

**Impact of Divorce on Children's Educational Pursuit in Oredo Local Government
Area of Edo State**

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CERTIFICATION

We certify that this research work was carried out by **Edamwen Gladys IGBINEWEKA**, with matriculation number **SSC1713307** in the Department of Social Work, Faculty of Social Sciences, University of Benin, Benin City, Edo State.

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DEDICATION

This project work is dedicated to God Almighty who through his infinite mercy I was able to complete my studies and to my family.

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ABSTRACT

This research investigated Impact of divorce on children's educational pursuit in Oredo Local Government Area of Edo State. The purpose of this study is to identify the impact of divorce on child educational pursuit in Oredo Local Government Area of Edo state, to assess the relationship between the identified impact of divorce and child educational pursuit in Oredo Local Government Area of Edo State and to suggest the effective ways of dealing with child educational pursuit on divorce in Oredo Local Government Area, Edo state.

A descriptive survey research design was adopted for the study. comprised of (3) selected public secondary School which comprised of Ogbe Secondary School, Akenzua Secondary School and Ihogbe Secondary School all in Oredo Local Government Area, of Edo State. The sampling techniques used for the study was total of (150) students enumeration sampling Technique.

The study further recommends that there should be intensify efforts in the prevention of parental divorce through policies and conducive environment that foster marital stability. Proper Education on the need for successful marital life: Children from broken homes should be given proper education as to the need of having a proper and successful marriage devoid of divorce. This will help them not to see divorce as an option but an abnormally to be avoided. Affirmation of Parental Love: Parents (whether as single parent or not) should constantly affirm their love to their children. It may mean, the children spending quality time with both parents (though both are residing separately). Adequate Provision to carter for children's welfare: Where eradication of divorce is not possible, parents should make adequate plans to take care of the psychological, emotional and economic needs of their children. Plans for the education of the children should be adequately made to avoid the children from becoming dropouts in school. This should also include plans for other financial needs of the children

Key words: Divorce, Academic Performance, Broken Home, Single Parenting,

Children's Welfare

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In today's society, there are many different types of families. Some include intact, non-intact, single families, step families, and a variety of others. Along with these different varieties of families there is one common incident that can cause the family structure to change that is divorce. It is an unplanned event in a family's life, which affects each member of a family at different times and in different ways. About half of all marriages will end in divorce, leaving one million children each year to deal with the process of divorce (Martin 2013).

Children are particularly vulnerable to the effects of divorce, they are unable to understand and process such complex matters of life. The fact is that, effects of the divorce of parents remain with children throughout their lives. The effects can be extended to cultural, social, economic, psychological and physiological (Wallerstein, 2015).

Hammond as cited by Alhassan, (2008) discovered that children with divorce homes exhibit much negative measures such as distractibility, acting out, with time received from others, these go a long way to influence their educational pursuit in the schools.

Kenkel as cited by Alhassan, (2008) indicated that a child in the incomplete family is socially and psychologically deprived of a father-figure either to emulate directly or to look for a model of the opposite sex. “In terms of other long-term consequences for children, parental disruption has been shown to be associated with lower socio-economic and academic attainment”. Wiseman, as cited by Abbas (2010), It can be deduced/inferred that divorce homes may affect the development of the children in all aspects of their life. Thus, children of divorce homes may be emotionally imbalance and psychologically depressed. Divorce homes may bring about stress, tension, lack of motivation and frustration obviously these manifestations may act negatively on a child educational pursuit. Johnson as cited in (Igbinsosa, 2014) indicated that children of unmarried parents or separated families often fail and are at risk emotionally.

However, this may not be completely applicable in all cases of divorce homes. Some children irrespective of home background or structure may work hard and become successful in life. Poor educational pursuit has over the years become rampant, more pronounced and a peculiar feature in the institutions of learning. Life in a divorce home can be stressful for both the child and the parent, and such families are faced with challenges of inadequate financial resource.

Schutts (2016) noted that if children from divorce homes are to be compared with those from intact homes, it would be seen that the former have more social, academic and

emotional problems. Rochlkepart (2003) is of the opinion that the family and its structure play a great role in children's educational pursuit.

Ayodele (2007) stated that the environment where a child finds himself goes a long way in determining his learning ability and ultimately his educational pursuit. Family separation put children in the position of lacking parental care and protection, love and denial of their rights including educational rights, which lead them engaging in bad behavior such as, drunkenness, sexual immorality, robbery, smoking marijuana and many others which are against norms and values of the society concerned, and this can be supported by a study from (Brown, 2006). This study therefore attempts to assess the Impact of Divorce on Children's Educational Pursuit in Oredo Local Government Area of Edo State.

1.2 Statement of the Problem

When a marriage ends in divorce all individuals connected to the relationship are impacted. There are perhaps none so affected as children. Because of their innocence and immaturity, children are unable to process stressful events as adults are. Their reactions and behavior can range from subtle to explosive. The absence of father or a mother from a family could have different effects on the growing child.

According to Biller (2013) in Magane (2010) closeness with parents could be especially important in fostering the child's sense of self-esteem and self-confidence. In

Nigeria particularly in the urban areas, marriages are at risk of disappearing as the basic institutions in society due to various changes in relationships (Mhau, 2010). The woman's Legal Aid Centre (2007) cites matrimonial problems, frequently leading to divorce, as one of the biggest challenges facing Nigeria today. The center handled about 1,138 legal cases related to marriage problems between 2006 and 2007 as increased by 18.7 percent. It indicates the wide spread of globalization, non-tolerant among the couples and poverty as the main causes of divorce. Despite having various laws policies and programs concerning child and marriage issues such as the Law of Child Act 2009, Child Development Policy 1996, Social Welfare Department and Marriage Act 1971, still the issue of divorce and its impact hinder most of children and women in Nigeria. Hence there is a need to research in this area since it has been observed that divorce has a big impact on children development and educational pursuit in many dimensions such as physiologically, psychologically, educationally and their social interaction. Therefore, the study is intended to assess the impact of divorce on children's educational pursuit in Oredo Local Government Area of Edo State.

1.3. Objective of the Study

The aim of this study is to examine the impact of divorce on children's educational pursuit in Oredo Local Government Area of Edo State. Other specific objectives are:

1. To identify the impact of divorce on child educational pursuit in Oredo Local Government Area of Edo state.
2. To assess the relationship between the identified impact of divorce and child educational pursuit in Oredo Local Government Area of Edo State.
3. To suggest the effective ways of dealing with child educational pursuit on divorce in Oredo Local Government Area, Edo state.

1.4. Research Question

Based on the objectives aforementioned, the following research questions are raised to guide the research study:

1. What are the impacts of divorce on child educational pursuit in Oredo Local Government Area of Edo state?
2. What is the relationship between impact of divorce and child educational pursuits in Oredo Local Government Area of Edo state?
3. What is the appropriate ways to deal with child educational pursuit on divorce in Oredo Local Government Area of Edo state?

1.5. Significance of the Study

The study was intended to assess impact of divorce on children's educational pursuit in Oredo Local Government Area of Edo State. The findings of this study

contribute greatly to children, family, the government and relevant institutions in Nigeria. To the children, the study intend to help them to identify the causes that hinder their educational pursuit. To the family, the study will help them to know the position of their children, their responsibilities to their children and also to know the challenges facing their children after divorce.

To the government and other institutions, the study intend to help them to understand the proper ways to handle issues regarding affected children and family. Also, the study helps the government to review laws, policies and regulations pertaining children's welfare.

1.6. Scope of the Study

The study implore to find the impact of divorce on children's educational pursuit in Oredo Local Government Area of Edo State. It will investigate the impact of divorce, ways to effectively deal with divorce and the relationship between the impact of divorce and child educational pursuit. Meanwhile the study will be delimited to some selected school teacher in Oredo Local Government Area of Edo state.

1.7. Definition of Terms

Divorce: Is any formal separation of husband and wife according to established custom (Dictionary.com, 2016). In other words is the termination of a relationship between two partners, It is through formal customs or court proceedings. Divorce is usually

accompanied by formal arrangements for the owning of property, care and support of children. So in this study, divorce is defined as any formal or informal separation of husband and wife according to established customs and laws.

Impact: Business dictionary (2016) defines Impact as a measure of the tangible and intangible effects (consequences) of one thing or entity's action or influence upon another. On other hand, Merriam dictionary (2016) defines impact as to have strong and often bad effects on (something). This study defines impact as any action, which results to bad consequences.

Child: 'child' as a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger.

Educational pursuit: A place of learning, especially a college, university, or academy.

CHAPTER TWO

LITERATURE REVIEW

The impact of divorce on children's educational pursuit in Oredo Local Government Area of Edo State were all critically reviewed in this chapter. In order to provide a more comprehensive understanding of the topic under study earlier academic works were studied.

2.1 Concept of Divorce

Divorce is any formal separation of husband and wife according to established custom Dictionary.com, (2016). In other words is the termination of a relationship between two partners, It is through formal customs or court proceedings. Divorce is usually accompanied by formal arrangements for the owning of property, care and support of children. So in this study, divorce is defined as any formal or informal separation of husband and wife according to established customs and laws.

The concept of divorce is defined by Hurlock as cited by Frank, (2012), as a home where one of the parents is separated, divorce or a vocation that necessitate long absence of one or both parents. Divorce are defined as one in which one of the partner separate from the other one Conkline, (2006). Ogbeide, et al., (2002), stated that divorce is a situation where two spouses separate leaving the children to the hazard of the society. Momoh (2011) Sees divorce as a home torn apart by separation of parents. Aremu (2011),

described divorce as the integral part of the setting that is father and mother, the integral part is not available either by separation or divorce. Divorce occur when husband and wife separate from each other through human cause (divorce), leaving the care responsibility of the children to one parent.

According to Oxford Advanced Learner`s Dictionary (2010) defined divorce as a family in which parents are separated. Divorce has to do with either one of the partners quitting or saying “bye bye” to his/her spouse as a result of infidelity, pride, superstition, religion, disagreement, in-laws interferences, alcoholism, and disrespect for one another or bulling (violence)

According to Hurlock as cited by Frank, (2012), “The home is the place the child comes back to with his experiences. It is the place where he retreats to lick his wounds, the stage to which he returns to parade the glory of his performance the refuge he finds in which to brood over his ill-treatment, real or fancied. The home in other words is the place to which one brings the everyday run of social experience to sift, to evaluate, to appraise, to understand or to be twisted, to faster, to be magnified or ignored as the case may be”. There is always cordial existence in the home when both husband and wife play their parental roles satisfactory but turns emotional when one parent neglects his or her parental role. When both husband and wife are disenchanted with the parents` role, the financial relationship would be intensified resulting in a further deterioration in family relationship.

A study conducted by Craig, Donald and Suzanne (1997) indicates that divorce is a product of broken homes, therefore children in single –parents families are more likely to drop out of school than in two parents” families. In actual fact, causes of divorce are varied and numerous as revealed by contemporary empirical research and also from others observation. Some of the possible causes include; Socio-economic status, early marriage, pre-marital pregnancy, lack of communication, incompatibility, adultery, external influence, differences in value especially Nigeria.

According to Nabaitu and Bachengan as cited by Abbas, (2010 p-45), the divesting consequences of divorce include:

1. Changes in the life style and tradition of the family
2. Changes in the economic and financial status of the family
The child is psychologically, social and educational development is affected adversely.
3. The couples face so many challenges varying from insecurity; depression; emotional and psychological trauma among other (Imoge, 2002)
4. It promotes single parenthood
5. It can lead a divorced woman into prostitution and a divorced man into sexual promiscuity.
6. It has negative impact on the children of the separated couple. This is because the children may not receive adequate and collective attention from their parent.
7. It breeds miscreant such as prostitute, drug addicts and armed robbers.

8. HIV/AIDS is more prevalence among divorced or separated persons than the marriages ones.

2. 2 Concept of Academic Performance

Issue of Poor Academic Performance in Nigeria has been of much concern to all and sundry. The problem is that, it has led to the widely acclaimed fallen standard of education in Nigeria at large. Student's academic performance is an objective score of attainment after a specified instructional program. Academic performance is the seen as the knowledge attained or skills, shown in the school subject. To indicate such achievement, test scores or marks are assigned by the teachers. It is the school evaluation of the classroom work on the basis of the grades awarded. Academic performance according to Akinboye (2004) is of two types that is positive and negative (poor) performance.

Academic performance as a variable in pupils learning has been a matter of concerned in the present day research. Busari in as cited Ogunduku, & Adeyemo, (2010) defined Academic performance as the display of knowledge attained or skills developed by students in the school subject. It is the level of performance in the subject as exhibited by a students. Academic performance is the exhibition of knowledge attains or skills developed by learners in the school subject usually designed by test scores or by marks assigned by teachers which can be low or high. Academic performance means how well one does in school. Poor grades are considered bad academic performance.

According to Cambridge University Report (2003), Academic performance is frequently defined in terms of examination performance. Academic performance refers to what skills the student has learned as is usually measured through assessment like standardized test, performance assessments and portfolio assessment. Santrock (2006).

The assessment provide information of the student's academic performance across time. Academic performance which is measure by the examination result is one of the major goals of the school. Hoyle (1986) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance.

Academic performance really means three things; the ability to study and remember facts, being able to study effectively and see how facts fit together and form larger patterns of knowledge and being able to think for yourself in relation to facts and thirdly, to be able to communicate Coulson. (2008).

According to Pruett (2010) is the level of performance attain via the combination of inputs from students motivation and conduct.

Adediwura and Tayo (2007 p-40) asserted that academic performance is generally referred to how well a students is accomplishing his or her tasks and studies, but there are quite a number of factors that determine the level and quality of students' academic performance. This no doubt supports the view of Nicholas (2004) that the most current

information on improving academic performance shows that there are three conditional influences linked to levels of academic performance among school pupils.

These influences according to the information include:

1. High quality parenting (the degree to which a young star is provided with an enriched, warm and responsive learning and home environment)
2. High quality child-care environments (stimulating activity and nurturing as reflected in high quality parenting)
3. High quality first-grade classrooms (with a focus on literacy instruction, evaluative feedback, instructional conversation, and encouraging child responsibilities).

Academic performance Index (2010) revealed that academic performance is how students deal with their studies and responsibilities given to them by their teachers. Louis (2012) indicated that academic performance is the ability of students to obtain high grades and standard test scores in school courses, especially courses that are part of the core academic curriculum.

Lavin (2001) gives a valuable definition of the term academic performance as traditionally used, the term “academic performance” refers to some method of stating or expressing a student’s academic rank. Generally this is a grade for a course in a particular subject area, or an average for all courses expressed on a 0-to-100 or other quantitative scale. Ijaiya (2004) noted that academic standard refers to what students should be able to

know and be able to do. It should provide explicit expectations for students at each grade level along with explicit description of the content knowledge and academic skills that are required. Also, Oloyede (2006) noted that academic performance is the actual performance of students in academic subjects and basic knowledge.

Bello (2006) stated that examination is the most viable instrument to measure students' academic performance. Oleyede (2006) opined that the outcome of the examination result will determine who gets promoted to the next class or otherwise.

Abdul (2002) defined academic performance as the students' level of attainment in the grade point average of courses offered in his/her year examination. Adefila (2004) had written answers to graded questions or exercise in one of most popular, reliable and convenient methods of assessing student's progress and achievement. He further asserted that questions and exercises reflect the content of lesson and help considerably towards objective assessment of the student's academic output. Oke (2003) stated that the student's academic performance is germane to their performance in academic endeavors. He asserts that student's academic performance is measure of how well they have mastered the learning tasks presented to them, the way they handle controversial issues and pass relevant judgment and the level at which they pass examination.

In the same vein, Oloyede (2006) asserted that student's academic performance is the main focus in the overall educational performance. Academic performance is referred to as educational outcome. It is a yardstick used to determine how far a student

has mastered a course of study within a given period of time. Academic performance is a veritable tool that can be used to determine and predict the standard of any educational system in Nigeria in terms of its efficiency and effectiveness. It portrays the quality of education offered in Nigeria.

2.3 Causes of Divorce

There are several reasons to divorce, Sondashi as cited by Frank, (2012) asserted that the followings are most general reasons for divorce in African and Nigeria particularly, these are:

(i) Selfishness: Uninhibited pursuit of selfish gratification is a serious cause of broken. People who are impatient and seek quick results and instant gratification give little or no thought to the consequence of broken home.

(ii) Adultery: Marital unfaithfulness is a universal cause of broken home. It brings with it the possibility of being exposed to a number of sexually transmitted diseases, it also create lack of trust among spouse.

(iii) Wife or husband battering: Physical and verbal abuse are two types of pain that can be inflicted on one spouse by the other. Men are often known with the manner of beating their wives, although there are some women who also beat their husband. Such action may terminate marriage.

(iv) Wrong choice of partners: Most people gets married to the wrong person simply because they are carried away by their physical looks, material wealth and not minding their character. This is why many marriages turn out to be unhappy.

(v) Barrenness: Another most shattering problem in marriage is failure to have children. According to Wieland (1980), the supreme purpose of marriage according to Africa people is to bear children, to build a family, to extend life and hand down the living torch of human existence.

(vi) Parental interference: Some parents involve themselves with their children's marriage. They sometimes make demands which are excessive and certainly very difficult to meet. Some are domineering and would like to rule their children's marriage.

(vii) Social and economic pressure: Female employment are opposed by many men, they will not allow their wife take any employment, when the wife insist marriage collapse. Broken home occurs for so many different causes and reasons.

In Africa and particularly Nigeria, the following are known to be the causes of divorce, alcohol addition, abandonment, physical abuse, emotion abuse, irreconcilable differences, financial problems, interferences from parents or in-laws, lack of maturity, sexual incompatibility, religions conversion, cultural and life style differences, criminal behaviors and incarceration for crime among others (Frank, 2012 p-51).

According to Olatunde and Abisola (2010), divorce is believed to exercise some detrimental effect on the emotional status of students. The center for marriage and families at the Institute for American Value (2005) notes that marital breakup (divorce) is associated with a higher incidence of antisocial behaviors as the parent appears less able to supervise and monitor their children and these will go a long way to influence on students' academic performance.

MBA (as cited by Ibegwam, 2013 p-14) outlined some of the causes of divorce in the traditional marriage system in Nigeria to include the following:

Changing family functions: Many things done by the family such as education and recreation have been taken over by outside agencies.

(i) Casual marriage: This bring about hasty marriage and quick broken home

(ii) Job for women: Women are no longer dependent on men for their livelihood and they feel freer to leave when difficulties arise in the marriage.

(iii) The philosophy of happiness: The main goals of marriage are personal satisfaction and happiness when these goals are not met the marriage is dissolved new mates are sought.

Therefore, divorce (separation) is a legal agreement by which husband and wife chosen not live together. Divorce is the removal of children from a care giver (s) to

whom they are attached. Separation free parents from the burden of child rearing. Caye as cited by Ibegwan, (2013). Divorce have both positive and negative influence.

Divorce limits can be established for parental behaviors and the child will get the message that the society will protect him or her even if the parents will not. Divorce is a legal way of dissolving a marriage between two people. Divorce is a family as well as personal crises. Aprons as cited in Ibegwan (2013), describes it as a process that entails psychological risk as well as opportunity for the development of the stakeholders. Divorce are associated with heart rending emotions, unspeakable sadness, depression anxiety and much more. It leads to the creation of two households rather than one, with consequent increases cost and all parties involves may suffer these effect.

2.4 Ways of Minimizing Divorce in Marital Relationship

According to Nabaitu and Bachengan as cited by Abbas, (2010), the consequences of divorce especially on the academic performance of a student's cannot be overemphasized. The following are therefore the ways of reducing the occurrence of divorce in Nigeria and elsewhere, these are;

1. A couple can significantly improve their changes of mental success by devoting as little as 15 minutes a day exclusively to each other. For instance you could wake up a little earlier and spend the extra time in bed cuddling, and reaffirming your love for each other. Take time each day to have meaningful conversation with each other.

2. Compliment your spouse regularly both in private and in front of others.
3. Love your spouse in the way he/she wants to be loved; we often make mistake of assuming that the things that touch our hearts the most deeply will affect our partner in the same way. If you don't already know, find out what your spouse yearns for, and then deliver it with love.
4. Take care of your appearance; Look your best for your spouse. Lose the ratty sweat pants or frayed sweater he/she hates so much you can find other comfortable clothes that aren't a complete turn-off for your partner.
5. Remain faithful; Alford-cooper as in Abbas, (2010) studies 576 couples who had been married for 50 years or more in 1998, she released her findings in the book for keeps: marriages that last a lifetime in her study, she found that 95% of the spouse agreed that fidelity was essential to a successful marriage and 94 percent agreed or strongly agreed that marriage is a long-term commitment to one person. 90 percent of the couples she surveyed said that they were happily married after 50 years and above.
6. Do things together; It is a common factor of Long-term happy marriage that the spouses regularly do things together that they find fun and exciting.
7. Spend time apart; You take a pottery course while your spouse plays hockey, you play bridge and your partner collects stamps. You don't have to love everything your partner loves, but you do have allowed him/her the freedom to pursue cherished hobbies.

8. Be friends with your partner; Gottman as cited by Salihu, (2008) a psychologist who claims his research will predict with 91 percent accuracy whether a couple will stay together-says the key to marital happiness and success is friendship. Gottman based his findings on 25 years of marital research which he presented in his book the seven principles for making marriage work.

9. The terms of endearment; Top Los Angeles divorce attorney Phillips as in Salihu, (2008) says flowers, candy, cards and gift are all wonderful tokens of love, but if you really want your romance to last, you must practice some marriage-saving steps. She advises couples to spell out the basic of their relationship in a yearly contract.

10. Say “I love you” every day. This is crucial when you are not feeling the sensation of love, at these times; you have to actively generate it. Saying those three little words and performing loving gestures, will warm both you and your spouse’s hearts.

2.5 Theoretical Framework

According to humanist Psychologist Abraham Maslow, our actions are motivated in order achieve certain needs. Maslow first introduced his concept of a hierarchy of needs in his 1943 paper “A Theory of Human motivation” and his subsequent book motivation and personality. This hierarchy suggests that people are motivated to fulfill basic needs before moving on to other, more advanced needs. While some of the existing schools of thought at the time (such as psychoanalysis and behaviorism) tended to focus

on problematic behaviors, Maslow was much more interested in learning more about what makes people happy and the things that they do to achieve that aim. As a humanist, Maslow believed that people have an inborn desire to be self-actualized, to be all they can be. In order to achieve these ultimate goals, however, a number of more basic needs must be met first such as the need for food, safety, love, and self-esteem, from basic needs to more complex needs.

This hierarchy is most often displayed as a pyramid. The lowest levels of the pyramid are made up of the most basic needs, while the more complex needs are located at the top of the pyramid. Needs at the bottom of the pyramid are basic physical requirements including the need for food, water, sleep, and warmth. Once these lower-level needs have been met, people can move on to the next level of needs, which are for safety and security. As people progress up the pyramid, needs become increasingly psychological and social. Soon, the need for love, friendship, and intimacy become important. Further up the pyramid, the need for personal esteem and feelings of accomplishment take priority. Like Carl Rogers, Maslow emphasized the importance of self-actualization, which is a process of growing and developing as a person in order to achieve individual potential.

Types of Needs

Maslow believed that these needs are similar to instincts and play a major role in motivating behavior. Physiological, security, social, and esteem needs are deficiency needs (also known as D-needs), meaning that these needs arise due to deprivation.

Satisfying these lower-level needs is important in order to avoid unpleasant feelings or consequences. Maslow termed the highest-level of the pyramid as growth needs (also known as being needs or B-needs). Growth needs do not stem from a lack of something, but rather from a desire to grow as a person. Maslow (1943) Five Levels of the Hierarchy of Needs. These are five different levels in Maslow's hierarchy of needs:

1. Physiological Needs: These include the most basic needs that are vital to survival, such as the need for water, air, food, and sleep. Maslow believed that these needs are the most basic and instinctive needs in the hierarchy because all needs become secondary until these physiological needs are met.

2. Security Needs: These include needs for safety and security. Security needs are important for survival, but they are not as demanding as the physiological needs. Examples of security needs include a desire for steady employment, health care, safe neighborhoods, and shelter from the environment.

3. Social Needs: These include needs for belonging, love, and affection. Maslow described these needs as less basic than physiological and security needs. Relationships such as friendships, romantic attachments, and families help fulfill this need for companionship and acceptance, as involvement in social, community, or religious groups.

4. Esteem Needs: After the first three needs have been satisfied, esteem needs becomes increasingly important. These include the need for things that reflect on self-esteem, personal worth, social recognition, and accomplishment.

5. Self-actualizing Needs: This is the highest level of Maslow's hierarchy of needs. Self-actualizing people are self-aware, concerned with personal growth, less concerned with opinions of others, and interested in fulfilling their potential.

2.5.2 Aguilera Psychological Model (2008 p-25)

Aguilera described four (4) processes of how mental health concerns in humans are being generated with his psychological model.

Human organism

State of equilibrium

State of disequilibrium

Need to restore equilibrium

1. Human organism is an individual person.
2. State of equilibrium: a balanced state of mind when individual is free from physical, psychological, emotional and social problems.
3. State of disequilibrium: is when individual is in a state of physical, emotional, psychological and social problems.
4. Need to restore back to equilibrium state of mind devoid of mental health concerns for effective and efficient mental stability for coping with life challenges.

In respect to the theory cited above, if learning is accepted to be a cognitive process then, good mental health is very crucial to achieving effective learning. The Aguilera psychological theory explained how mental health conditions can be enhanced. When the human mind is at an equilibrium state, it implies that the pupil has good mental health and the

ability for effective learning is there for such an individual but if the mind of a pupil is at disequilibrium state, it means that such a pupil has find him/herself in bad state of mental health and such a mind can-not ready for effective learning, as such parents should create psychological friendly home environment for their children.

2.5.3 Social Learning Theory by Albert Bandura

One of the most influential learning theories, the Social Learning Theory (S.L.T), was formulated by Albert Bandura. It encompasses concepts of traditional learning theory and the operant conditioning of B.F Skinner.

Basic Concepts of Social Learning Theory

The Social Learning Theory also known as observational Learning says that people can learn by watching other people performing the behavior. Observational learning explains the nature of children to learn behaviours by watching the behavior of the people around them, and eventually, imitating them. With the BoboDoll experiment(s), Bandura included an adult who is tasked to act aggressively toward a BoboDoll while the children observe him. Later, Bandura let the children play inside a room with the BoboDoll. He affirmed that these children imitated the aggressive behavior toward the Doll, which they had observed earlier. After his studies, Bandura was able to determine 3 basic models of observational learning, which include:

A Live Model, which includes an actual person performing a behavior. It concerns physical performance of the body and not verbal instruction or the use of symbols

A Verbal Instruction Model, which involves telling of details and descriptions of a behavior.

A Symbols Model, which includes either a real or fictional character demonstrating the behavior via movies, books, television, radio, online median and other median source. The state of mind (Psychological well-being) is crucial to learning. In this concept, Bandura stated that not only external reinforcement or factors can affect learning and behavior. There is also what he called intrinsic reinforcement, which is in a form of internal reward or a better feeling after performing the behavior (e.g sense of accomplishment, confidence, satisfaction, etc.). Learning does not mean that there will be a change in the behavior of an individual.

Modeling Process of Social Learning Theory

The Modeling Process developed by Bandura (1986 p-32) helps us understand that not all observed behaviors could be learned effectively, nor learning can necessarily result to behavioral changes. The modeling process includes the following steps in order for us to determine whether social learning is successful or not:

Step 1: Attention

Social Cognitive Theory implies that you must pay attention for you to learn. If you want to learn from the behavior of the model (the person that demonstrates the behavior), then you should eliminate anything that catches your attention other than him. Also, the more interesting the model is, the more likely you are to pay full attention to him and learn.

Step 2: Retention

Retention of the newly learned behavior is necessary. Without it, learning of the behavior would not be established, and you might need to get back to observing the model again since you were not able to store information about the behavior.

Step 3: Reproduction

When you are successful in paying attention and retaining relevant information, this step requires you to demonstrate the behavior. In this phase, practice of the behavior by repeatedly doing it is important for improvement.

Step 4: Motivation

Feeling motivated to repeat the behavior is what you need in order to keep on performing it. This is where reinforcement and punishment come in. You can be rewarded by demonstrating the behavior properly, and punished by displaying it inappropriately.

It could be noted from Bandura theory that children's first few years of life are crucial to the development of language and social skills. Social Learning Theory has been useful in explaining how people children can learn new things and develop new behaviours by observing other people, when the parents are well behaved and fully aware that their children will look unto them as a role model, they should possibly manage their home for benefit of their children. This will facilitate children attention, retention, reproduction and as well as a source motivation for them in school.

2.5.4 Learned Helplessness Theory by Martin Seligman (1970)

Kenyon (2006) revealed that the theory had a major influence on psychological research onto depression in the 1970s when Martin Seligman was investigating the effects of inescapable shock on active avoidance learning in dogs. Seligman applied the theory of Pavlovian classical conditioning and administered several shocks Unconditioned Stimulus (US) paired with a Conditioned Stimulus (CS) the experiment was carried out by putting the dogs in conditioned shuttle-box where they could avoid shock by jumping over a barrier. The shuttle-box was proposed to study the role of skinner operant conditioning in learning. Unfortunately most of the dogs failed to learn how to avoid shock. Seligman opined that prior exposure to inescapable shock interfered with the ability of avoidance. Seligman used learned helplessness to describe the concept.

Yen (1998) reported that the conditioning dog was shocked and nothing happened. The dog laid there. The experimenter placed a normal dog into the shuttle-box. This dog neither had nor experienced escapable shock, when the experimenter applied the shock the dog jump over the fence to other side of the box. Obviously, what the conditioned dog learned in the hammock was that trying to escape from the shocks is futile, the dog learned to be helpless. The learned helplessness was extended to human behaviour, providing a model for explaining depression, a condition which is characterized by a lack of affect and feeling. Individuals who are depressed go through similar experience, because they learn to be helpless. Yen (1998) revealed that the assumption of the theory is that people who are depressed learned that whatever they did is futile. Because they

feel they have no control over the environment. Seligman observed that a depressed person thought about bad event in more pessimistic ways than a person who did not experience depression.

For example, let's say you fail an Eng. Exam. How do you explain why? You could think: (1) I am stupid (2) I am not good in Eng. (3) I was unlucky, it was Friday the 13th (4) The Eng. Teacher is prejudiced (5) The Eng. Teacher grades hard. (6) I was feeling ill that day (7) The Eng. Teacher gave an especially hard test this time (8) I didn't have time to study (9) The teacher grades on a curve. (Kenyon, 2006)

Yen (1998) reported that Seligman found these explanations could be dichotomized into three dimensions; personalization, internal and external pervasiveness; specific Vs. universal and permanent; temporary Vs. permanent. The finding revealed that the most pessimistic explanatory style is correlated with the most depressed, and permanent this reaction means a sense of discouragement, helplessness and despair, on the other hand the optimistic person would blame something else like the Eng. Teacher gave me a hard test this time. The most optimistic explanatory style is external, specific and temporary. The explanatory style reverses. For a good test result on Eng., the depressive would say I was lucky that day, disregarding his intelligence. The optimistic would say in a way which is more encouraging, such as "I am smart.

The relationship of this theory to the study is that, individuals who are depressed feel that since the condition is uncontrollable, they lose hope because they learned they are helpless. Pupils whose two parent are not together to create supportive and friendly

environment for their holistic development feel depressed and helpless, because the environment is not favorable to facilitate their academic success. Moreover, if proper care or support is provided by the professional trained guidance counselors, the child may recover from the depression and others psychological problems

2.6 Review of Empirical Studies

Olatunde and Abisola (2010) conducted a research on broken homes and academic performance of adolescents in secondary schools in Ibadan, Nigeria. Data were collected from 200 subjects comprising 100 male and 100 female students whose ages range between 11 and 21 years. The study adopted descriptive survey research design due to the nature of the problem investigated and was conducted in 25 secondary schools in Ibadan, Nigeria. The instrument for data collection was a structured questionnaire that reflected the research questions. The collected data were analyzed using spearman correlation co-efficient to ascertain the statistical relationship in the hypotheses tested at 0.05 level of significance. Findings among other revealed that there is a significant difference between the academic performance of junior and senior adolescents from broken and intact homes.

Ogbeide, et al. (2013) worked on Influence of broken homes on secondary school student`s academic performance in Esan West Local Government Area of Edo State, Nigeria. A stratified random sampling method was employed to select four schools from the population of schools and also 25 students were selected from each sampled school which cut across JSS1 to SS2. Five students where again selected from each class making

a total of 100 respondents used for the study. The respondent comprised of 48 students from broken homes and 52 from intact homes. The instrument for data collection was a questionnaire entitled: Influence of Broken Homes on Secondary School Students Assessment Test (IBHSSAST). The questionnaire was administered to the 100 respondents and data collected were analyzed using t-test statistical method. The result indicated that there is a difference in the academic performance of the students from broken homes and those of intact homes. The result further shows that those from intact homes performed better academically than their counterpart from broken homes.

Akomolafe et al. (2011) conducted a research on Impact of family type on secondary school students' academic performance in Ondo State, Nigeria. Three hypotheses were formulated. The study adopted descriptive research design of ex-port facto. The researcher did not manipulate the students' academic performance which is the dependent variable of the study. Three hundred secondary students were randomly selected as the sample of the study. Their age ranged between 13 and 20 years. Out of the 300 students who participated in the study, 122(40.67%), 111(37%), 67(22.33%) were from monogamous, polygamous and single-parent families respectively. Data collected were analyzed using the t-test statistical analysis and Analysis of Variance (ANOVA). Academic performance was determined by the average score of each student in all his/her subjects. The findings of the study revealed that family type significantly influence academic performance of secondary school students. This implies that, monogamy,

polygamy and single-parenthood are important determinants of academic success in schools.

Igbinosa (2014) carried out a research on Influence of broken homes on academic performance and personality development of the adolescents in Lagos State Metropolis. The target population of the study comprised adolescents from all junior secondary school students in Lagos Metropolis. The accessible population consists of students in government owned junior secondary school in Kosofe local Government Area of Lagos State. The sample size for this study consisted of two hundred (200) adolescents randomly selected with the use of stratified and simple random sampling technique. Fifty students comprising twenty five male and twenty five female were selected from each of the school. The age of the participant range between 15-21 years. The researcher adopted descriptive survey research design. Hypothesis one and two were tested with t-test statistics and three was tested using Pearson Product Moment Correlation statistical method. The three hypotheses were tested at 0.05 level of significance. The result shows that significant different exist between single parenting and academic performance, also educational attainment of parent has significant different on academic performance and the result also revealed positive between broken home and academic performance.

Frank (2012) focused on the influence of broken homes on pupil academic performance in selected schools in Mbala District; Lesson for school Managers;

University of Zambia. A case study design was used which combined both qualitative and quantitative method in data collection and analysis.

The researcher was aware and knew who to interview to collect the required information. The following was the sample that was selected and interviewed; 3 high school head-teachers, 30 high school teachers, 30 high school pupils, 3 high school Guidance teachers etc. A total number of ninety one respondents were interviewed the instrument mainly used a four point likert scale in order to get the levels of agreement or disagreement on a series of statement. Descriptive statistics were used in the analysis of quantitative data. Numerical data were manually summarized using frequency distributions, percentages and table. The study found that broken homes contributed to poor pupil performance in most cases. Difference was found in performance with pupils from intact families out performing pupils from broken families in the subject they were tested. The study noted that pupils from broken families, experiences a lot of emotional difficulties as they try to cope with changes brought about by their parents' divorce or separation. However, it was noted that not all children from broken families performed poorly in class. The study found that the home environment was critical in the academic performance of pupils, as learning whether at home or school occurred through the environment.

Uwaifo (2008) conducted study on effects of family structure and parenthood on the academic performance of Nigerian University students. The survey design was

employed in investigating the effects of family structure and parenthood on the academic performance of Nigerian University students, the instrument used for data collection were academic performance test on Biology and Agric (APTBA), three null hypotheses were tested used t-test at 0.05 alpha level. The total of 250 respondents took part in the study. Study found significant difference between the academic performance of students from single parent family and those from two-parent family and those from two-parent family structure.

Edebor (2015) conducted research on the Influence of post-traumatic stress disorder on academic performance among junior secondary school students in River State. The study employed Expo-factor design. Four research questions were answer and four null hypotheses were tested at 0.05 alpha level. Pearson product moment correlation coefficient (r) was adopted in the study. The population of 2,200 junior secondary school (JSS III) students in five local government areas in River State constituted the population for the study. The sample of the study was 327 students identified as traumatized students from their responses in the instrument. The aggression scale, anxiety scale and depression scale was used to elicit information on the relationship between aggression, anxiety, depression and academic performance was obtained using their mean scores on the three subjects English, Mathematics and Social Studies. The findings revealed significant relationship exists between level of aggression, anxiety and depression and academic performance of junior secondary school students of River State. This implies that, the

level of aggression, anxiety and depression students face are significantly related and also affect their Academic Performance.

Salihu (2008) conducted research on the Relationship of divorce, social adjustment and academic performance among junior secondary school in Kuje Area Council Abuja. The study adopted descriptive survey design. The total of 350 respondents from divorce homes took part in the study. Academic Performance Test on Social Studies and Integrated Science was used for data collection (APTSSIS). Four hypotheses were tested using Pearson product movement correlation (r) at 0.05 alpha level. Based on the result obtained, significant relationship exist between divorce, level of social adjustment and academic performance among junior secondary school students` in Kuje Area Council Abuja, Nigerian.

Bello (2006) focused on Relationship between teacher`s disciplinary style and students` academic performance in East Local Government Area Secondary Schools Kwara State. The study adopted Correlational design to investigating relationship between these two variables. Four research questions were addressed by the study, three null hypotheses were tested at 0.05 level of significance. Pearson product movement correlation coefficient (r) was adopted for the study, the population of 8950 teachers and students in East Local Government Area in Kwara State. The sample of 320 respondents took part in the study with 160 as teachers and 160 as students. The teacher disciplinary style questionnaire was used to elicit information on the relationship between teacher`

disciplinary style and students' academic performance. The findings revealed that there was significant relationship between teacher's disciplinary style and students' academic performance. This implies that, teacher's disciplinary style in regard to school activities go a long way to influence students' academic performance.

Mustapha (2016) investigates the influence of broken home on school adjustment and academic performance among secondary school students in Zaria metropolis, Kaduna State, Nigeria. The study employed an ex-post factor design. The total population for the study was 23,094 students. 259 respondents took part in the study. Questionnaire and academic performance test in English Language and Mathematics were used for data collection. Four research questions and hypotheses were formulated to guide the conduct of the study. Independent t-test and ANOVAN were used to test the hypotheses. It was found that there is no significant difference in school adjustment among students whose parents are dead, divorce and separated ($f = 1.106, p = .342$), it also reveals that there is significant difference in academic performance among students whose parents are dead, divorced and separated ($f = 4.015, p = .027$), among other study also indicates that there is no significant difference between academic performance of male and female students from broken home ($t = .261, p = .796$).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Preamble

Research methodology is the specification of procedure of collecting and analyzing the data necessary to solve the problems at hand. The purpose of this chapter is to provide data that should be adopted in order to attain the objective of the study. These are contained in the following such as, research design, area of study, scope of the study, population of the study, sample and sampling technique, data collection procedure, instrument validity and reliability, administration and data analysis procedure.

3.1 Research Design

According to Anikpo (1986), a research design is a blueprint or organizational scheme for any step in the research process. Research design answers the fundamental question of how the study subjects was brought into scope of the research setting to yield the required data (Abdellah and Levine, 1979).

The two approaches to research design are the case study method and the survey method. This study used the survey research design to collect data from a sample of participants. The study's goal is to investigate the impact of divorce on children's educational pursuit in Oredo Local Government Area of Edo State.

3.2 Population of the Study

The population of the study comprised of (3) selected public secondary School which comprised of Ogbe Secondary School, Akenzua Secondary School and Ihogbe Secondary School all in Oredo Local Government Area, of Edo State.

3.3 Sample Technique and Sample Size

The researcher used the simple random sampling techniques to select those that participated in the study. A sample size of (3) secondary school in the study areas were selected for the study and fifty (50) respondents was randomly selected from each school. Therefore, the sample size of this study was one hundred and fifty (150) participants.

3.4 Research Instrument

The questionnaire was a combination of structured question with multiple choice answer for the respondents to choose from. The questions asked in the questionnaire were well structured so as to elicit responses from the respondent. The questionnaires were administered to the students and teachers in the selected schools in Benin City. The questionnaire were divided into two sections.

Section A comprised of the socio-demographic characteristics of the respondents, while Section B covered the subject matter under discourse. The questionnaires was a semi-structured questionnaire

3.5 Method of Data Collection

The researcher employed the use of a one-time survey in the collection of data. This is intended as it is time saving and cost effective.

3.6 Method of Data Analysis

The retrieved copies of questionnaire were analyzed using simple statistical analysis such as frequency and percentage in describing the responses of students to the various items in the questionnaire. This was displayed using tables and charts.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter present the analysis of data collected, interpretation and discussion of results, according to the research Questions.

4.1 Analysis of Research Questions

Frequency count and simple percentage was used to analyze the YES and NO responses. The decision of the YES and NO responses was such that any score greater than or equal to 50% was taken as agreed and any score below 50% as disagree.

4.2 Analysis of the Respondents' Bio-Data

Gender Distribution of the Respondents

Table 4.1: Gender Distribution of the Respondents

Gender	Frequency	Percentage
Male	68	45.3%
Female	82	54.7%
Total	150	100%

Table 4.1 shows that there are more female respondents (54.7%) than their male (45.3%) counterparts. This implies that female students participated more in this study than their male counterpart.

Age of the Respondents

Table 4.2: Distribution of the Respondents by Age

Age	Frequency	Percentage
14 – 16	89	59.3%
17 – 19	41	27.3%
20 and above	20	13.3%
Total	150	100%

Table 4.2 shows the age distribution of the respondents. The table reveals that 59.3% of the respondents are within the age bracket of under 14 - 16 years, 27.3% are within 17 - 19 years, 13.3% are within the age bracket of 20 above years. This implies that majority of the respondents are within the age range of under 14 - 16 years.

Ogbe Secondary School Respondents

Table 4.3: Distribution of the Respondents by Ogbe secondary school

Gender	Frequency	Percentage
Male	19	38%
Female	31	62%
Total	50	100%

Table 4.3 shows that there are more female respondents (62%) than their male (38%) counterparts in Ogbe secondary school. This implies that female students participated more in this study than their male counterpart.

Akenzua secondary school Respondents

Table 4.4: Distribution of the Respondents by Akenzua Secondary School

Gender	Frequency	Percentage
Male	23	46%
Female	27	54%
Total	50	100%

4.4 shows that there are more female respondents (54%) than their male (46%) counterparts in Akenzua secondary school. This implies that female students participated more in this study than their male counterpart.

Ihogbe Secondary School Respondents

Table 4.5: Distribution of the Respondents by Ihogbe Secondary School

Gender	Frequency	Percentage
Male	29	58%
Female	21	42%
Total	50	100%

Table 4.5 shows that there are more male respondents (58%) than their female (42%) counterparts in Ihogbe secondary school. This implies that male students participated more in this study than their female counterpart.

Class of the Respondents

Table 4.6: Distribution of the Respondents by class

Class	Frequency	Percentage
JSS 3	22	14.6%
SSS 1	28	18.6%
SSS 2	39	26%
SSS 3	61	40.6%
Total	150	100%

Table 4.6 shows the class of the respondents. The table reveals that 14.6% of the respondents are in JSS 1 class, 18.6% of the respondents are in SSS 1 class, 26% of the respondents are in SSS 2 class. While 40.6% of the respondents are in SSS 3 class. This implies that majority of the respondents are in SSS 3 class

Research Question One: What are the impacts of divorce on child educational pursuit in Oredo Local Government Area of Edo state?

Table 4.7: Mean response on the impacts of divorce on child educational pursuit in Oredo Local Government Area of Edo state.

S/n	Items	SA	A	SD	D
1	Divorce present a real danger to emotionally personality and mental adjustment of young children	62 (41.3%)	48 (32%)	13 (8.6%)	27 (18%)
2	Divorce has been identified as one of the greatest factors affecting student academic performance.	73 (48.6%)	56 (37.3%)	09 (6%)	12 (8%)
3	Divorce is characterized abnormal personality and mental adjustment.	38 (25.3%)	11 (7.3%)	56 (37.3%)	45 (30%)
4	Inappropriate social, psychological moral and academic performance development from divorce.	45 (30%)	67 (44.6%)	18 (12%)	20 (13.3%)

Table 4.7 reveals the impacts of divorce on child educational pursuit in Oredo Local Government Area of Edo state, the table shows that student response on divorce present a real danger to emotionally personality and mental adjustment of young children with a percentage of SA(41.3%), A(32%), students comment that divorce has been identified as one of the greatest factors affecting student academic performance with a percentage of SA(48.6%), A(37.3%), students disagreed that divorce is not characterized abnormal personality and mental adjustment with the percentage of SD(37.3%), D(30%), students agree that Inappropriate social, psychological moral and academic performance development from divorce. with a percentage of SA(39%), A(44.6%) This implies that the impacts of divorce on child educational pursuit in Oredo Local Government Area of Edo state is of high extent.

Research Question Two: What is the relationship between impact of divorce and child educational pursuits in Oredo Local Government Area of Edo state?

Table 4.8: Mean response on the relationship between impact of divorce and child educational pursuits in Oredo Local Government Area of Edo state.

S/n	Items	SA	A	SD	D
5	Level of income of the parent is predicated on the socio-economic status	72 (48%)	50 (33.3%)	16 (10.6%)	11 (7.3%)
6	Children educational attainment could suffer if their tuition fees are not paid promptly	89 (59.3%)	48 (32%)	04 (2.6%)	09 (6%)
7	Child academic performance could be affected due to lack of motivation	81 (54%)	67 (44.6%)	0 (0%)	2 (1.3%)
8	Children from broken homes perform poorly in schools.	52 (34.6%)	64 (42.6%)	21 (14%)	13 (8.6%)

Table 4.8 reveals the relationship between impact of divorce and child educational pursuits in Oredo Local Government Area of Edo state. the table shows that respondents agree that the level of income of the parent is predicated on the socio-economic status with the percentage of SA(48%), A(33.3%), respondents also agreed that children educational attainment could suffer if their tuition fees are not paid promptly with the percentage of SA(59.3%), A(32%) while respondents agreed that child academic performance could be affected due to lack of motivation with the percentage of SA(54%),

A(44.6%) and respondents agreed children from broken homes perform poorly in schools with percentage of SA(34.6%), A(42%). This implies that the relationship between impact of divorce and child educational pursuits in Oredo local government Area of Edo state is of high extent.

Research Question three: What is the appropriate ways to deal with child educational pursuit on divorce in Oredo Local Government Area of Edo state?

Table 4.9: Mean response on the appropriate ways to deal with child educational pursuit on divorce in Oredo Local Government Area of Edo state

S/n	Items	SA	A	SD	D
9	Child motivation should come from both parents	92 (61.3%)	58 (38.6%)	0 (0%)	0 (0%)
10	Parents should meet the child emotional needs	88 (58.6%)	61 (40.6%)	0 (0%)	1 (0.6%)
11	Tuition fees shouldn't be delayed	78 (52%)	72 (48%)	0 (0%)	0 (0%)
12	Child should feel loved by both parents	89 (59.3%)	61 (40.6%)	0 (0%)	0 (0%)

Table 4.9 reveals the appropriate ways to deal with child educational pursuit on divorce in Oredo local government Area of Edo state. the table shows that respondents agree that Child motivation should come from both parents with the percentage of SA(61.3%), A(38.6%), respondents also agreed that parents should meet the child emotional needs with the percentage of SA(58.6%), A(40.6%) while respondents agree that tuition fees shouldn't be delayed with the percentage of SA(52%), A(48%) and respondent agreed that child should feel loved by both parents with the percentage SA(59.3%), A(40.6%). This implies that the appropriate ways to deal with child educational pursuit on divorce in Oredo Local Government Area of Edo State is very high.

4.3 Discussion of Findings

Based on the results obtained from the presentation and analysis of data, the discussion of the major findings of the study is as follows:

Research question one was aimed at finding out the impacts of divorce on child educational pursuit in Oredo Local Government Area of Edo state. The study revealed that students agreed that divorce present a real danger to emotionally personality and mental adjustment of young children, divorce has been identified as one of the greatest factors affecting student academic performance, Inappropriate social, psychological moral and academic performance development from divorce however but student disagree that divorce is characterized abnormal personality and mental adjustment.

According to a study conducted by Craig, Donald and Suzanne (1997) indicates that divorce is a product of broken homes, therefore children in single – parents families are more likely to drop out of school than in two parents“ families.

From table 2, which revealed that the impacts of divorce on child educational pursuit in Oredo Local Government Area of Edo state to a high extent.

The second research question was to discover the relationship between impact of divorce and child educational pursuits in Oredo Local Government Area of Edo state. According to Baum (2003) most of the fathers from divorced family do not make fare to their children. Their contact with their children declines over time. The relationship that divorced fathers have with their sons, often troubled before the divorce, tends to get significantly worse after the breakup. He added that, the higher the level of conflict during the divorce, the more likely the distance between father and his children.

However, divorced fathers who live close to their children and see them more often tend to retain the affection of their children more (Cooney, 1994).In addition to that, the relationships of father to daughter and mother to son have their own special winds. Boys, especially if they are living with their mother, respond with more hostility to parental divorce than girls do, both immediately after the divorce and for a period of years thereafter. Girls often charge worse when living with adult men, either their father or a stepfather (Patrick and Aaron, 2012).

From the table it was obtained, which shows the impacts of divorce on child educational pursuit in Oredo Local Government Area of Edo State to a high extent is high.

The impression gotten from the analysis of research question three is the appropriate ways to deal with child educational pursuit on divorce in Oredo Local Government Area of Edo state. The study reveal that student's Child motivation should come from both parents, Parents should meet the child emotional needs, Tuition fees shouldn't be delayed and Child should feel loved by both parents. According to Phillips as in Salihu, (2008) says flowers, candy, cards and gift are all wonderful tokens of love, but if you really want your romance to last, you must practice some marriage-saving steps. She advises coupled to spell out the basic of their relationship in a yearly contract. The study which was revealed that the appropriate ways to deal with child educational pursuit on divorce in Oredo Local Government Area of Edo state is to a high extent.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the Study

The study explore the Impact of divorce on children's educational pursuit in Oredo Local Government Area of Edo State. The objectives of the study is to identify the impact of divorce on child educational pursuit in Oredo Local Government Area of Edo State, to assess the relationship between the identified impact of divorce and child educational pursuit in Oredo Local Government Area of Edo State and to suggest the effective ways of dealing with child educational pursuit A total of 150 copies of the questionnaires were distributed to the respondents and 150 were retrieved and found usable, resulting to 100% response rate. The summary of the research findings are as follows:

- Divorce on children educational pursuit affect students because of the present a real danger to emotionally personality and mental adjustment of young children and the Inappropriate social, psychological moral and academic performance development from divorce.
- The appropriate ways to deal with divorce is child motivation should come from both parents, Parents should meet the child emotional needs, Tuition fees shouldn't be delayed and Child should feel loved by both parents

From the analysis of data, the following findings were deduced as answers to the research questions previously asked:

- The impacts of divorce on child educational pursuit in Oredo Local Government Area of Edo state is of high extent.
- The relationship between impact of divorce and child educational pursuits in Oredo Local Government Area of Edo state is of high extent.
- The appropriate ways to deal with child educational pursuit on divorce in Oredo Local Government Area of Edo State is very high.

5.2 Conclusion

Based on the findings of the study, it has been confirmed that Impact of divorce on children's educational pursuit in Oredo Local Government Area of Edo State was examined and some basic knowledge on how divorce impact educational pursuit. it has the ability to influence the children educational pursuit as a whole. From the study, it can be deduced that Divorce has been identified as one of the greatest factors affecting student academic performance, Child academic performance could be affected due to lack of motivation, Parents should meet the child emotional needs, Child should feel loved by both parents and Tuition fees shouldn't be delayed. However, several recommendations for the study have been presented. This necessitates careful consideration of the tactics to be used on the impact of divorce children educational pursuit.

5.3 Recommendations

In the light of the findings of this study, the following recommendations are made:

- There should be intensify efforts in the prevention of parental divorce through policies and conducive environment that foster marital stability.
- Proper Education on the need for successful marital life: Children from broken homes should be given proper education as to the need of having a proper and successful marriage devoid of divorce. This will help them not to see divorce as an option but an abnormally to be avoided.
- Affirmation of Parental Love: Parents (whether as single parent or not) should constantly affirm their love to their children. It may mean, the children spending quality time with both parents (though both are residing separately).
- Adequate Provision to carter for children's welfare: Where eradication of divorce is not possible, parents should make adequate plans to take care of the psychological, emotional and economic needs of their children. Plans for the education of the children should be adequately made to avoid the children from becoming dropouts in school. This should also include plans for other financial needs of the children

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APPENDIX

QUESTIONNAIRE

Department of Social Work
Faculty of Social Science
University of Benin
Benin City

Dear Sir/Madam,

I am conducting a study titled Impact of Divorce on Children's Educational Pursuit in Oredo Local Government Area of Edo State. It is one of the requirements for the award of a Bachelor Degree in social work. I would appreciate your participation in completing this questionnaire because your opinion would be valuable to the study.

Please, be assured that there is no right or wrong answers and information provided in this questionnaire is purely for academic purpose and therefore would be treated with utmost Confidentiality.

Thank You.

Yours faithfully,

Igbineweka Edamwen Gladys

Please, read each question and tick or fill the statement that clearly reflects your view:

Section A: Demographic Profile

1. Gender Male [] Female []

2. Age: 14-16 [] 17-19 [] 20 and Above []

3. School: Ogbe Secondary School [] Akenzua Secondary School [] Ihogbe Secondary School []

4. CLASS: JSS3 [] SS1 [] SS2 [] SS3 []

Section B: Impact of Divorce on Children's Educational Pursuit in Oredo Local Government Area of Edo State

Please tick marks the most appropriate response as per the scale below.

SA = 4, A = 3, SD = 2, D = 1

S/n	Items	SA	A	SD	D
	What are the impacts of divorce on child educational pursuit in Oredo Local Government Area of Edo state?				
1	Divorce present a real danger to emotionally personality and mental adjustment of young children.				
2	Divorce has been identified as one of the greatest factors affecting student academic performance.				

3	Divorce is characterized abnormal personality and mental adjustment				
4	Inappropriate social, psychological moral and academic performance development from divorce.				
	What is the relationship between impact of divorce and child educational pursuits in Oredo Local Government Area of Edo state?				
5	Level of income of the parent is predicated on the socio-economic status				
6	Children educational attainment could suffer if their tuition fees are not paid promptly				
7	Child academic performance could be affected due to lack of motivation				
8	Children from broken homes perform poorly in schools.				
	What is the appropriate ways to deal with child educational pursuit on divorce in Oredo Local Government Area of Edo state?				
9	Child motivation should come from both parents				
10	Parents should meet the child emotional needs				
11	Tuition fees shouldn't be delayed				
12	Child should feel loved by both parents				