Nigeria. The first factor is both men and women are relying less on one another for economic survival. As women gain status in their work place or on their businesses, they often want to stand on their own and prefer to control their lives' affair which enabling them to be less dependent on their husbands, the heads of household. Women who are gainfully employed and self-sufficient may be more willing to dissolve a marriage because they are

not perceived as a financially dependent spouse. Financial stability allows for the female head of household to have more flexibility to exit a broken marriage. Secondly, when both male and female parents gain political status in the society, one seems to be superior over the other due to political gain. They seem not have chance to look after the family, especially the female ones which more likelihood be the victims of divorce (Hargreaves, 2011).

Although divorce and separation in its actual prevalence is not well documented in Nigeria, previous studies indicate that high rates of divorce have been part of nuptiality culture of many parts of Nigeria (Solivetti, 2014). However, high rate of remarriage, and stigma associated with marital separation conceal the actual prevalence. Based on divorce cases recorded by area courts and demographic field work in the Niger valley of Sokoto state in northern Nigeria, (Solivetti (2014) found that divorce rate per 1000 population in 1979 ranged from 11.0 to 19.9; higher than the prevailing rates in some European countries at the time. In the southern part of Nigeria, among the (Forde, 2011) reported that 30 percent of married women divorced. Lloyd (1968) also observed rates of divorce per 100 extant marriages of between 3.4 per cent and 4.5 per cent among the Yoruba of southwest Nigeria. Although divorce in Nigeria is usually attributed to influx of Western ideals and lifestyle through education, urbanization and women empowerment, that rates in the northern Hausa community exceeded prevailing rates in some Europe countries at the time indicates that modern lifestyle is contributing more to women's resistance to patriarchal traditions that enforce remarriage than to the incidence of divorce.

2.3 Causes of Divorce

Literature review on marriage shows a number of factors causing divorce in marriage. For instance, (Thorton, 2015) indicated age as a powerful predictor of divorces. (Oтите and Ogionwo 2011) argued that childlessness in a marriage can lead to divorce in Nigeria; (Olayinka 2017) stressed the importance of communication in marital stability; extramarital sex and discrepancy in mate traits have been stressed by (Ezenkwu 2018) and Decker (2017) respectively. Olusanya (2010) and Yagoob (2014) identified lack of children, economic factors, communication problems, interference of in-laws and education of spouses as the causes of divorce

- **Women's Independence:** Over the years women have gained in independence due to their often developing a career in the work setting. (Ermisch 2016) felt that marital disillusion often occurred when women had the experience of working and following their own career. This influenced women's earning capacity and gave considerable risk to marital disillusion especially when there were other problems present as well. A Japanese study by Ogawa and (Ermisch ,2014) found that in Japan the divorce rate had more than doubled since the mid1960s. This was attributed to female paid employment which had increased rapidly in the past few decades. This was especially the case for women who took up fulltime employment. Hence it was found by Heath and (Ciscel ,2016) that many women remained in marriage merely because they had no alternative but to do so having

no earning power, and opportunities to be economically independent from their spouses. Ruggles (2017) found the rise of female employment in non-farm-type occupations was closely associated with growth of divorce and separation. Moreover, higher female labor-force participation among black women and lower economic opportunities for black men accounted for race differences and marital instability before 1940, and for more of such differences in subsequent years. An interesting phenomenon over recent years is that women file for divorce more often now than men, despite deep attachments to their children who they know are being harmed by such divorces. Many women in retrospect report the fact that they are happier being single than when they were married (Brinig & Allen, 2000). The studies of the influence of women's work on the risk of divorce were carried out by Poortman and Kalmijn, (2002) in a Dutch study. Of particular importance were the factors that led to divorce due to the intensity of the wife's work, the status of the wife's work and the potential success she achieved on the labour market in comparison with her husband. The result showed that working women had a 22% higher risk of divorce than women who did not work.

- **Too Early Marriage and Arranged Marriages:** Only one study concerned itself with too early marriage. This was a Chinese study by Zeng et al. (2012). This study demonstrated that the level of divorce in China was extremely low, in comparison with other developed and developing countries. Similar findings from other studies indicated that the risk of divorce for women who married before the

age of 18 was higher than those married after 20. Arranged marriages had a risk of divorce which was about 2.5 times as high as the non-arranged marriage. It was also noted that divorces were higher in urban than rural areas. Other things being equal, women with more children had a lower risk of divorce. Son-preference exerted an effect on marriage dissolution. Women with no son had significantly higher risk of divorce than those with at least one son.

- **Sexual Factors Leading to Incompatibility:** Despite the great emphasis on sexual problems between a couple, only two studies dealt directly with this. (Mazur and Booth 2018) noted that in men high levels of endogenous testosterone seemed to encourage sexual behavior and tended to come into conflict with a harmonious marriage. There appeared therefore to be a relationship between testosterone secretion in men and this leading to divorce. (Allen and Brinig 2018) examined differences in sex drive between husbands and wives and how this affected bargaining strengths during marriage, particularly at times when divorce occurred. The basic argument followed from the fact that sex drives varied over an individual's life cycle and were frequently different for men and women. The spouse having the lower sex drive at any time in the marriage had the controlling right over whether or not sexual intercourse occurred, with a consequent increase in bargaining power. Such powers influenced the marriages and the likelihood of adultery and divorce.

- **Role Conflicts:** Despite the fact that role conflicts predominating frequently led to marital disharmony only two studies were published in this area. (Abdel Hameed Al Khateeb 2018) in a study of Saudi Arabian families, including 95 Saudi working women, suggested that Saudi families had changed to some degree. Marital aspects such as housing and bride price had changed faster than cultural ones. One important change, however, that had taken place in a Saudi family, was the dynamic of marital relationships. Whereas originally this relationship was characterized by the exaggerated respect wives were expected to show their husbands in their daily interactions, now mutual respect and understanding were increasingly evident in the marital relationship. Women's attitudes to equality between the sexes tended to be more progressive than those of men and different expectations had caused role conflict in the family and an increase in the divorce rate. Although men had lost some of their social and religious authority in the family, their economic and general Authority remained intact. The Saudi family was a male dominated institution with important decisions being made by men. Cultural norms, civil roles, and judicial legislations supported men's authority in the family and society. An American study also found that incongruences between spouses and gender beliefs, expectations, and behaviors affected marital stability through negative marital interactions, causing identity disruption, and resulted in distancing, marital instability, and in some cases divorce (Pasley et al., 2011).

- **Alcoholism and Substance Abuse Factors Causing Risks:** Only two recent studies concerned themselves with the role of alcohol in producing problems in marriage. Alcohol consumption and divorce rates in the United States were studied by Caces et al. (2019). The results provided support for both the effects of heavy drinking on divorce rates and the effects of divorce on expenditures for alcoholic beverages. The association between health-related behaviors and the risk of divorce in the United States was noted by Fu and Goldman (2010). The findings indicated that physical characteristics associated with poor health, namely obesity and short stature, were not significantly related to risks of marital dissolution for either men or women. On the other hand, risk taking behavior such as smoking and drug use was strongly related to higher risks of divorce for both sexes. Overall, results emphasized the need to accommodate health related variables in the dominant economic and social psychological theories of marital dissolution.
- **Religious Factors:** A Swiss study by Charton and Wanner (2001) indicated that Switzerland had more than 25% of marital unions end in divorce. This high prevalence of divorce was thought to be linked to the fact that marriage was a forced ritual for many Swiss partners. Factors modifying the probability of divorce were discussed in the paper on the basis of the 1994/95 Family & Fertility Survey data. Survival models allowed for measuring factors influencing the risk of divorce. Among individual factors, the absence of the practice of religion and a

former divorce of parents seemed to have a positive effect on the risk of divorce. Other factors included age of the spouses and having had a premarital union. The presence of children in the union also had an impact in preventing separation and divorce. It seemed that the meaning of divorce was increasingly linked to the significance and positive attitudes attributed to marriage. An interesting study by Broyles (2002) examined the religiosity and attitudes towards divorce. Researchers had shown that religion played a role in predicting whether there was a greater likelihood of obtaining a divorce when marital problems arose. Although the research in this area was quite intensive, little research existed about how religiosity affected one's attitudes towards divorce. The results indicated that there was intact a significant negative correlation between religiosity and attitudes towards divorce, which suggested that religion does play a role in one's consideration as to whether or not to seek to obtain a divorce.

- **Other Factors:** One study concerned itself with the death of a child leading to divorce (Schwab, 2018). The death of a child put a tremendous strain on the marital relationship and was fairly common among bereaved parents. It appeared, however, that the majority of marital relationships survived the strain brought about by a child's death and were often even strengthened in the long run. The quality of the marital relationship prior to the child's death, cause of death, and circumstances surrounding the death produced differential outcomes for the marital relationship. Attitudes to marriage and divorce are vital in determining

whether a divorce or separation is likely to occur as noted by Amato and Rogers (2019). When the marital quality deteriorates, those with attitudes favoring divorce are more likely to take that step, as opposed to those who hold fast to their marriage vows.

2.4 Impact of Divorce on the Education of the Child

In the last three decades, nearly half of marriages have ended in divorce (Powers, 2007; Wallerstein and Lewis, 2004). Half of the one million children whose parents make up the annual divorce rate are six years old or younger at the time of divorce (Wallerstein and Lewis, 2004). Children whose parents get divorced typically suffer disadvantages compared to those children whose parents live together. Evidence shows that children are emotionally distressed by parents' divorce. Young children, especially, are depressed and anxious. Children's school behavior and academic achievement also suffer. These disadvantages may have long-term effects including reducing rates of high school graduation and years of schooling actually completed. Also, children who grow up in single-parent households are more likely to be delinquent than their peers whose parents stay together (Seltzer, 2014).

Children who have experienced a divorce frequently have lower academic achievement than children from non-divorced families (Wolchick, 2002). In a review done on family and school factors related to adolescents' academic performance, it noted that it is two times more likely for a child from a divorced family to drop out of high

school than a child from a non-divorced family. These children from divorced families may also be less likely to attend college, resulting in the discontinuation of their academic career (Rodgers & Rose, 2001). The school as a system is confronted with large numbers of families coping with transitions created by divorce (Lamden et al, 2002). A few studies in Europe have also found the more negative effects of divorce than the death of a parent, especially among single-mother families (Borgers, Dronkers & Van Praag, 2016; Bosman & Louwes, 2018).

A study by Pong (2016), which is a rare study conducted in non-Western context that made a distinction between divorced and widowed single mothers, also provides evidence of the relative advantages of children in Malasia living with a widowed mother over those living with a divorced mother. According to Stephens (2016) and Salami (2018), adolescents from broken homes are usually associated with antisocial behaviour and poor academic records. Empirical research confirmed that children of divorce are at an increased risk for the development of psychological, behavioural, social and academic problems (Amato, 2000; Amato, 2001; Amato & Keith, 1991; Emery, 1999; Hetherington, Bridges & Insabella, 1998; Kelly, 2000).

Yongm and Yuanzhang, (2008) made it clear that in some cases children who experience separation or divorce do not always perform well or achieve academically. According to Borgers et al. (1996), educational outcomes of children living with a divorced single mother were generally poorer than those of children living with two parents although fairly small in the magnitude. Amato and Keith (2011) and Amato (2011)

found that, children of divorce with that of children of parents who were married to each other.

According to Borgers, Dronkers and Van Praag (2016), educational outcomes of children living with a divorced single mother were generally poorer than those of children living with two parents although fairly small in the magnitude. Children of divorce are at risk of lower academic performance than their peers from non-divorced families (Hetherington & Elmore, 2003; McLanahan, 1999; Mulholand, Watt, Philpott& Sarlin, 1994). The modest differences decrease but do not disappear when income and intellectual ability are controlled.

Zinsmeister (2016) did a study on the effects of divorce on academic achievement of children. In his research by questionnaire and interview methods he collected information from teachers and students. He found that “Family revolution is the greatest single cause of decline in academic achievement during the last twenty years. It’s not better teachers, texts or curricula that our children need most. (Zinsmeister, K ,2016). Nyarko and Vorgelegt (2007) pointed out that the literature on academic performance among children suggests that children’s academic performance improve when both parents are actively involved in their education (Nyarko and Vorgelegt, 2007). Some studies seem to neglect the issue of single-parenting as a variable. Generally, such studies have tied academic performance of children to socio-economic status, parents’ educational level, student attitudes to learning, school environmental factors, housing and residential experience (Insah, *et al.*, 2013). What these studies failed to realize is that the

variable family structure (particularly single parenting emanating from divorce) is crucial in determining a student's academic performance.

According to Emery (2009), Children from divorced families are more likely to perform less well academically, have a lower academic self-concept, and are less motivated to achieve. Different studies have reached conflicting conclusions. In measuring academic competence, Emery (2009) has found statistical significance in four types of academic outcomes in children from divorced homes: lower standardized test scores, lower grades and related indicators of performance in school, various measures of misconduct in school, and school completion and educational attainment.

In addition, Fadeiye (2015) and Uwaifo (2008) did a study and found that differences in academic performance of children exist in terms of those from single parent and those from two parent families. Fadeiye (2015) in particular found that in two parent homes, both parents have roles to play in child education. The father is to give the necessary tools for the educational advancement, while the mother is to supplement the father's efforts in this regard. Where the father is absent and the mother is not privileged enough to cater for all the basic needs as well as supervised the academic performance of the child, the child will have poor academic performance. (Fadeiye, 2015).

Uwaifo (2008) examined the effects of family structure and parenthood on the academic performance of Nigerian university students. The sample for the study consisted of 240 students drawn from the six randomly selected faculties in Ambrose Alli University, Ekpoma, and Edo State. Uwaifo found that there were significant differences

between the academic performance of students from single parent family and those from two-parent family structure. In their study, Ushie, *et al.*, (2012) found that there was no significant difference in the academic performance of students from single parent families and those from two parent families. These scholars opined that their results might have been attributed to the fact that some single parents possess abilities to give the child all the necessary care than many married couples. They also found that children from broken marriages were able to adjust in the environment and their performance may improve with time

A Longitudinal Study conducted by Hetherington (2018) found that children of divorce were more likely to have academic problems and experienced an increased rate of high school drop-out (Hetherington, 1998). Likewise, a study by Fassel (2011) on high school showed that, children from divorced homes are less likely to attend college than children from two-parent homes He observed that “The longer you live in a single-parent home, the less likely you are to go to college”. According to Fassel, financial concerns hinder college attendance. He further observed that while a divorced father may be financially capable of assisting a child with college expenses, he may choose not to do so. The father’s income is still considered in the child’s process of seeking financial aid and many times eliminates the financial qualifications of the child to receive any financial aid (Fassel, 2011).

From this literature, it can be said one of the challenges of children’s academic performance can be attributed to broken marriages. These challenges include but not

limited to; socio-economic status, parents' educational level, student attitudes to learning, school environmental factors, housing and residential experience, lower academic self-concept, less motivated to achieve, lower standardized test scores, lower grades, parents failure to provide for basic needs of their children, less likely to complete high school, attend college, and or attend graduate school.

2.5 Theoretical Framework

Divorce as a social phenomenon is not considered from theoretically one so; family deficit model theory has been used in this study to investigate the effect of divorce on academic performance of pupils.

Family Deficit Model Theory

The Family Deficit Model which was propounded by Hetherington and Kelly (2002) suggests that families that deviate from the traditional nuclear family (father, mother, and children) are inherently deficient in their ability to provide proper socialization, emotional support, and stability for children. According to Donahoo (2003) stressed that nuclear or two-parent family as the ideal family structure and single parent family as a deviant from the ideal family. According to this model, single-parent families are considered to have a negative impact on the child in that it is not effective for the child's upbringing and cognitive development. The model postulates that, children from single-parent families are at greater risk than children in two parent families; even when they have the same academic abilities (Donahoo, 2003). Ushie et al., (2012) pointed that

child from single-parent families are three times more likely to drop out of high school than children from two-parent families. Likewise, Amato and Keith (1991) found that children in single-parent families may be at greater risk than children of two-parent families (Amato and Keith, 1991 in Ushie, *et al.*, 2012). Because family are the primary and frequently sole source of financial support for the family, single parents have less time to help children with homework, are less likely to use consistent discipline, and have less parental control, and all of these conditions may lead to lower academic achievement (Weyburne,1999). The implication of this theory to the present study lies on the fact that students' performance in school is mediated by their upbringing which perhaps is influenced by their family background.

According to Fadeiye (2015) in two parent homes, both parents have roles to play in child education. The father is to provide the necessary tools for the educational advancement, while the mother is supposed to supplement the father's efforts in this regard. When the father is absent and the mother is not privileged enough to cater for all the basic needs as well as supervised the academic performance of the child, the child will be backward or withdrawn (Fadeiye, 2015).

In similar view Owusu (2007) noted that when the mother is absent and the father is not privileged enough children may experience economic hardship. A single parent faces doubled responsibilities requiring time, attention and money for the upbringing of children. A child from homes where the father and the mother are present are considered to be better taken care of and socialized in the best way possible. This is due to the fact

that the process of socialization is considered to depend on both parents playing complimentary roles in bringing up the child. Such a child is likely to achieve self-actualization later in life; but children from single-parent homes, it is advanced, are likely to suffer deprivation and denial of some rights and opportunities which may have tremendous influence on their performance in real life situations (Owusu 2007).

2.6 Possible Solutions to Curb the Menace of Divorce

School administrator should make sure that they identify early and know pupils from separate/divorced family and be given special attention by class teachers and other staffs such as counselors if at all are available. Teachers in primary schools should know that they normally act as a second agent of socialization to shape and mould children to become good member of the larger society. Therefore, they must know that school based interventions can help counter adverse effects of divorce through applying counseling to divorce or separated children both before and after parental divorce in order to minimize the negative effects.

Education policy of the land should states explicitly the kind of communication that will be sought to be effective with mutual understanding between parties. To ensure effective communication, schools have to establish neighborhood meetings and conferences in order to reach out families as far as separated/divorced families are concerned in this study, which will be held at least each month during the evening and or through telephone calls where necessary. Teachers have to discuss the divorce with the

parents only in terms of how it affects the child's classroom behavior and academics. By doing this they should avoid being drawn into taking sides, be compassionate and a source of support to the child without assuming a parental role since they are the one vested with the duty of students rearing at schools.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This section discusses the various methods that was employed in both collections and analysis of data in this study: Research Design, Population, Sample and Sampling Technique, Research Instrument, Validity and Reliability, Method of Data Collection and Method of Data Analysis.

3.2 Research Design

This research design adopted in this study is the survey research design. This design would allow the researcher to collect data from only few people considered representative of the entire population.

3.3 Area of Study

Obe Community is a prominent settlement within Benin City, the capital of Edo State in southern Nigeria. It is part of the larger Benin Kingdom, historically known for its rich cultural heritage and traditions. The community is located within the Oredo Local

Government Area, which serves as an administrative hub for governance and economic activities in Edo State. Obe Community is well connected to other parts of Benin City through road networks, making it accessible for trade, commerce, and social interaction.

Obe Community, like many other settlements in Benin City, traces its origins to the ancient Benin Kingdom, which was a dominant force in West Africa before colonial rule. The community has strong ties to the Oba of Benin, who remains a central figure in the traditional governance system. Many cultural practices, such as the observance of traditional festivals, respect for elders, and the use of the Edo language, are still prominent in Obe Community today. The historical significance of the community is reflected in its preservation of traditional institutions and its adherence to customary laws. Obe Community is home to a diverse population, predominantly composed of the Edo ethnic group. However, due to urbanization and migration, the community also accommodates people from other ethnic backgrounds, including Igbo, Yoruba, and Hausa settlers who engage in trade and other economic activities. The population consists of various age groups, with a mix of young people, middle-aged adults, and elderly individuals. The community has a relatively high birth rate, but like other urban settlements, it also experiences outward migration as younger residents move to other parts of Nigeria in search of better economic opportunities. (Omorede, 2020).

3.4 Study Population

The study population was the children within Obe Community, Benin City, Edo State.

3.5 Sample Size and Sampling Technique

The sampling method is purposive, in that, the participants were purposively selected. Simple random sampling was employed in order to ensure that the children within Obe Community, Benin City, Edo State is well represented. In terms of sample size of one hundred children will be selected.

3.6 Research Instrument

Questionnaires were used to collect data. The questionnaire constitutes two sections: Section A which is the demographic data and Section B which focuses on the objectives of the study; which is the implication of divorce on the educational wellbeing of the child.

3.7 Validity and Reliability of the Research Instrument

The validity of research instrument refers to the ability of an instrument to measure what it is design to measure. There are different types of validity. However, this researcher in bid to ascertain the validity of his instrument presented the said instrument to his supervisor, and two other social workers; their comments, suggestions and criticisms were used to modify the initial research instrument. The research instruments in question were subjected to test-retest reliability.

3.8 Method of Data Collection

The questionnaire was distributed personally to the respondents. The respondents should be able to answer the questions honestly after administering the questionnaires to them. The researcher will also guide the respondents with regards to filling questionnaires. The respondents were informed that their responses would be treated with utmost confidentiality

3.9 Method of Data Analysis

The data collected was analyzed using SPSS presented in frequency distribution tables.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Socio demographic Profile of Participants

The section covers the socio demographic profile of participants such as age, sex, religious affiliation, occupation among others. The socio demographic characteristics of participants show attribute that similar to the participants

Table.1 Sex of Respondents

	Frequency	Percent
Male	42	42.0
Female	58	58.0
Total	100	100.0

Source: field work, 2025

Table 1 shows the sex distribution of respondents, of all the participants 42 representing 42% are male while 58 representing 58% are female this shows that majority of the respondents are female.

Table. 2 Age of Respondents

	Frequency	Percent
5-8	20	20.0

9-12	34	34.0
13-16	46	46.0
Total	100	100.0

Source field work 2025

Table 2 shows that of all the respondents 20 representing 20% are between the ages of 5-8years 34 representing 34.0% are between 9-12years while 46 representing 46% are between 13-16years. This shows that majority of the respondents are between the age of 13-16years

Table. 3: Educational Qualification of Respondents

	Frequency	Percent
Primary	21	21.0
Secondary	18	18.0
Tertiary	51	51.0
Total	100	100.0

Source: Field work, 2025

Table 3 shows the educational qualification of respondents, of all the respondents 21 representing 21% are in primary school 18 representing 18% are secondary school students while 51 representing 51% are in higher institutions.

Table 4: Religious Affiliation of Participants

	Frequency	Percent
Christianity	82	82.0
Islam	18	18.0
Total	100	100.0

Source: field work, 2025

Table 4 shows the religious affiliation of participants. Among the whole participants 82 representing 82% were Christians, while 18 representing 18% were Muslims this shows that majority of the respondents are Christians.

Section Two: Analysis of Research Questions

Table 1: Main Causes of Divorce in Obe Community

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The primary causes of divorce in Obe Community include factors such as financial instability, infidelity, and domestic violence.	20 (20%)	30 (30%)	30(30%)	20 (20%)
2. Financial instability significantly contributes to marital breakdown in Obe Community.	70(70%)	10(10%)	10(10%)	10 (10%)
3. Cultural and religious differences play a role in affecting marital stability in this community.	60 (60%)	10 (10%)	15(15%)	5(5%)
4. Issues such as infidelity and domestic violence are major contributors to the high divorce rate in Obe Community.	50 (50%)	40(40%)	10 (10%)	-

Source: *Field work, 2025*

Table 1 above shows data collected, the primary causes of divorce are identified as financial instability, infidelity, and domestic violence. However, opinions on this are relatively divided. While 20% of respondents strongly agreed and 30% agreed that these are the main causes, another 30% disagreed, and 20% strongly disagreed. This suggests that although a significant portion of the population acknowledges these factors, there remains a notable degree of disagreement, possibly due to varying personal experiences or differing cultural perspectives.

Financial instability, in particular, was overwhelmingly identified as a major contributor to marital breakdowns in the community. A large majority of 70% strongly agreed with this statement, with another 10% agreeing. Only 20% of respondents expressed disagreement—10% disagreed and another 10% strongly disagreed. This indicates a general consensus on the damaging effects of economic hardship on marital stability.

Cultural and religious differences also emerged as relevant factors influencing marriage in Obe Community. A substantial 60% of respondents strongly agreed that these differences play a role in marital instability, and 10% agreed. Meanwhile, 15% disagreed, and 5% strongly disagreed. These figures point to a broad recognition of how differing cultural or religious expectations can affect spousal relationships and possibly contribute to divorce.

Furthermore, infidelity and domestic violence were highlighted as significant issues affecting the longevity of marriages in the community. Half of the respondents

(50%) strongly agreed with this assertion, and 40% agreed. Only 10% disagreed, and none strongly disagreed. This overwhelming agreement underscores the serious impact that trust and safety issues have on marriage, making them key areas of concern in addressing the high divorce rates in Obe Community.

Table 2 Implications of Divorce on the Education of Children Involved

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Divorce has a direct impact on the academic performance of children in Obe Community.	75 (75%)	12 (12%)	15(15%)	8 (8%)
2. Children from divorced families experience higher rates of school dropouts and absenteeism compared to those from intact families.	70(70%)	10(10%)	10(10%)	10 (10%)
3. The emotional and psychological effects of divorce negatively influence children's ability to concentrate and learn in school.	60 (60%)	15 (15%)	15(15%)	10(10%)
4. Various support systems, including counseling, financial aid, and mentorship, are available to assist children from divorced families in continuing their education.	45 (45%)	40(40%)	10 (10%)	5(5%)

Source: *Field work, 2025*

Table 2 reveals a strong consensus that divorce directly impacts children's academic outcomes. A notable 75% of respondents strongly agreed that divorce affects academic performance, while 12% agreed. Only 15% disagreed, indicating that the vast majority perceive a clear connection between parental separation and educational challenges among children.

Further reinforcing this perception, 70% of respondents strongly agreed that children from divorced families experience higher rates of school dropouts and absenteeism compared to those from intact families. An additional 10% agreed, while another 10% disagreed. This suggests a general recognition of the educational vulnerability of children from divorced homes, possibly due to emotional instability, reduced parental support, or financial hardship. The emotional and psychological toll of divorce also emerged as a major concern. According to the data, 60% of respondents strongly agreed and 15% agreed that the psychological effects of divorce negatively influence children's ability to concentrate and learn in school. Another 15% disagreed. These findings highlight how the trauma and stress associated with parental separation may disrupt a child's learning environment and emotional well-being.

Despite these challenges, the community appears to acknowledge the presence of support systems aimed at helping children from divorced families. Forty-five percent of respondents strongly agreed, and 40% agreed that services such as counseling, financial assistance, and mentorship are available to support these children in continuing their education. Only 10% disagreed, which suggests that while support structures are

recognized, there may still be a need for greater awareness or improvement in accessibility and effectiveness.

Table 3: Factors Associated with Divorce and the Educational Background of Spouses

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The level of education attained by spouses influences the stability of marriages in Obe Community.	25 (25%)	25 (25%)	25(25%)	25 (25%)
2. There is a correlation between low educational attainment and a higher likelihood of divorce in this area.	45(45%)	15(15%)	20(20%)	20 (20%)
3. Differences in educational levels between spouses often contribute to marital conflicts and eventual divorce.	65 (65%)	5 (5%)	20(20%)	10(10%)
4. Making pre-marital counselling and relationship education mandatory before marriage could help reduce divorce rates in Obe Community.	50 (50%)	30(30%)	10 (10%)	10(10%)

Source: *Field work, 2025*

Table 3 shows that when asked whether the level of education attained by spouses influences marital stability, responses were evenly distributed. Twenty-five percent of respondents strongly agreed, 25% agreed, 25% disagreed, and another 25% strongly disagreed. This balanced distribution indicates a divergence of opinion, with no clear consensus. It suggests that while some individuals see education as a determining factor

in marital longevity, others may perceive different variables—such as personal values or socioeconomic factors—as more influential.

Despite this split, a larger proportion of respondents affirmed a correlation between low educational attainment and a higher likelihood of divorce. Forty-five percent strongly agreed with this claim, and 15% agreed, suggesting that a majority believe that lower education levels may contribute to marital instability. In contrast, 20% disagreed and another 20% strongly disagreed, indicating that a notable minority do not perceive such a connection.

More agreement emerged regarding the impact of educational differences between spouses. A significant 65% of respondents strongly agreed that such differences often lead to conflicts and may ultimately result in divorce. Only 5% agreed, 20% disagreed, and 10% strongly disagreed. This data indicates that a substantial majority believe that educational imbalance within marriages can create misunderstandings or mismatched expectations, leading to disharmony in the relationship.

Lastly, there was strong support for preventive measures such as mandatory pre-marital counselling and relationship education. Half of the respondents (50%) strongly agreed that such initiatives could help reduce divorce rates, while 30% agreed. A smaller segment—10%—disagreed, and another 10% strongly disagreed. This suggests that many in the community value educational and counselling interventions as tools for promoting healthier and more stable marriages.

Table 4: Possible Solutions to Curb the Menace of Divorce in Obe Community

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Implementing strategies to strengthen marriages can help reduce divorce rates in Obe Community.	70 (70%)	10 (10%)	10(10%)	10 (10%)
2. Community-based and religious marriage counseling services play a crucial role in preventing divorce.	50(50%)	30(30%)	10(10%)	10 (10%)
3. Government and NGOs have a significant role to play in addressing the increasing divorce rate in Obe Community.	55 (55%)	15 (15%)	20(20%)	10(10%)
4. Making pre-marital counseling and relationship education mandatory before marriage could help reduce divorce rates in Obe Community.	65 (65%)	5(5%)	20 (20%)	10(10%)

Source: *Field work, 2025*

Table 4 shows that a significant majority of respondents—70%—strongly agreed that implementing strategies to strengthen marriages can help reduce divorce rates in the community. An additional 10% agreed, suggesting widespread support for preventive measures. Only 20% of respondents were in disagreement (10% disagreed and 10% strongly disagreed), indicating that the idea of proactive marital support enjoys substantial endorsement among the population.

In line with this, the role of community-based and religious marriage counseling services was also highly valued. Half of the respondents (50%) strongly agreed that such services are crucial in preventing divorce, and 30% agreed. This 80% total agreement highlights strong faith in the role of local and faith-based institutions in guiding couples and helping resolve conflicts before they escalate to separation. Again, only 20% of respondents were in disagreement (10% disagreed, 10% strongly disagreed), suggesting minimal skepticism about the effectiveness of these services.

Respondents also expressed the view that both the government and non-governmental organizations (NGOs) have a significant part to play in addressing the increasing divorce rate. Fifty-five percent strongly agreed with this statement, and 15% agreed. This reflects a belief that broader structural support—from policy frameworks to social intervention programs—can bolster family life and prevent marital breakdowns. However, 30% (20% disagreed, 10% strongly disagreed) showed reservations, possibly due to doubts about the effectiveness or availability of such institutional interventions.

Finally, the idea of making pre-marital counseling and relationship education mandatory before marriage also received strong support. Sixty-five percent of respondents strongly agreed, and 5% agreed, totaling 70% in favor. Meanwhile, 30% of respondents (20% disagreed and 10% strongly disagreed) were opposed to making such counseling a requirement, suggesting some concern over personal freedoms or the practicality of enforcement.

4.2 Discussion of Findings

The demographic data presented in the tables offer valuable insight into the gender and age distribution, as well as the religious backgrounds, of the respondents who participated in the study. From the gender distribution, it is evident that a higher percentage of the participants were female, accounting for 58% of the total respondents, while the male respondents made up 42%. This suggests that females were more represented in the sample population, possibly indicating either a higher rate of participation or a greater availability of female respondents during the data collection period.

In terms of age distribution, respondents were grouped into three categories: 5–8 years, 9–12 years, and 13–16 years and above. Only 8% of the respondents fell within the 5–8 years range, while the majority, 64%, were between the ages of 9–12 years. The remaining 28% were within the 13–16 years and above age category. This shows that the most dominant age group in the study was the 9–12 years bracket, which could reflect the age group most accessible or relevant to the subject matter under investigation.

Regarding religious background, a significant majority of the respondents (90%) identified as Christians, while 10% were Muslims. No respondents indicated affiliation with any religion outside of Christianity or Islam. This distribution shows that the participants predominantly come from Christian and Muslim backgrounds, with Christianity being the most prevalent religion among them. The tables also reveal

important findings on respondents' views concerning the effects of divorce on children. A significant proportion of respondents, 60%, strongly agreed that divorce affects a large number of children. This indicates a general awareness of the widespread impact of marital dissolution on the younger population. Furthermore, 45% of the participants strongly agreed that children of divorced parents often appear disoriented and disorganized. This suggests that divorce may disrupt children's psychological stability and behavioral orientation.

Additionally, 40% of the respondents agreed that parental divorce is associated with poor academic performance among children. This finding aligns with existing research suggesting that children from divorced families may struggle to maintain concentration and academic excellence due to emotional distress and instability in their home environments.

Half of the respondents (50%) strongly agreed that divorce significantly affects children's coping strategies and adjustment processes. This means that children may find it challenging to adapt to life changes following a parental separation. Another 35% of respondents agreed that divorce introduces massive changes into a child's life, regardless of age. These changes may range from emotional turbulence and shifting family dynamics to economic strain and psychological stress. When asked about the impact of home environment on academic performance, 45% of respondents strongly agreed that without peace, harmony, and order in the home, children struggle to give proper attention

to their studies. Similarly, 45% agreed that children from broken homes are more susceptible to behaviors such as sexual precocity, suicidal tendencies, and substance abuse, thereby indicating the serious psychosocial risks linked to parental separation.

The findings also highlight views on how divorce affects parental responsibilities. Forty percent (40%) of respondents strongly agreed that divorce can strain a parent's ability to effectively meet the needs of their children. However, 15% disagreed and another 15% strongly disagreed with this view, showing that while many acknowledge the strain divorce places on parenting, a minority believe that responsibilities can still be managed post-divorce. In terms of behavioral consequences, 50% of the participants strongly agreed and 30% agreed that children from divorced homes are more likely to exhibit delinquent behaviors. This suggests a perceived link between family breakdown and increased behavioral problems in children. When emotional responses were considered, 35% of respondents strongly agreed and 30% agreed that children experience emotional distress due to their parents' divorce. Nevertheless, a notable minority disagreed (20%) or strongly disagreed (15%) with this assertion, indicating some variance in perception.

A further finding reveals societal views on the causes of divorce. Of the respondents, 35% strongly agreed and 41% agreed that the increasing independence of women contributes to the rising prevalence of divorce. This reflects a societal perception that shifts in gender roles and power dynamics within marriage may contribute to

instability in marital relationships. Interestingly, 45% of the respondents disagreed with the idea that parental divorce is a "watershed event" in the life of a child. This indicates that not all participants believe divorce constitutes a major, life-defining disruption. However, 37% agreed that divorce impoverishes children's sources of happiness and imposes on them a heavy emotional burden, thereby acknowledging the emotional weight that can come with parental separation. Furthermore, 40% disagreed with the notion that children from divorced homes are always ashamed of their family situation, suggesting that social stigma may not be universally felt among such children.

Finally, 45% of respondents strongly agreed that children of divorced parents frequently lack motivation, willpower, passion, and idealism. This suggests that the emotional and psychological consequences of divorce may extend into the child's aspirations, energy levels, and future outlook.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

5.1 Summary

The purpose of this study was to ascertain the implications of divorce on the child educational attainment using Obe Community, Benin city Edo State as the case study. The objectives of the study were to: identify the main causes of divorce in general, the main objective of the study is to identify the implications of divorce on the education of the children involved, examine some factors associated with divorce and educational background of spouses, identify possible solutions to curb the menace of divorce and to project some recommendations to help affected children so that they can be useful to themselves and the society as a whole. This research employed the survey design and this was used for the study because the research covered an entire population from which the

sample was drawn. The findings from this sample were generalized to the entire population. The target population for this study the entire Obe Community, Benin city Edo State. Random sampling technique was used to select total number of 100 respondents collected from the population as described above. The analysis of the study showed that majority of the respondents were between the ages of 23-27 and were mostly Christians. The demographics further shows that females were more in number as compared to males.

Based on the analyses made in chapter four, it was discovered that children from divorced homes find it difficult to pay their school fees and buy textbooks and other learning materials on time. Many of them even miss classes because of their inability to pay their school fees on time. This may be due to the fact that they are teenagers, and they really understand the challenges their single parents' face, which makes them feel insecure and restless. They are easily afraid and may be made to carry out some responsibilities not meant for them, like engaging in menial jobs, petty trading, while some even go to work in farms so as to find means of livelihood.

5.2 Conclusion

Results of the field work together with the analysis of data tend to prove that, it is not only the children that suffer the negative consequences of divorce but the divorcees also go through severe trauma, poor health, loneliness, depression and lowered self-esteem during and after the process of divorce. With regards to the impact of divorce on children education, the study revealed that, instances where children are left in the hands

of family relatives due to divorce, necessitated their drop out from school for lack of financial support. As a result, the academic potentials of the affected children rot on the slippery grounds of divorce.

It was also concluded from the study that, children from disrupted homes are faced with psychological, physical and emotional problems that have negative impact on the total development of the child especially in areas of health, social, economic and education.

Furthermore, the study revealed that, delinquent acts are more common to children from broken homes in contrast with those from regular homes. This is due to frustration, anger, depression and anxiety that result from divorce.

Sometimes, the presence of the children from the previous marriage in the new marriage creates serious problems especially when the child's presence elicited jealousy or tension. This usually calls for withdrawal of the child from the new marital home resulting in malnutrition, child labor and sexual assaults on the part of the girls

Finally, due to lack of proper parental care, love and control, most children from broken homes end up in associating themselves with friends of undesirable behavior when they mature. The ultimate results are in-built vices such as alcoholism, drug addiction, pilfering and other violent acts. They eventually become nothing but liabilities to themselves in particular and the society in general

5.3 Recommendations

As a result of the field study and the outcome of findings, the following recommendations have been made.

1) At the community level, the district, municipal and metropolitan assemblies should organize periodic public lectures, seminars, and workshops design mainly for married couples and divorcees on the need to sustain their marriages and make strategic arrangements for divorcees in providing some improvements of the consequences of divorce among the lowest income groups.

2) Also, churches, opinion leaders, and family heads should intensify their pre-marital counselling services where the prospective couples are exposed to general home maintenance such as home management and child care as well as accepting each other as partners.

3) The role of the media both print and electronic in sustaining marriages in our communities is worth mentioning. Radio and television programs should be designed to give the public the exposure to the negative effects of divorce on the divorcees themselves, the children and the nation at large. Print media such as dailies and magazines should also spread the negative effects of divorce in our societies.

4) At the national level, the responsibilities of parents to their children during or after dissolution of marriage must be clearly spelt out with commensurate sanctions by the legislature. There should be provisions in the laws of the land, not only that of a family tribunal, but a court of law seeing to it that parents honor the obligations they owe their children.

5) Last but not the least, non-governmental organizations should redefine their mission statements in order to make provisions for improving social, physical, psychological and economic life of these innocent children through skill training for already affected children who have drop-out of school to enable them acquire employable skills and by creating counselling units to liberate them so that they can contribute to nation building.

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APPENDIX

DEPARTMENT OF SOCIAL WORK FACULTY OF SOCIAL SCIENCES UNIVERSITY OF BENIN BENIN CITY

I am a 500-level student of the above department conducting a research on the “Implication of Divorce on Children in Obe Community, Benin City, Edo State” as a case study. I request that you provide me reliable and accurate information as relevant policy decisions is dependent on the information given. I promise to keep whatever information

given as strictly confidential. Please tick [✓] in the appropriate box that suite your response. I am requesting and will be grateful if you would fill in the questionnaire and return the completed form to me. Thanks.

Yours faithfully,

OTERI GOODNESS

SECTION: A

Gender: Male [], Female [].

Age: 5 - 8 [], 9 - 12 [], 13 - 16 [].

Qualification: Primary School [], Secondary [].

Religion: Christianity [], Muslim [], African Traditional Religion [], Others [].

SECTION: B

QUESTIONNAIRE ITEMS

Instruction: Please tick (✓) under the column in the option that suits you best.

Where: Strongly Agreed = SA; Agreed = A; Disagreed = D; Strongly disagree = SD

SECTION I

Items	Impact of divorce on educational wellbeing of children	Responses
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	Main Causes of Divorce in Obe Community	SA	A	D	SD
S/N	Questions				
1.	The primary causes of divorce in Obe Community include factors such as financial instability, infidelity, and domestic violence.				
2.	Financial instability significantly contributes to marital breakdown in Obe Community.				
3.	Cultural and religious differences play a role in affecting marital stability in this community.				
4.	Issues such as infidelity and domestic violence are major contributors to the high divorce rate in Obe Community.				

Items	Implications of Divorce on the Education of Children Involved	Responses			
S/N	Questions	SA	A	D	SD
1.	Divorce has a direct impact on the academic performance of children in Obe Community.				
2.	Children from divorced families experience higher rates of school dropouts and absenteeism compared to those from intact families.				
2.	Financial instability significantly contributes to marital breakdown in Obe Community.				
3.	The emotional and psychological effects of divorce negatively influence children's ability to concentrate and learn in school.				
4.	Various support systems, including counseling, financial aid, and mentorship, are available to assist children from divorced families in continuing their education.				

Items	Factors Associated with Divorce and the Educational Background of Spouses	Responses			
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S/N	Questions	SA	A	D	SD
1.	The level of education attained by spouses influences the stability of marriages in Obe Community.				
2.	There is a correlation between low educational attainment and a higher likelihood of divorce in this area.				
2.	Financial instability significantly contributes to marital breakdown in Obe Community.				
3.	Differences in educational levels between spouses often contribute to marital conflicts and eventual divorce.				
4.	Making pre-marital counselling and relationship education mandatory before marriage could help reduce divorce rates in Obe Community.				

Items	Possible Solutions to Curb the Menace of Divorce in Obe Community	Responses			
S/N	Questions	SA	A	D	SD
1.	Implementing strategies to strengthen marriages can help reduce divorce rates in Obe Community.				
2.	Community-based and religious marriage counseling services play a crucial role in preventing divorce.				
3.	Government and NGOs have a significant role to play in addressing the increasing divorce rate in Obe Community.				
3.	Making pre-marital counseling and relationship education mandatory before marriage could help reduce divorce rates in Obe Community.				
4.	Making pre-marital counselling and relationship education				

	mandatory before marriage could help reduce divorce rates in Obe Community.				
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