

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The family environment plays a crucial role in shaping a student's academic success. A stable and supportive home provides essential resources, emotional well-being, and motivation for academic achievement. However, broken homes, characterized by separation, divorce, or parental death, can disrupt this dynamic and potentially hinder academic performance. Family is the child's first place of social organization. The children as a result acquire initial education and socialization from the parents and other significant persons in the family. Family lays the psychological, moral and spiritual foundation in the overall development of the child. Where and when there is harmony within the family, it translates to a happy home for the child. In happy homes, healthy and peaceful coexistence prevail amongst family members, which in turn breed healthy and happy children. Very often, chances are that some homes are broken that is the members are not living/staying together either as a result of death, separation, divorce or the like. A broken home in this context, refers to a home that is characterized with single parent, as result of divorce, separation, death of one of the parents (Bandura, 2022). Research suggests a potential link between broken homes and academic difficulties.

Studies have shown that students from broken homes may experience emotional distress, decreased parental involvement, and financial strain, all of which can negatively impact academic engagement and outcomes. However, findings are not always consistent, with some studies indicating resilience and motivation among students from broken homes. (Michalek, 2022) Research has also shown that broken homes can have adverse effects on students' academic, emotional, and social adjustment. Studies have highlighted that children from broken families are

more likely to experience mental health issues and struggle academically compared to those from intact families (Ibrahim T., 2020) Factors such as parental care, socioeconomic status, and family dynamics play crucial roles in shaping students' academic outcomes (Hoffman, 2017) Additionally, the psychological dynamics of young people from broken homes can lead to feelings of inferiority and impact their decision-making processes (Amato, 2019). Understanding these consequences is vital for developing interventions to support students from broken homes and improve their academic performance. Conducting further research specifically focusing on Edo State University students would provide valuable insights into the unique challenges they face and help in implementing targeted support programs.

Broken homes may bring about stress, tension, lack of motivation and frustration obviously these manifestations may act negatively on a student academic performance. (Manjubala, 2020) 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 broken homes. Some children irrespective of home background or structure may work hard and become successful in life. Poor academic performance has over the years become rampant, more pronounced and a peculiar feature in the institutions of learning. This has generated a lot of concern among parents, teachers, counselors, educational administrator, as well as in government circle. Broken homes, while being a problem of couples are largely a problem of the nation as a whole

The success of any tertiary educational system rests on a successful home. A successful home is one that has largely achieved, in its family members, social and psychological values needed to be fulfilled in any sphere of human existence. A child who is born into such a home would, to a large extent, be healthy psychological and socially on the one hand, and academically

on the other. Psychosocial health encompasses both psychologically and social aspects of one's life invariably connecting the social conditions to mental and emotional health.

With the birth of a child into a home, a family evolves. Within the family, children make contacts, through interactions with other members of the family. In the process, desirable or undesirable family social and psychological values are passed across to them to partly or wholly build their own psychosocial personality. Such values cover right/wrong, love/hate, sadness/happiness, and morals and religious attributes, which are either accepted or rejected by the family. It follows, therefore, that by the time a child attains five or seven years of age, he must have learnt what his rights, obligations and roles are within the society (Mustapha, 2021).

A child can be born, either, into a broken home or intact home. Amato (2022) asserted that a broken home is one that is not structurally intact as a result of divorce, separation, death of one parent and illegitimacy. According to Hoffman (2017), psychological home conditions arise mainly from illegitimacy of children, the label of adopted child, broken home, divorce and parental deprivation. A broken home is a disrupted family in which divorce, death of a parent or illegitimacy is the undertone of the separation of the man from the woman. A broken home is characterized by disfunctionality.

A broken home is less likely to offer adequate normative skills needed to succeed in education. For example, a child who is exposed to parental prejudice, violence, crime, alcohol and drugs, anger bouts, hunger, sexual abuse, environmental stress, and pressure is less likely to be well-adjusted in school. These features of a dysfunctional home are not reflective of psychosocial values and norms. An emotionally and mentally unhealthy home is one that the family members react negatively to family issues. Nonetheless, a child who has not imbibed adequate family psychosocial values and norms is less likely to be successful in a larger society. This is because,

the home and family background of the child offers informal educational socialisation needed for psychosocial and intellectual advancements in life. Family parenting pattern, irrespective of structure (broken or intact) influences the child's psychosocial health and academic achievement which result in indelible character imprinted into the child invariably constituting his personality before transition to school. For example, children who have a combination of risk factors such as poverty, many siblings who are close in age, under the tutelage of single parent are at greater risk of poor academic performance and other negative child development outcomes than children from double parent homes with higher incomes and fewer siblings (White, 2021).

The Nigerian school child as any other is born with basic needs such as need for food, water, shelter and social health needs. According to Obasuyi (2022), a dynamic relationship exists between all social health needs such as love and belonging needs, esteem needs, self-actualization needs and optimal health. In addition, children have some intellectual needs such as need for new experiences, the motivational need to be praised and recognized and the need for responsibility. However, any child whose needs are not adequately gratified at the formative stage of life would be fixated. Infants at this stage could develop a sense of mistrust under such circumstances. Therefore, the extent to which these needs are gratified before school age determines the degree to which the child is equipped to cope with psychosocial aspects of health and education. Hence impaired psychosocial health arising from unmet social and psychological health needs characteristic of broken home underpins school health and academic achievement of a school child.

Psychosocial health is complex and multidimensional in nature. It is often reduced by researchers to a single structure for operational purposes which are affected by a number of factors such as parental characteristics, style of child rearing, and family values. The goal of any

educational system is to build on desirable informal family values and norms acquired by the child at home. Unfortunately, many families have on the one hand not been able to provide such values and on the other hand their children or wards have been influenced by their family members and peers in negative ways. Therefore, such children grow up in emotionally unstable, insecure and violent homes. Hence, a number of them find it difficult to make social, physical and psychological adjustments to a new learning environment. Sometimes, children's reactions to a broken home are not easily noticeable. While in school, some of them accumulate a number of failed courses especially in Health Education. Could the complex psychosocial trend contribute to the achievements of students from broken homes in Health Education? Therefore, it became imperative to examine the Impact of broken homes on the academic performance of students in tertiary institution in Edo North Local Government, Edo State.

1.2 Statement of the Research Problem

The family is universally recognized as the primary social unit responsible for the emotional, psychological, and moral development of an individual. It provides the foundation upon which children build their values, attitudes, and behavior towards education and society. However, in contemporary times, the stability of many families has been threatened by issues such as divorce, separation, parental neglect, domestic violence, and infidelity. These issues often lead to broken homes situations where one or both parents are absent or emotionally detached from the family setting. The growing incidence of broken homes has become a major social concern, particularly because of its perceived impact on children's academic performance and overall well-being.

In Nigeria, the traditional family structure, once characterized by strong kinship ties and communal support, has been gradually weakened by modernization, urbanization, and changing cultural norms. As a result, many children are raised in single-parent or disrupted family

environments. Studies have shown that children from broken homes often experience emotional distress, low self-esteem, and a lack of concentration, all of which can negatively affect their academic performance. However, despite the increasing attention on the family as a determinant of educational outcomes, there remains a gap in understanding how members of the public especially those within higher institutions perceive the influence of broken homes on students' academic success.

At the University of Iyamho in Edo State, a significant number of students come from diverse family backgrounds, including those from broken homes. Observations and informal reports suggest that such students may face unique academic and social challenges compared to their counterparts from stable families. They may struggle with emotional instability, lack of parental guidance, inadequate financial support, and limited motivation toward their studies. These factors could potentially lead to poor academic performance, absenteeism, or even school dropout. Yet, there is limited empirical evidence to confirm the extent to which these challenges are linked to family background, particularly as perceived by the university community. Furthermore, while some people believe that broken homes inevitably lead to academic failure, others argue that many students from such backgrounds exhibit resilience and perform well academically.

This contradiction raises an important question about the role of individual determination, peer influence, and institutional support in mitigating the effects of family breakdowns. Therefore, there is a need to investigate the public perception regarding the relationship between broken homes and students' academic performance to better understand how societal views align or conflict with actual experiences of students. Understanding these perceptions is essential because they influence policy formulation, counseling approaches, and support systems within the educational environment. If the public holds strong negative perceptions about children from

broken homes, it may reinforce stigma and discrimination, which can further affect students' confidence and academic engagement. Conversely, positive or empathetic perceptions may encourage the development of supportive measures aimed at helping affected students cope and succeed academically.

In view of these concerns, this study seeks to examine the public perception on the impact of broken homes on the academic performance of students in the University of Iyamho, Edo State. It aims to identify how the public interprets the influence of family disintegration on students' academic outcomes, explore the factors shaping these perceptions, and determine whether such views reflect the actual realities of students' experiences. The findings are expected to provide valuable insights for educational administrators, policymakers, counselors, and parents in fostering a more supportive academic environment for all students, regardless of family background.

1.3 Aim and Objectives of the Study

The aim and objectives of the study is to investigate the Public Perception on the Impact of broken homes on the academic performance of students in tertiary institution in Edo University Iyamho, Edo State. Specifically, the objective of the study is to:

1. To examine the association between broken homes and students' academic performance in tertiary institution in Edo University Iyamho.
2. To analyze the emotional and psychological effects of broken homes on students' learning abilities.
3. To assess the extent to which parental separation affects students commitment to academics.

4. To explore coping mechanisms used by students from broken homes to overcome academic difficulties.
5. To explore possible social work intervention strategies that can help students from broken homes improve their academic performance.

1.4 Research Questions

1. What is the association between broken homes and students' academic performance in tertiary institution in Edo University Iyamho?
2. What are the emotional and psychological impacts of broken homes on students' learning abilities?
3. To what extent does parental separation affects students' commitment to academic activities?
4. What coping strategies do students from broken homes adopt to manage academic challenges?
5. What social work intervention strategies can be adopted to assist students from broken homes in enhancing their academic performance?

1.5 Significance of the Study

This study on the impact of broken homes on the academic performance of students in tertiary institutions is significant for several reasons:

The findings will help educators, school administrators, and policymakers understand the challenges faced by students from broken homes and develop strategies to provide necessary

support systems. By highlighting the relationship between family background and academic success, this study will help students recognize potential challenges and seek academic and emotional support where necessary.

It will contribute to a better understanding of how family instability and parental separation influence students' academic outcomes and emotional well-being. By exploring public perceptions, the study provides insight into how members of the society, including educators, parents, and students themselves, interpret and respond to the challenges faced by students from broken homes. This understanding is essential for developing strategies to promote academic success among affected students.

The study will provide insights for parents and guardians on the role of a stable home environment in fostering academic success, encouraging them to provide emotional and financial support regardless of marital status. The research will be valuable for counselors and psychologists in tertiary institutions, enabling them to design interventions and programs that cater to students from broken homes who may struggle academically and emotionally.

The study will be of great benefit to social workers, as it highlights the social and emotional needs of students from disrupted family backgrounds. It will serve as a guide in designing effective intervention programs, counseling services, and family support mechanisms aimed at improving students' academic and psychosocial adjustment within the university environment.

The study will serve as a reference for government agencies and NGOs advocating for student welfare, influencing policies that promote educational inclusivity and mental health support for affected students. The study will contribute to existing literature and serve as a foundation for further research on family structure and academic performance, leading to broader discussions on student well-being.

Furthermore, the study will provide empirical data for future researchers interested in the intersection between family structure, student performance, and social welfare interventions. It will also contribute to existing literature in the fields of social work, psychology, and education.

Finally, the findings may influence policy formulation at institutional and governmental levels by advocating for family-focused social welfare programs that mitigate the negative impacts of broken homes on students' academic and emotional development.

1.6 Scope of the Study

This study focuses on investigating the impact of broken homes on the academic performance of students in Edo University, Iyamho. It specifically examines how family structure, parental separation, divorce, and single-parenthood influence students' academic achievements, motivation, concentration, and overall educational outcomes. The research will cover undergraduate students across various faculties and departments, regardless of year of study, gender, or socioeconomic background. The study is limited to Edo University, Iyamho, and will not extend to other tertiary institutions within Edo State or Nigeria at large. It will utilize questionnaires and interviews to gather data from selected students who are either from broken homes or intact families, providing a comparative analysis.

1.7 Operational Definition of Major Terms

Broken Home – A family structure where parents are separated, divorced, or one or both parents are absent due to death, neglect, or abandonment. This often results in a lack of stability and support for children.

Academic Performance – The measurable outcomes of a student's learning process, often evaluated through grades, test scores, and overall school achievements.

Tertiary Institution – An educational institution that provides higher education, including universities, colleges, and polytechnics, where students pursue degrees, diplomas, or professional qualifications.

Students – Individuals enrolled in a tertiary institution for the purpose of acquiring knowledge and skills in a specific field of study.

Family Structure – The composition and organization of a family, including nuclear, extended, single-parent, or foster families, which can impact a child’s upbringing and development.

Psychosocial Development – The interaction between psychological and social factors that influence a student's emotional, cognitive, and social well-being.

Emotional Stability – The ability of a student to manage emotions and stress effectively, which can influence concentration, learning, and overall academic success.

Parental Support – The level of involvement, guidance, and encouragement a parent provides to a student, which can significantly affect motivation and academic outcomes.

Socioeconomic Status (SES) – The social and financial standing of a family, which includes income level, education, and occupation, and can impact access to educational resources and opportunities.

Cognitive Development – The mental processes involved in learning, including thinking, problem-solving, and memory, which can be affected by family stability and emotional experiences.

CHAPTER TWO

LITERATURE REVIEW

This chapter is devoted for the review relevant literature to this study. The review of literature will be treated under the following sub-headings.

- Conceptual Framework
- Theoretical Framework
- Empirical Studies

2.1 Conceptual Framework

2.1.1 Concept of Family

The concept family has been defined as a group of people (related or unrelated) who are dependent on one another, support each other, and love each other unconditionally, A Family is also a group of people who share bond and are connected through a web of experiences, values, emotions, and a fostered culture. This unit does not necessarily have to be tied together biologically, but instead through their common socializations. A family is far more than a collection of individuals sharing a specific physical and psychological space, (Kolawole, 2017). A family may be considered a natural social system, with properties all on its own, one that has evolved a set of rules, is replete with assigned and ascribed roles for its members, has an organized power structure, has developed intricate overt and covert forms of communication and has elaborated ways of negotiating and problem solving that permit various tasks to be performed effectively (Nnachi, 2023). In the process of growing up, family members develop individual identities but nevertheless remain attached to the family group.

These family members do not live in isolation, but rather are interdependent on one another - not merely for money, food and shelter but also for love, affection companionship socialization and other non-tangible needs. A well-functioning family encourages the realization of the

individual potential of its members, allowing them freedom for exploration and self-discovery along with protection and the instillation of a sense of security. This may not be the case in a family that experiences conflicts.

Nwachukwu (2018) asserts that a family is a social unit made up of people related to each other by blood, birth or marriage. It is a social group characterized by common residence, economic co-operation and reproduction. According to him, functions of a family include reproduction of population, care of the youth, stabilization of relationships between adults and transmission of the social culture from one generation to the next. According to Dornbusch (2015), parents who have too many children and who are engrossed in the material problems of a large family are likely to neglect them; this will definitely affect their growth negatively. The birth of a child means that the parent's attention, especially the mother's will be shifted towards the new life. Children are supposed to bring parents together because they provide them with a common object for their love and concern

However, in some cases, they become a barrier between the parents. Dornbusch also goes ahead to point out that the husband may feel neglected by the wife who is too busy caring for the child and the wife may think that she is left alone in the new responsibility Parents need to assume responsibility for their children's eternal destiny, educate them, prepare them for life and guide them towards the right way (Uloko, 2018). This cannot happen if there is no harmony in the family. Parents also need to recognize fully their duties towards God, their family and society. Parents are equally responsible for the task of forming the child. Parent's presence in children's lives is of vital importance. Children need the influence of both parents to shape their personality in a balanced way. Bringing up children is primarily the role of parents. Parents also have a financial responsibility towards their children (Sogbetun, 2022). They need to be comfortable and their

needs met. Discipline must be installed in the home. The goal of discipline is to help the child to become a responsible member of society. The child needs to learn about self-discipline, which comes about with self-awareness and self-acceptance.

2.1.2 The Concept of a Home

Agogo (2020) define a home as an apartment that somebody lives in with the family. The home is also conceived as a family living together and the way it behaves (Coukline, 2018). Thus, the concept of home does not only entails a family living together but also entails the way they behave as a family. Bonnie (2021) conceived the family as the smallest unit of social institution in the society. Its common characteristics are further described to include common residence, economic cooperation and production. The home is a term used to describe a household, in which the family lives together as a unit. The family is made up of father, mother and children and it is the first socialization agent for the child. The home is the first most enduring environmental factor in promoting readiness in the children (Dawson, 2019). The influence of the home begins before birth and bears its impression on child throughout his life.

Agogo (2020) relatedly opined that social roles and expectations are at first learnt in the home by the child, which generally equip him for relating with his peer/age group in the community and the society. Thus what the child does and what he is, started from the home. Duncan (2021), similarly agreed that the home is where family members live together and further maintained that; in the home, parents interact with their children and through this process children learn the norms, values and custom which are expected of every family unit and sibling thereof. A happy and integrated home is hoped will produce a similar well balance child. Gurr (2020) also agreed that the home is where the husband, wife and children live together in harmonious

atmosphere. There is the need for mutual understanding, trust, security and peaceful co-existence at home.

Hoorweg (2020) is quoted by (Ibid) as pointing out that the family is supposed and expected to be an arena of love, peace, harmony and tranquility where members will naturally find a haven of rest after a tension soaked and stressful working day. With regard to family, Imogie (2022) defined a family as any two persons who are related to each other through a genetic connection, adoption, marriage, or by mutual agreement.

Family members share emotional and economic bonds (Bonnie 2001). The term nuclear family is used to refer to family members who live together and share emotional, economic, and social responsibilities. The nuclear family is often comprised of a married couple who are parents to their biological or adopted children; all members live together in one household (Israel, 2021). The family makes the home and all the above opinion testify to the position of the home in the society. Thus, an ideal home should be like a paradise on earth. It is obvious and unfortunate that many homes now fall short of an ideal home and such creates cases of broken homes.

As earlier mentioned, the family involves parents, sibling, relations and other adults (Mclanalian, 2020). The family is regarded as the seat of socialization (George, 2019). The home should provide love, support, encouragement and security to cope with life's demand. The home should transmit to the adolescent the cultural norms and standards of society and help him in his adjustment to the outside (Clemens, 2018). In consolidating the above roles of the home, Coleman (2019) opined that in the home, parents interact with their children and through this process, children learn the norms, values and custom which are expected of every family unit and the sibling thereof. The family is expected to be a protector and guardians of its members from external aggression and moral development respectively among other roles (Cherlin, 2018). With regard to

the role of the family, it is believed that raising children is part and parcel of marriage partnership; a task that entails the provision of shelter, clothing, education and love without which no child can live (Ebuara, 2019). Relatedly, Cherlin (2018) maintained that the family as a social institution performs specific roles which include the production and protection as well as the socialization of young ones.

The home apart from providing the basic needs of the children and academic financing also provide for moral upliftment of the individual. This idea of moral role is confirmed by Iorvaa (2017), when they opined that parents effectively carry-out the role of communicating religious and moral values not just by word of mouth but by the way they structure and interpret the various events that shape their children's life. Relatedly, Cancian (2021), strongly agreed that the family lays the moral and spiritual foundations for the child to build on it later in life. The family has a strong and lasting influence on the developing child; every aspect of the child's development is affected by the family. His basic needs, adequacy of feeding, attendance at school, also his values depends on the family.

From the above, the role of the family with regards to the development and growth of the child from birth to death is invaluable and can hardly be underrated. The usual roles and responsibilities of the husband and wife as regard marriage including living together, having sexual relations with one another, sharing economic resources, and been recognized as the parents of their children (Abah, 2016).

The child is morally upright and emotionally stable when the caring responsibilities are carried out by both parents (Cancian, 2021).

2.1.3 Concept of Broken Home

A broken home is a family in which the parents are divorced or separated (Yara, 2020). Broken home is a term used to describe a household, usually in reference to parenting, in which the family unit does not properly function according to acceptable societal norms (Wilkinson, 2022). This house-hold might suffer from domestic violence, a dissolved marriage, drug abuse or anything else that interferes with the upbringing of the children.

Structurally, a family is either broken or intact. A broken family in this context is one that is not structurally intact for various reasons: death of parents, divorce, separation, desertion and illegitimacy in which case the family was never completed (Unimna, 2018). Such families are faced with the challenges of diminished financial resources. A single parent family is usually characterized by social, economic and psychological pains (Wiseman, 2018). The attraction of such family is revealed to lie in its absence of marital bickering and strife, parental personal growth and closer ties between the parent and the child (Onyejiaku, 2020). A broken family usually assumes new roles and responsibilities, establish new patterns in intra-familial interaction and re-organization of routines and schedules (Wiseman, 2018).

Broken home is a situation that arises when: (a) a man or woman losses his/her spouse by death; (b) a man or woman divorces his/her spouses; (c) family separation; (d) single parenting and (e) never married but with a child/children (Rozy, 2021). Broken homes usually cause a lot of emotional problems resulting from lack of adequate parental care, serious financial insolvency, unstable/lack of family relationship, perceived and unperceived aggression, less involvement in formal social relations and organized group activities.

In Nigeria, the existence of single parent was formally unknown and where they existed, they are ignored as exceptional cases. However, nowadays, they are the fast growing family

patterns both inside and outside Nigeria (Onyejiaku, 2020). The broken home is generally considered a family structure which deviates from the ideal family structure; in the broken home or family, one or both parents are absent because of death, divorce, separation or desertion (Sogbetun, 2022). As revealed above, the key feature of broken family is a change in the family structure which is supposed to be a combination of both parents (husband and wife or wives). Such change in structure could be an outcome of death, desertion, separation or divorce between both of them.

A broken home is also defined as a house containing a family that is set apart due to tensions and certain problems, example, a kids parents constantly fight and he/she feels lonely, depressed, angry etc. (Urban Dictionary online). Divorce represents the disintegration of the marital bond between two adults (Rozy, 2021). Before the onset of broken homes, there is often an endless stream of quarrels, fights, separation and reunions, bitterness and remorse. Mead (2019) opined that family breakdown may be in form of complete separation, instability or incessant serious squabbles in family. Therefore, the broken home is devoid of togetherness, love security, harmony and stability. A family may have a lot of money, understanding and good intention but if its members do not assume responsibilities, the family will not be what it ought to be (Mallum, 2014). Such family responsibility is stressed in Ephesians chapter 5:22-23, 6:1. “Wives, submit to your husbands as to the lord, for the husband is the head of the wife as Christ is the head of the church, his body of which he is the savior” “Children, obey your parents in the lord, for this right”. This whole responsibility as emphasized by the Christian Holy bible is the pillar of family building. Family which is designed by God to be peaceful dwelling place and source of happiness to every man has become a source of sorrow and heart-break.

Hornby (2020) rightly opined that family these days is shaken from the foundation as marriage are easily entered into and easily broken. The divorce or separate existence of couples is causing some concern, hence a major problem of our time. Adejo (2004) commenting on family, upheld that in a family where unusual structure exists as a result of divorce, bereavement or death of both parents, the socialization pattern could be seriously affected resulting in abnormal personality in adult life of the child due to anomalous upbringing.

When a family has experienced divorce or death leaving one parent to be primarily responsible for raising the children, they became a single-parent family. The term broken family and broken home are no longer widely used because of their negative connotation (Farber, 2023). Following the end of marriage, one or both of ex-spouse may enter a new marriage through the process of remarriage, stepfamilies are formed. The second spouse becomes a stepparent to the children for the first marriage. In the family formed by the second marriage, the children from each spouse's first marriage become step-siblings. Children born or adopted by the couple of the second marriage are half-siblings to the children from the first marriage, since they share one parent in common (Cooley, 2018).

From the above, it is clear that the broken home is that home that deviate's from the normal structure and attributes of a home. It could be due to conflict among family members, death, divorce or deviation from family responsibilities. What then could be the causes of the above deviation and abnormal family structure? Why do we have many broken homes? Whether known or not, it has become a major societal problem that must be tacked due to its effect on education and the general well-being of humanity.

2.2 Broken Homes and Student Academic Performance

Sociology of education makes us to know that the family is the first primary social group that the child first belongs to, come in contact with, and this group has a greater influence on the child's physical, mental and moral development. The family lays the foundation of education before the child goes to school and the personality that the child takes to school is determined by the home (family), (Duncan, 2021). What make up a family are the father, mother and kids, not father and mother alone. George (2019) pointed out that both parents have their own roles to play in child's education. The father is to provide every necessary tool for the educational advancement while the mother is expected to supplement the efforts of the father. But in the case where the father is absent and the mother is not privileged enough to cater for all the necessary and basic needs as well as supervising the academic performance of the child, by checking the academic records of the child or by going through their class and lesson notes or books every day. Also giving of counseling supports when needed, these will affect the educational state or level of the child. So also, if a child is not well nurtured and mentally assisted, it will also affect his/her educational outcome.

If it were to be a male child, its likelihood for the child to be Hornby (2022) anti-social in nature by joining gangs, also, if it were to be a female child, there is likelihood for her to become wayward. According to Mead (2019), children from single parent homes are more hostile, hyperactive and aggressive in nature. Many of the problems that single parents have are similar as those for two parent's family, but these problems seem more difficult to bear or manage when the home is being tutored by only one person. For example, all children feel hostile towards their parents as they grow-up and try to be independent. But in a situation, where the anger and rebellion

are all directed towards one person, it may seem worse, if there is only one to bear it, not for the two to share.

There are some problems that are exceptional, which are only faced by the single-parents, which make it somewhat difficult to raise children. These problems include: bitterness towards the absent spouse, loneliness, poverty and insecurity about raising children alone without a help. For these and some other reasons, single parents sometimes cling to their children or over-indulge them. It is widely believed that students from broken homes have higher incidence of academics, emotional and behavioral problems than other students from intact homes. An analysis of data by NAEP(1986) (National Association of Educational Procurement) data indicated that third graders living with one parent score considerably lower than third graders living with both parents (Imogie, 2022). George (2019) cited in Education Reforms and students at Risk: A Review of the state of the Art – January 1994, find a significant correlation between single-parent homes and dropout rates for whites and Hispanics (but not for blacks). In case of divorce, separation or death of a parent, children are at somewhat greater risk for symptoms of poor psychological adjustment, behavioral and social problems, low self-esteem and poor performance in school.

Iorvaa (2017) cited in Furrer (2023) found that most medical students whose fathers had been absent while they were at ages one to five of life were more psychiatric, psychopathic and criminalistic in nature than those whose parents were present during this period. According to Furrer (2023), a child from intact homes will be well taken care of and well socialised as possible. This is due to the fact the process of socialization depends on both parents playing complementary roles in bringing up the child. Poverty affects a child's academic achievement. The vast majority of single parents are indeed in poverty. However, some still believe that the single parent home poses a unique threat to children due to the lack of two parents, outside the menace of poverty.

Yet, many of the problems children of single parents encounter that do not at first seem to be caused by poverty are in fact caused by a lack of resources. These resources include time and money, of which the single parent has little due to their low socio-economic status (Imogie, 2022).

There is no doubt that students from single parent households do in fact suffer from low academic achievement (Nnachi, 2023). Students from single parent homes are much more likely to receive poor grades and eventually drop out of school (Pong, 2018). Furthermore, young adults who were raised in single parent homes often gain inferior education, employment, and economic status (Ali, 2016). It is also clear that the negative educational effects of living in a single parent household are not caused by the absence of a second parent. Clearly, many if not all of the academic problems faced by children of single parents can be attributed to poverty (Sogbetun, 2022).

Numerous investigations have proven that students from single parent homes obtain lower IQ and SAT scores. Moreover, these children have lower grade point averages and complete fewer years of schooling. However, when studies of IQ, SAT scores, GPAs, and years of schooling controlled for socio-economic status, they found the difference in academic achievement to be hardly significant (Sogbetun, 2022). This implies that children of the same income level, from both one and two parent homes, achieve at the same level in school. Therefore, the factor affecting any child's achievement is their access to educational resources through wealth (Yara, 2020).

Students of single parents must often drop out of school in order to contribute to the household income (Rozy, 2021). Then, even if adolescents seek higher education, they may not be able to afford it. An inability to seek higher education pushes children of single parents into the workforce where they stand to make much less money due to the lack of a college degree. This

only furthers the cycle of poverty (Yara, 2020). Some researchers believe that socio-economic status accounts for almost all of the detriment to a single parent's child (Rozy, 2021). Still, some claim that poverty only accounts for half of the adversity children from single parent households encounter (Dowd, 2017). The camp which believes that only half of these problems stem from poverty is incorrect.

All of the disadvantage experienced by children from single parent households can be attributed to poverty because the half of problems they do not accredit to poverty are in fact problems that poverty causes. For example, the stress poverty places on the mental well-being of the single parent in turn causes them to lash out at their children. Hostility from one's parent serves as a mental distraction which can eventually affect the child's ability to concentrate on their schoolwork. The half of educational problems faced by children of single parents that do not concern income occur due to a lack of social capital (Nwachukwu, 2018). Social capital refers to an accessible goal which individuals cannot reach on their own, but only in a group. In terms of the academic achievement of children from single parent households, this term refers to the guidance and supervision that parents provide to their children in order to create educated adults (Nwachukwu, 2018).

One predictor of educational attainment and contributor to the social capital of a child is the amount of time input by the child's parents. In single parent households, the absence of one parent often spreads the remaining parent thin, causing them to perform many of the tasks that the second parent would normally fulfill. Some studies have shown that children of single mothers actually suffer more from maternal than paternal deprivation (Nwachukwu, 2018). In one study, single mothers reported that they had less time than married mothers to talk to their children,

discuss their emotional requirements, help with homework assignments, read to their children, and chaperone for school trips. (Hargreaves, 2021). Still, maternal deprivation is caused by the working mothers need to support her children; to keep her children above the poverty line.

Another contribution to social capital single parents must forfeit due to time constraints is involvement in their child's schooling. Single parents attend fewer parent-teacher conferences, PTA meetings, and school assemblies (Iorvaa, 2017). In addition, single parents have less time to spend on supervising schoolwork (Imogie, 2022). Single mothers report having to deny their children school supplies, lunches, and trips because the cost was simply too frivolous (Iorvaa, 2017). Cutbacks in the amount of time single parents spend on their child's education are mostly caused by the need to work enough to support their children despite lacking the second income two parent households obtain. In order to spend more time with their children, single parents often sacrifice time they would otherwise spend on household chores, volunteering, and personal care (Iorvaa, 2017). Trying to balance such a demanding life eventually takes a toll on the stress level of the single parent. Eventually, the high stress level of the parent can be felt by the child and distract children from simply worrying about their studies (Imogie, 2022).

Poverty is extremely detrimental to childhood academic achievement. However, a lack of income is not the only effect poverty has on the education of a child. Single parent household also lack an important resource: time with their children. After examining the true causes behind the limited visibility of the single parent in the life of their child, we can clearly see that poverty is at the root of all harm caused to children's academic achievement.

2.3 Emotional and Psychological Effects of Broken Homes on Students Learning Abilities

Broken homes significantly impact student academic performance through both emotional and psychologically. Students from such homes may experience emotional stress, lack of motivation, and frustration, negatively affecting their ability to focus and learn. These challenges can manifest as behavioral problems, decreased concentration, and poor academic outcomes (Akem, 2020). The psychological and emotional well-being of individuals is profoundly influenced by various external factors, and understanding these effects is crucial for promoting mental health.

Impact on Self-Esteem and Self-Efficacy

Self-esteem refers to an individual's overall subjective emotional evaluation of their own worth and the beliefs they hold about themselves. Self-efficacy, on the other hand, is the confidence in one's ability to perform specific tasks or achieve particular goals. External factors play a pivotal role in shaping both self-esteem and self-efficacy. One prominent external factor is societal standards and expectations. Societal norms often dictate what is considered "successful" or "beautiful," influencing individuals' perceptions of themselves. The pressure to conform to these standards can result in lowered self-esteem, as individuals may feel they fall short of societal expectations. For instance, research by Agogo (2020) highlights how societal beauty standards, perpetuated by media, can negatively impact self-esteem, particularly in women.

Moreover, interpersonal relationships significantly contribute to self-esteem. Supportive relationships foster positive self-esteem, while toxic or abusive relationships can lead to its erosion. A study by Ali (2016) emphasizes the link between interpersonal relationships and self-esteem, showing that positive social interactions contribute to higher self-esteem over time. Educational experiences also shape self-esteem and self-efficacy. Successes and failures in academic settings can influence one's belief in their abilities and, consequently, their self-esteem. According to

Bandura's social cognitive theory (2016), individuals' self-efficacy beliefs are formed through experiences, with repeated successes fostering confidence and failures diminishing it.

Workplace dynamics further contribute to self-esteem and self-efficacy. A positive work environment that recognizes and rewards achievements can enhance self-esteem, while a toxic workplace can have detrimental effects. Research by Bichery (2021) indicates a strong correlation between positive workplace environments and increased self-efficacy among employees. In essence, external factors such as societal standards, interpersonal relationships, educational experiences, and workplace dynamics collectively shape an individual's self-esteem and self-efficacy. Recognizing and understanding these influences is crucial for developing strategies to promote positive self-perception and mental well-being.

Emotional Well-being and Mental Health Outcomes

The psychological and emotional effects of external factors extend beyond self-esteem and self-efficacy, significantly impacting overall emotional well-being and mental health outcomes. Chronic exposure to negative external influences can lead to a range of mental health issues, including anxiety, depression, and stress. Stress, in particular, is a common outcome of external pressures. The demands of modern life, societal expectations, and the constant pursuit of success can contribute to chronic stress, negatively affecting mental health. The transactional model of stress and coping (Bonnie, 2021) posits that individuals' appraisal of stressors and their coping strategies play a crucial role in determining the impact of external stressors on mental health. Furthermore, the societal stigma associated with mental health issues can exacerbate the emotional toll. Fear of judgment and discrimination can discourage individuals from seeking help, leading to untreated mental health conditions. Research by Agbo (2017) underscores the importance of addressing societal stigma to create an environment conducive to mental health support.

Traumatic experiences, another external factor, can have profound and lasting effects on emotional well-being. Post-traumatic stress disorder (PTSD) is a well-documented consequence of exposure to trauma, with symptoms such as intrusive thoughts, nightmares, and emotional numbness (American Psychiatric Association, 2013). Understanding the impact of trauma on mental health is vital for developing effective interventions and support systems.

Social support serves as a protective factor for emotional well-being. Positive relationships and a strong support network can buffer the negative effects of external stressors. A study by Agogo (2020) highlights the role of social capital in promoting mental health, emphasizing the importance of social connections in mitigating the impact of external factors. The psychological and emotional effects of external factors on individuals are multifaceted and interconnected. From influencing self-esteem and self-efficacy to shaping emotional well-being and mental health outcomes, external factors play a crucial role in determining an individual's overall mental health. Recognizing these influences and understanding their implications is essential for developing interventions and strategies that promote positive mental health and well-being. As we continue to navigate the complexities of the modern world, addressing these external factors becomes paramount in fostering a society that values and prioritizes mental health.

2.4 Parental Separation and Student Commitment to Academic

Separation is a legal agreement by which husband and wife choose not live together. Separation is the removal of children from the care-giver(s) to whom they are attached. Separation frees parents from the burden of child rearing (McNeal, 2021). The separation limits can be established for parental behaviour and the child will get the message that the society will protect him or her even if the parent will not. Divorce is a legal way of dissolving a marriage between two people, separation and divorce has both positive and negative effects. This separation is a family

as well as a personal crisis. It as a process that entails psychological risks as well as opportunity for the development of the stakeholders (Nnachi, 2023). They further stated that the process unfolds in distinct stages that are characterized by qualitative differences of themes and of degree of coping. Separation and 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 increased cost and all parties involved suffer these effects.

Parental separation is a complex and impactful life event that can significantly influence various aspects of a child's development, including their academic performance in tertiary institutions (Hornby, 2020). The implications of parental separation on a student's educational journey are crucial to understand, as they can have lasting effects on their academic achievements and overall well-being. Parental separation deprives children of the opportunity to get a role model, because usually the father leaves the household (George, 2019). Father's absence strongly contributes to the change in parenting practices and family involvement in children's educational activities (Ichado, 2018). As non-custodial fathers were more likely to maintain contact with sons than with daughters, the link between parental separation and educational attainment was stronger among female than among male children of divorce (Amato, 2022). The impact of family involvement on academic self-schema of children was stated to be much greater than socioeconomic factors regardless of the marital status of parents. This means that if parents continue to be supportive and actively involved after divorce, there may not be significant change in the adolescent's orientation to education (Imogie, 2022).

Parental separation is a prevalent phenomenon in today's communities, yet it remains a significant life stressor for those involved, potentially exerting strong negative consequences on the mental and physical health of all family members (Gurr, 2020). The impact of separation on a

child's academic performance has been the focus of research for decades, often linked to serious and enduring behavioural and emotional issues in children and adolescents (Furrer, 2023). Gurr (2020) argued that mothers traditionally play a substantial role in family care, providing support, listening to their children's problems, and offering solutions. Mothers play a crucial role in ensuring a happy childhood and meaningful adult life for their children. Parent-child relationship studies suggest that a father can contribute uniquely to a child's development independently of the mother's role. However, when issues such as emotional intelligence, self-esteem, competence, and confidence arise, a father's role is not easily replaceable by the mother

To gain a more nuanced understanding of the impact of parental separation, it is crucial to investigate whether there are specific academic subjects or areas of study that are more susceptible to the effects of family disruption. Research suggests that the impact of divorce or separation may vary across different subjects (Dika, 2022). This aspect of the study aims to identify whether there are subject-specific vulnerabilities, helping educators tailor interventions to address the specific needs of students. Dawson study (2019) suggested that while some students may experience a decline in overall academic performance, others may face challenges in specific subjects such as mathematics or language arts. By examining subject-specific performance, this research aims to uncover patterns that can inform targeted support mechanisms for students facing the challenges associated with parental separation. Recognizing subject-specific challenges is vital for developing effective interventions that address the diverse academic needs of students from separated families.

Beyond the quantitative assessment of academic performance, this study delves into the emotional and psychological effects of parental separation on students and their academic engagement. Emotional well-being is a crucial factor influencing a student's ability to concentrate, participate in class activities, and maintain motivation for learning. Through interviews and

surveys, this research seeks to explore the emotional experiences of students from separated families and understand how these experiences may shape their academic engagement. Existing literature suggests a strong interconnection between emotional well-being and academic performance. Coukline, (2016) highlighted that children who experience family disruptions may exhibit emotional and behavioural challenges that can impede their ability to engage effectively in academic tasks.

By examining these emotional and psychological dimensions, this research aims to uncover potential mechanisms through which parental separation may impact academic engagement and identify opportunities for targeted support. An important aspect of this research involves assessing the role of support systems within the school environment in mitigating the academic impact of parental separation. Schools often serve as a crucial source of support for students facing challenges in their personal lives. This study investigates whether access to counselling services, peer support, or other interventions can buffer the negative effects of parental separation on academic performance.

Research by Coukline (2018) emphasized the importance of school-based support in helping children navigate the challenges associated with parental separation. Schools can provide a structured and supportive environment, offering counselling services and resources to address the emotional and academic needs of students from separated families. By evaluating the effectiveness of such support systems, this research aims to provide actionable insights for educators and policymakers seeking to create environments that foster academic success for all students, regardless of their family structure.

Cancian, (2021) found that children of divorced parents exhibited lower performance in mathematics compared to their counterparts from intact families. This specific correlation between parental separation and mathematics performance highlights the need for targeted interventions and support mechanisms in this academic domain. Similarly, studies by Duncan (2021) have indicated that language arts and communication skills may also be affected, emphasizing the importance of recognizing subject-specific challenges.

Parental separation, whether through divorce or other forms of family disruption, can have profound effects on children's emotional and psychological well-being. One crucial aspect of a child's life that is significantly impacted by parental separation is their academic engagement. Parental separation can disrupt the cognitive development of children. The stress associated with family changes can affect memory, attention span, and problem-solving abilities, all of which are critical for academic success (Cooley, 2018).

The emotional and psychological challenges stemming from parental separation can lead to a decline in academic performance. Students may struggle to concentrate in class, complete assignments, and participate actively, resulting in lower grades. Emotional distress may lead to increased absenteeism as children may find it difficult to muster the motivation to attend school regularly. The inconsistent attendance can have a detrimental impact on their academic progress. Students experiencing the effects of parental separation may exhibit behavioural issues in the classroom. Disruptive behaviour, lack of concentration, and poor social interactions can create challenges for both the students and their teachers (Dika, 2022). School-based counselling and support programs can play a crucial role in helping students cope with the emotional and psychological effects of parental separation. These interventions aim to provide a safe space for children to express their feelings and develop coping strategies.

Parental separation has far-reaching effects on the emotional and psychological well-being of children, significantly influencing their academic engagement. Understanding these effects is essential for educators, parents, and policymakers to develop effective strategies and support systems to mitigate the impact on students. By addressing the emotional and psychological challenges associated with parental separation, we can foster an environment that promotes positive academic outcomes and overall well-being for these children. Strong family support is foundational in mitigating the academic impact of parental separation. Open communication between parents, teachers, and students can provide a supportive network that addresses emotional needs and fosters resilience in the face of family changes (Amato, 2022).

In family life, separation permanently weakens the relationship between children and parents. It leads to destructive ways of handling conflict, diminishes social competence, leads to early loss of virginity, and it diminishes young adults' sense of masculinity or femininity. It leads to more trouble in dating, to more cohabitation, to higher separation rates later in life, to higher expectations of separation, and to less desire for children. (Dollard, 2019). In religious life, separation diminishes the frequency of worship of God, and recourse to Him in prayer. In education, separation diminishes learning capacities and high school and college attainment. In the marketplace, separation reduces household income and massively cuts the life-wealth of individuals. In government and citizenship, separation massively increases crime rates, abuse and neglect rates, and the use of drugs. Also, separation weakens the health of children; even their life spans will be shortened. Finally, it increases behavioural, emotional and psychiatric risks, including suicide. (Odigie, 2019).

Parental separation poses significant emotional and academic challenges for students, necessitating the implementation of effective support systems. School counselling services,

alongside family support and peer interventions, play a vital role in mitigating the academic impact of parental separation. By fostering emotional resilience, providing targeted academic support, and creating a supportive school environment, these support systems contribute to the overall well-being and academic success of students navigating the complexities of familial change. Cherlin (2018) maintained that during adolescence, individuals undergo psychological development to cope with stress and tensions they face.

A child's biological temperament plays a vital role in how they experience and resolve separation (Cooley, 2018). According to Caldas (2018), society grapples with various behavioural problems among adolescent students, including truancy, disobedience, drug addiction, smoking, flirting, stealing, armed robbery, examination malpractice, cultism, thuggery, sexual abuse, and indiscriminate sexual activities, including homosexuality. These behavioural issues are prevalent among students (Agogo, 2020).

Ali (2016), in a study on the social behaviour of adolescents and its impact on their moral behaviour, observed that the type of home an adolescent comes from significantly determines the attitudes they develop and their academic performance. Parental separation has a lasting impact on the lives of students, and the state of the home or the marital status of adolescent parents speaks volumes about the child's life. Separated homes are identified as a crucial factor contributing to antisocial problems and poor academic performance among secondary school adolescents. Ali (2016) believed that adolescents with parents living separately may exhibit wayward behaviour, unruliness, or engage in sexual misconduct as a way of seeking affection absent in their unhappy parental home. Numerous researchers have indicated that immoral behaviour and poor academic performance are prevalent among adolescents from unstable or separated families, with

insufficient parental guidance on their moral and social attitudes (Akem, 2020). This study aims to assess the impact of parental separation on the academic performance of adolescent students.

Separation can have both physical and mental effects on children. “The health consequences of divorce are also well documented, showing the detrimental effects of divorce on both somatic and mental health with the divorced or separated experiencing higher levels of depression, stress, and fear, as well as lower levels of self-esteem” (Bisnairs, 2020). The physical and mental toll of a divorce is astounding. “Compared to the married or cohabiting, the divorced or separated visit professional health care providers like general practitioners, specialists, and psychiatrists more often, and are also hospitalized more often” (Bonnie, 2021). In thinking about how divorce affects adults, it is important to remember that when divorced adults are hospitalized and seeking medical care that this has an effect on their children as well.

Ali (2016) explains that “the findings suggest that teachers perceive younger children from divorced parents were more likely to have emotional and behavioural challenges than those from intact families”. As Bichery (2021) states, “It is therefore not surprising that the elevated risk of adjustment problems apparent for children whose parents have separated are frequently linked to their experiences of significant pre-separation conflict”. Abah (2016) also finds that, “Experiencing parental separation during childhood is associated with increased likelihood of being subject to child abuse and/or witnessing violence”. When parents go through a divorce, the children can become witness to what it brings about in their parents, and sometimes even unknowingly get in the middle of it.

Children who get caught up in their parents’ divorce are likely to suffer greater stresses than those who do not become involved. “Compared to those from intact families, children of separated parents show poorer outcomes in multiple domains “(Lucas, 2013). A parents’ choice to

divorce brings on a slew of issues for the children. “While parental separation may bring about relief from exposure to very frequent and intense conflict between parents, it also tends to create a range of other disruptions” (Agulana, 2019). In a study done by Akem (2020), he found that, “higher levels of misbehavior and aggression, higher risk of committing suicide, less competence, more under-controlled behavior, poorer academic performance and reduced likelihood of participating in tertiary education”.

Bonnie (2021) then goes on to explain these disruptions, stating, “Immediate upheavals may include substantial increases in financial difficulties and associated deprivations, changes in housing and school, enhanced parental distress and/or diminished quality of parenting, and substantially reduced time or even total loss of contact with one parent. Such disruptions can be very distressing for the children”. Ali (2016), explains further that children of divorce suffer more emotional and social problems than those of intact families. Agogo (2020) finds that children of divorce experience greater problems explaining that, “the personal, social, and economic consequences of marital disruption on former partners, their children, and American society in general are both pervasive and continuing”.

Parental separation is a significant life event that can have a profound impact on children, influencing various aspects of their development, including their behavioral patterns. This essay delves into the intricate relationship between parental separation and the modeling of behavior in children. Understanding how this separation shapes behavior is essential for developing interventions that support children through this challenging experience. Parental separation serves as a powerful model for children in terms of interpersonal relationships and conflict resolution. The way parents navigate and handle the separation process can significantly influence the behavioral patterns children adopt. Research by Amato and Keith (2022) suggests that the quality

of post-divorce relationships between parents plays a crucial role in shaping children's behavior. Positive, cooperative co-parenting can serve as a model for healthy interpersonal relationships, while conflict-ridden relationships may contribute to maladaptive behaviors.

Behavioural modeling is a concept rooted in social learning theory, which posits that individuals learn by observing and imitating the behaviors of others, particularly those in their immediate environment (Cooley, 2018). In the context of parental separation, children closely observe how their parents cope with stress, resolve conflicts, and communicate. These observations become powerful templates that shape the child's own behaviors in future interpersonal relationships.

The influence of parental separation on modeling behavior is evident in the realm of interpersonal relationships. Children who witness amicable co-parenting post-separation are more likely to develop positive interpersonal skills and effective conflict resolution strategies. They learn to navigate relationships with empathy, compromise, and communication, as demonstrated by their parents. Conversely, children exposed to high levels of parental conflict may internalize maladaptive behaviors, such as aggression or avoidance, as coping mechanisms. The Adverse Childhood Experiences (ACE) study (Coukline, 2018) highlights the long-term impact of childhood experiences on adult health and behavior. Children from high-conflict post-separation environments may be at a higher risk of developing behavioral problems, affecting their relationships throughout adolescence and into adulthood.

Parental separation can also influence the modeling of emotional regulation in children. The emotional climate within the family during and after separation significantly shapes how children express and manage their emotions. Research by Caldas (2018) suggests that children

from families with low conflict and cooperative co-parenting are more likely to exhibit adaptive emotional regulation. Conversely, children exposed to chronic parental conflict may struggle with emotional dysregulation, leading to challenges in managing stress, frustration, and other emotions. This may manifest in impulsive behaviors, difficulty forming secure attachments, or even the development of mental health issues such as anxiety and depression (Duncan, 2021).

The modeling of behavior in response to parental separation extends to long-term relationship choices. Children who witness healthy, constructive coping mechanisms and positive relationship dynamics are more likely to seek and maintain similar relationships in their adult lives. This aligns with attachment theory, which suggests that early experiences with caregivers influence later relationships (Bradley, 2022). On the contrary, children who experience parental conflict and unresolved issues may find themselves replicating these patterns in their own relationships. The cycle of dysfunctional relationships can persist across generations if individuals do not have the opportunity to learn alternative, healthier ways of relating to others.

Recognizing the influence of parental separation on modeling behavior emphasizes the importance of targeted interventions and support for children experiencing this life transition. Educational programs for parents going through separation can focus on effective co-parenting strategies, conflict resolution, and communication skills. Such programs can empower parents to model healthy behaviors for their children, mitigating the potential negative impact of the separation. Furthermore, mental health support for children during and after parental separation is crucial. Counseling and therapeutic interventions can provide children with a safe space to process their emotions, develop adaptive coping mechanisms, and learn positive behavioral strategies. Research by Dika (2022) highlights the effectiveness of preventive interventions for children of divorce, emphasizing the importance of early and targeted support. Parental separation exerts a

considerable influence on the modeling of behavior in children. From shaping interpersonal relationships and conflict resolution skills to influencing emotional regulation and long-term relationship choices, the impact of parental separation extends across various facets of a child's development. Recognizing the significance of this influence underscores the need for targeted interventions and support systems to mitigate potential negative outcomes. By fostering positive post-separation environments and providing children with the tools to navigate these challenges, we can contribute to healthier outcomes for children facing the complexities of parental separation.

Amato (2022) studied mother and father relation to young adults and the result of this study indicated that a close relationship with the parents influences the young adults' happiness, life, satisfaction, distress and self esteem. Relationship between divorced parents and their children continues to be characterized by low levels of contact, affection and intergenerational exchange well after the children became adults. Bichery (2021) found that adult children from custodial father families perceive higher relationship quality with their mother- custody families. The clinical manifestation of divorce in children depends on many variables including child's age, family, psycho-social functioning, the parents' ability in the midst of their own anger loss and discomfort to focus on their child's feelings and needs.

The devastating 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.
3. The children's psychology, social and educational development is affected adversely.
4. The couple faces so many challenges varying from insecurity; depression; emotional and psychological trauma among others.

(A) No –faulty divorce: - It exists when a marriage partner does not need to show that the other marriage partner did or was at fault to obtain a divorce. The reason for this includes incompatibility, irreconcilable differences and irremediable breakdown of the marriage. No-fault divorce is usually preceded by a separation or deemed separation for 12 months and the divorce applicable can be made by both parties jointly.

(B) Fault divorce:-it is a common way of breaking a marriage. Fault divorce occurs when one party is blamed by the other and viewed as causing the divorce. Traditionally, couples were not just able to divorce whenever they wanted to. One party to the marriage must have done something that warranted the other wanting to end the marital union. The distribution of property and will allow an immediate divorce in states where there is a waiting period required for no fault divorce.

(C) Summary divorce: A summary or simple divorce available in some jurisdictions is used when spouse meet certain eligibility requirement or can agree on key issues before hand.

(D) Uncontested divorce refers to marriages that end up in divorce because the two parties are able to come to an agreement (either with or without lawyer or mediators) about the property, children and support issues. When the parties can agree and present the court with a fair and equitable agreement approval of the divorce is almost guaranteed. If the two parties cannot come to an agreement they may ask the court to decide how to split property and support issues with children among others.

(E) Collaborative divorce: - Here the parties negotiate an agreed resolution with the assistance of attorneys who are trained in the collaborative divorce process and often with the assistance of a neutral financial specialist and / divorce coaches. The parties are empowered to make their own decisions based on their own needs and interest but with complete information and full

professional support. Once the collaborative divorce starts the lawyers are disqualified from representing the parties in a contested legal proceeding should the collaborative law processes end prematurely.

(F) Mediated divorce: involves a mediator facilitating the discussion between the husband and wife by assisting with communication and providing information and suggestions to help resolve their differences. At the end of the mediation process the separation parties have developed a tailored divorce agreement that can be submitted to the court.

MBA (1980) outlined some of the causes of divorce in the traditional marriage system to include the following:

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

2. Casual marriages: This brings about hasty marriages and quick divorce.

3. 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.

4. Decline in moral and religious sanctions: The Roman Catholic Church is still opposed to divorce, but most others have taken a liberal view towards it.

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

6. More permissive divorce laws: Divorce is so paramount that couples do not seek to heal or restore their broken relationships but rather they take the easy way out which is “divorce” or separation. Divorce on demand is now readily available with relatively little expenses.

All the factors mentioned above bring about unhappiness which consequently tends to failed marriages and eventually to permanent separation and divorce of the couples.

2.5 Coping Strategies of Children Involved in Broken Homes

Broken homes are experienced by some of the students not only with those in poverty line families but same goes to middle and high-class families parents chose to live separately regardless how their children feel and its impact to their lives, however, there are still parents in spite of the situation still support and care for their children in their studies, and others. Family problems affects a child's performance in class, and there are a lot of negative effects to it. Behavioral problem particularly, boys from broken family showed a higher rate of classroom misbehavior. They more likely to miss school, be late or cut class. These children were also at higher risk for smoking, consuming alcohol and using drugs. There were more likely to be sexually active. In other words, Low academic performance, slow learner and poor academic outcome. (Mead, 2019)

Both parents should be mature enough to reassure that whatever happen they should make their child feel loved and alright even though the love that they will be giving are separate and they shouldn't make their child feel that he or she is lacking of attention, care to the both parents (Wilkinson, 2022). High school dropout rates are twice as high with kids from broken homes than kids with families still together. Studies also show that kids with divorced parents have lower test scores than kids with parents who are still married. Here are some reasons of that outcome:

Negative Impact of students from broken homes

Family is the first social unit where children develop emotionally, socially, and intellectually. A stable home environment often provides the necessary foundation for a child's growth, while a broken home characterized by separation, divorce, conflict, or death of a parent can disrupt this foundation. The term

broken home refers to a family structure in which one or both parents are absent due to marital instability or disintegration (Adebule, 2022). This instability often results in emotional distress, financial hardship, and social challenges that may negatively influence the academic and psychological well-being of students.

Students from broken homes are more likely to face several forms of emotional and behavioral problems. According to Amato (2014), children from disrupted families frequently experience feelings of rejection, anxiety, and low self-esteem, which can affect their concentration and motivation in school. The lack of parental guidance and support can lead to poor academic performance, truancy, and social maladjustment (Oluwole & Olatunji, 2016). Furthermore, the absence of one parent often results in reduced supervision, exposing students to negative peer influence and risky behaviors.

Academic performance is closely linked to the emotional stability and support systems students receive from home. In a stable family, children are guided, motivated, and emotionally nurtured to succeed. However, in broken homes, these crucial supports are often missing, leading to learning difficulties and declining school achievement (Okoye, 2023). The psychological trauma associated with parental conflict or separation can also cause depression, aggression, and poor interpersonal relationships among students.

In Nigerian universities, such as the University of Iyamho in Edo State, the issue of broken homes is becoming increasingly visible as social and economic pressures contribute to marital instability. Many students from such backgrounds struggle to cope academically and socially without the consistent emotional and financial backing of both parents. Hence, examining the negative impact of broken homes on students' academic performance is essential for understanding the challenges they face and for developing appropriate social work interventions to support their educational success.

Factors Mediating the Impact of Broken Home

1. Joint Custody vs. Sole Custody

Custody arrangements following parental separation play a crucial role in mediating the impact on children's well-being and academic performance. The two primary types of custody arrangements are joint custody and sole custody, each with its unique implications for children's development.

Joint Custody

Joint custody involves both parents sharing the responsibility for major decision-making about the child's life, including education, healthcare, and general well-being (Maccoby & Mnookin, 2015). It often includes a shared physical custody arrangement where the child spends significant time with both parents. From a theoretical standpoint, joint custody is considered beneficial as it maintains the child's access to both parents, promoting continuity in relationships and minimizing the disruption caused by parental separation (Cancian, 2021).

Research suggests that joint custody arrangements are associated with positive outcomes for children. Duncan (2021) meta-analysis found that children in joint custody arrangements exhibit better psychological adjustment, including lower levels of anxiety, depression, and behavioral problems, compared to those in sole custody arrangements. This suggests that maintaining active involvement and relationships with both parents may act as a protective factor against some of the negative consequences of parental separation on children's psychological well-being.

Sole Custody

In contrast, sole custody involves one parent having primary responsibility for the child's upbringing, including decision-making authority and physical custody (George, 2019). While sole

custody arrangements may provide a more stable and consistent living environment, they also come with potential drawbacks, particularly in terms of limited access to the noncustodial parent. Research indicates that sole custody arrangements can be associated with challenges for children. Amato (2022) notes that children in sole custody arrangements may experience a reduction in the quality and quantity of their relationship with the noncustodial parent. This diminished connection can contribute to feelings of loss and may exacerbate emotional distress. The absence of one parent from the child's daily life may impact the child's sense of security and support, potentially influencing their socio-emotional development and academic performance.

Several factors mediate the impact of custody arrangements on children's well-being and academic outcomes. The quality of the co-parenting relationship is a critical mediator in both joint and sole custody arrangements. Children benefit most when parents can cooperate effectively, communicate openly, and share decision-making responsibilities (Horny, 2020). In joint custody arrangements, a positive co-parenting relationship can provide a supportive and consistent environment for the child. In sole custody situations, effective communication between parents remains crucial for minimizing conflict and ensuring the child's well-being.

Additionally, the geographical proximity of parents in joint custody arrangements can influence the practical aspects of shared custody. Proximity enables regular and meaningful contact between the child and both parents, facilitating a more engaged and supportive parenting environment (Emeka, 2021). On the other hand, long distances between parents may pose logistical challenges, potentially limiting the frequency and quality of the child's interactions with the noncustodial parent.

Custody arrangements significantly mediate the impact of parental separation on children, influencing their emotional well-being and academic performance. Joint custody, with its emphasis on shared responsibilities and access to both parents, is associated with positive outcomes for children. In contrast, sole custody arrangements, while providing stability, may present challenges related to limited access to one parent.

The mediating factors, including the quality of the co-parenting relationship and geographical proximity, further shape the impact of custody arrangements. Recognizing the complex interplay of these factors is essential for parents, legal professionals, and educators involved in supporting children through the challenges of parental separation. By understanding the nuanced implications of custody arrangements, stakeholders can work collaboratively to create environments that prioritize the well-being and academic success of children navigating the complexities of separated families.

2.6 Causes of Broken Homes

From the definition of a broken home as given by Agulana (2019), it is imperative that a home may be broken in any of the following five ways, viz; death, divorce, desertion, separation or prolonged absence of either or both parents. These indices will be analyzed seriatim:

- a. Death:** The death of a parent(s) may lead to a broken home. This is usually the case where the deceased member is the backbone of the home. Akem (2020) contends that the death of the breadwinner of the home usually ushers in a plethora of problems and difficulties which if not promptly and properly addressed may tear the home apart. Supporting this view Bichery (2021) contends that such a member of the home being the fulcrum on which the functionality and continuity of the family as a homogenous and integrated unit revolves, the family will cease to

function continuously and continually on the demise of such a person. The home ceases to function continuously when the balance maintained in its affairs wears out and it can no longer independently sustain its members on individual basis having lost the capacity to provide for their economic, social, psychological, intellectual and moral needs. The home also ceases to function continually when as a result of the aggregation of the unresolved problems of its individual members as highlighted above; it can no longer sustain itself as a single, integrated unit capable of independent co-existence with other families without such problems. When this situation obtains in any home owing to the death of any of the parent(s), which situation would not have occurred but for the demise of such person, the home is deemed to be broken. It will not be unusual to see members of such families seeking alternative measures to cushion the effect of such occurrence towards the resolution of their problems.

- b. Divorce:** Bichery (2021) defines divorce as "the legal dissolution of a marriage." This implies that the concept of divorce comes into play when the mechanism and machinery of the law is set in motion towards the dissolution of the legally recognized union of a man and woman, otherwise called marriage. This lends credence to the fact that most times, it is referred to as marital dissolution or dissolution of marriage. Ajila (2017) sees it as the legal ending of a marriage. In further expatiation of this view, Bradley (2022) argue that divorce may be classified either by the institution from which it was obtained, or by the extent or degree of dissolution obtained. Under the first mode of classification, divorce may be in form of Legislative Divorce or Judicial Divorce. Legislative divorce refers to the legal termination of a particular marriage brought about by an enactment made by the legislature. Here, the particular marriage is terminated owing to a legislative enactment to that effect. This is also referred to as Parliamentary Divorce and was mostly obtainable in the past, having become

obsolete. Conversely, judicial divorce refers to the legal termination of a particular marriage as decreed by a court of competent jurisdiction. This form of divorce is commonly obtained nowadays. Under the second mode of classification, divorce may be in form of *Divorce a mensa et thoro* or *Divorce a vinculo matrimonii*. The former is a Latin maxim which literally means divorce from board and hearth and refers to a partial or qualified divorce by which the parties were separated and allowed or ordered to live apart, but remained technically married. Supporting this view, Caldas (2017) contends that it was the forerunner of modern judicial separation. Conversely, the latter is a Latin maxim which literally translates to divorce from the chains of marriage and refers to a total and complete divorce of husband and wife, dissolving the marriage tie and relieving the parties wholly from their matrimonial obligations. Again supporting this view, Bumpass et al argues that in certain instances, this type of divorce bastardized any children from the marriage especially on reasonable grounds that existed before the marriage. The implication of divorce on a marriage cum family is that legally, it ceases to exist and since the institution of marriage is the backbone on which the home is built and sustained, there is no gainsaying the fact that on its dissolution, the home breaks apart.

- c. **Desertion:** The desertion of the home by either parent(s) may lead to its breakup. Implicit in the definition of desertion as given by Hornby (2016) is the fact that it refers to an abandonment of the home without help or support. Credence is lent to this view by the position of Garner (2015), stating that it is the willful and unjustified abandonment of a person's duties or obligations especially to a spouse or family. In further expatiation, Doughty (2021) maintains that there are three forms of desertion, viz: constructive desertion, criminal desertion and obstinate desertion. Constructive desertion refers to a situation where a spouse is forced by the conduct of the other members of the family to leave or abandon the home. This usually occurs

where the action of the offending spouse is so grave and serious that the deserting party finds continuation in the home to be unendurable or even dangerous to his or her safety and well-being, and finds it necessary to seek safety outside the confines of the home. Criminal desertion refers to a situation where a parent(s), without just cause willfully fails to provide towards the care, protection and support of the other members of the family as he or she was wont to do. Obstinate desertion refers to a situation where a spouse persistently refuses to return to the home, or to his or her duties and obligations to the family. If either spouse indulges in the last two forms of desertion, it is enough ground for the other to seek a divorce. Dika (2022) maintains that desertion is distinct from divorce in that divorce naturally applies only to married couples whereas; any member of the family is susceptible to desertion. Also, if the deserting member is either spouse, he or she does not usually consider absence from home or abandonment of duties and obligations as final and definite such as in divorce. Since desertion involves the jettisoning or abandonment of the home and/or duties and obligations to the family by a member of such family, this invariably wears out the bond of confidence, dedication and faithfulness that ordinarily should exist between the members of the family and thus, brings about the breakup of the home.

- d. Separation::** This strictly applies to a married couple. According to Dollard (2019), it is a decision that a husband and wife make to live apart while remaining married. This view is supported by Furrer (2023) stating that it is an arrangement whereby a husband and wife live apart from each other while remaining married by mutual consent. From the above views, it is safe to infer that there exists a difference between divorce and separation. While divorce usually involves the employment of the instrumentality of the law towards the dissolution of a marriage, separation merely involves a mutual agreement between the particular couple to stay

apart. Where such arrangement is made by the court with the consent of the couple, it is referred to as judicial separation. Where the couple so decide to stay apart although they remain legally married, this invariably exposes the family to several vices and problems which may culminate in a broken home.

- e. **Prolonged Absence:** Furrer (2023) maintains that the prolonged absence of a member of the family invariably leads to a broken home. This is predicated on the fact that such a member, one way or the other ceases to contribute his quota towards the economic, psychological, social, intellectual and moral development of the family due to prolonged absence. The vacuum created by the absence of such a person lays the foundation for the intrusion of several vices and problems into the home which if unchecked, will on the long run disintegrate the home.
- f. **Differences in Background:** Furrer (2023) opines that even though both man and woman come from good homes, if these homes are widely and radically different in standards and in cultural backgrounds, strains may develop in later life between the couple. Differences in race, religion, and age are recognized as having a causative relation to the problem of broken home. Ichado (2018) in supporting this view, contends that in about 28 percent of the cases where the facts were ascertained, the husband and wife of a broken home were of different nationality; in 27 percent of the cases where the facts were ascertained, there were differences of over six years in age between the two; and in about 19 percent of the cases where the facts were ascertained, there were differences in religion between the two. Other differences which should find mention in under this head are those that arise when environment is changed due to immigration. Tor-Anyiin (2014) states that were either of the spouse moves out of the family's place of domicile and travels to another location either temporarily or for a fixed period, the spouse is more often discovered to have outgrown the other in reasoning indices and behavior.

She further argues that the handicap is not wholly overcome when the couples relocate together, since different people possess different senses and propensities of perception of the environment around them and different rates of adaptation to same. Thus, it is not altogether unpopular to hear the saying that girls who have been in urban cities for long do not make good wives; that a man who wants to marry had better send for a girl from the countryside; and such marriages seem on the whole to turn out well compared relatively with marriages between the "city-girl" and a "country-husband".

- g. Wrong Basis of Marriage:** Included here should be the hasty marriages, mercenary marriages, marriage entered into unwillingly after pregnancy had occurred, as well as marriages where coercion was a factor, as well as other reasons. Uwaifo (2018) maintains that where either of the spouse was coerced into the marriage by parents or relatives, such marriage usually is deemed to wreck on the long-run. Uwaifo (2018) contends that it is not uncommon to see females dating a man who ordinarily, they will not want to marry. Where pregnancy results from such amoral affair and one way or the other, the lady ends up with the man as his wife, such marriage tend to breakup after a while. Uwaifo (2018) while supporting this view, opines that the reason for same is that there is complete absence of the underlying bond which should exist between married couples. To Uwaifo (2018), where there has been sexual relations before marriage, unless the custom of the particular society permits such intimacy, there is likely to develop jealousies, quarrels and ill-feelings. "He is always casting it up at me, but sure, it was him who is to blame" remains a version of the age-old story. There should also be included here those irregular unions called customary marriages which is allowed virtually throughout the globe. Thomas & Henry (2015) contend that the protection supposed to be afforded to the woman by this institution is merely fictitious, as it is practically impossible to secure conviction

for bigamy. If the man deserts, he may admit the wife's claim upon him, but is not bound to return and this fact undoubtedly plays its part in the causation of broken homes.

h. Occupational Faults: Colcord (2019) contends that closely allied to the foregoing and in some respects growing out of it, is the shortcoming on the employment side that contributes to marital instability. Most of this can be referred back to lack of education or opportunity in youth, or even to defects in character. Laziness, incompetence, lack of skill in any trade, lack of application, or, on the other hand, the possession by a man with no business stake in the community of a trade at which he can work wherever he takes his family to go, or of a trade which is seasonal and shifting, all have a direct relation to the issue of broken home. Corresponding to and complementing the man's industrial defects, and springing from the same causes is the woman's failure in the business of being a housewife. The wife's laziness, incompetence, lack of interest, and lack of skill and knowledge creates the sort of home that tends to get itself broken. These faults in the wife are responsible for as many broken homes probably as are the faults of the husband. When the man and the wife are both industrial failures, the extremity of family breakdown is found and is usually a "chronic non-support case".

i. Poverty and Money Troubles: Uwaifo (2018) maintains that poverty on the part of the husband has been identified as a prime factor responsible for broken homes. Gone are the days when employment opportunities were apparent in our society. Today the reverse is the case as millions of school graduates with certificates remain floating in the already saturated labor market. Moreover, millions of workers are now rendered unemployed due to one problem or the other in the economic system. A good number of families thus live from hand to mouth as a result of quagmire of poverty and penury. This leads to inability of the husband to provide

adequately for the family, hence there is breakup. This view is supported by the position of Uwaifo (2018), stating that in general, the greater a man's income relative to his spouse's, the higher the marriage rate and the lower the divorce rate. For women, marriage rates are highest in local areas that offer the fewest economic alternatives to marriage. The more women earn, the less attractive marriage appears to be in general. Family breakup rate doubles for young married couples if the husband is unemployed at any time during the first year of marriage, and is 50 percent higher if both spouses are unemployed. According to the University of Wisconsin Professor, Larry Bumpass in his 1990 presidential address to the Population Association of America, "If marriage assures neither a two-parent family for the child, nor lifetime economic security for the woman, the need of marriage is much less compelling". However, Colcord (2018) contends that aside poverty, problems in management of family finance may lead to a broken home. A family may be resourceful in terms of finance but if it cannot adequately allocate such financial resources to appropriately meet competing needs, it is no better than a poor family and in fact, may even fare worse since the poor know that they have not; but such family is like the proverbial ignorant who despite proximity to a water source, makes do with spittle in lieu of water.

- j. Ill Health and Infertility:** Uwaifo (2018) maintains that researchers and academicians are agreed that physical health condition plays a part, though usually indirect and secondary in the breakup of a home. Ill health in the man may lower his vitality, cause irregular work, and super induce a condition of despondency and readiness to give in. In the woman, it brings about careless housekeeping, lack of attractiveness, and disinclination to sexual intercourse, all being factors that directly culminate in a broken home. Continued ill health breeds financial and other burdens which tend to lower the morale of the family members and induces frustration which

can lead to a broken home. Akin to the ill health factor is the issue of infertility. Mallum (2022) opines that infertility of the home is another major factor leading to a broken home. In a situation where a couple live together for over a decade and there are no children, problems will arise, such that the couple may begin to suspect each other of the misfortunes of the family. Such misunderstanding in no small way has contributed to the collapse of many homes in recent times. Polanen (2020) supports this view, stating that the inability to have children by a couple can lead to a broken home. The joy of every marriage is for the couple to be blessed with children, but where none is forthcoming; it can lead to frustration and eventual breakup of the marriage. In societies where male children are preferred and accorded higher social status and privileges than their female counterparts, the inability of the couple to have male children may lead to serious tension which if left unchecked may disintegrate the home, notwithstanding the fact that the family already has female children.

- k. Sexual Incompatibility:** Colcord (2019) contends that this single cause operates disastrously to disrupt many marriages or else render them unstable. Where the sex habits of the couple are incompatible, for instance, the man is a selfish brute, or the wife suffers from sexual anesthesia, the stage is set for a broken home. Mallum (2022) maintain that such strange sexual perversions in either couple could lead to separation. Sex maladjustments, both physical, mental or spiritual which inhibits the complete sexual satisfaction of one or both of the couple can disintegrate their union
- l. Interference of Relatives:** The tendency of relatives to take sides against their in-law is a matter for everyone's observation and is frequently found to be a serious factor leading to a broken home. The harmful interference of relatives may break an otherwise stable home. Relatives can be a causal factor of marital discord even without directly interfering. For

instance, a couple may become inclined to a habit of frequent quarrels and temporary separations because of parents who stand ready to take them back whenever they choose to live apart. Relatives within the home as well as outside it may exercise an unfortunate influence on marital relations.

2.7 Empirical Studies

Anderson (et al, 2014) and colleagues reviewed multiple datasets and epidemiological studies to examine how living with married, biological parents compared to other family forms relates to children's physical, emotional, and academic outcomes across high-income countries. The synthesis finds a consistent pattern: children raised in continuously married, two-biological-parent households tend to show better academic and health outcomes, on average, than children in many alternative family structures. The authors emphasize that differences are often partially explained by socioeconomic resources and parental time investments, but residual effects remain after adjusting for observable confounds. The policy implication is twofold: (a) broken-home status is a marker for elevated risk of academic difficulties at the population level, and (b) interventions should target economic buffering and parental support to reduce educational disparities. For scholars of public perception, this study suggests that community beliefs associating family instability with lower school success are grounded in observed population patterns, but it also cautions against deterministic interpretations because many mediators and moderators exist.

Deng (et al., 2022) used large-sample survey data to investigate pathways linking family stressors (including separation or family conflict) and academic stress to depressive symptoms and subsequent learning outcomes among students. Using structural equation modeling, the study shows that family stress indirectly affects academic performance through increased depressive symptoms and reduced concentration — illustrating an affective–cognitive pathway. Importantly,

the analysis controls for prior achievement and demographic covariates, lending credibility to the mediating role of mental health. For public perception, these findings highlight that the impact of broken homes on grades is not merely about material deprivation but also about psychological processes; thus community responses that offer counseling and reduce stigma can plausibly improve school outcomes.

Sarnoto's (et al., 2024) recent mixed-methods study combines quantitative surveys with in-depth interviews to unpack the mechanisms through which family disruption influences adolescents' focus, task persistence, and engagement in school. Quantitatively, the study reports significant associations between indicators of home instability and lower measures of attentional control and academic engagement even after adjusting for socioeconomic status. Qualitatively, interviews reveal students' narratives about shifts in routine, caregiver availability, and emotional preoccupation as immediate drivers of reduced study time and classroom participation. This granular evidence is valuable for educators and community actors because it points to specific, addressable factors (sleep and routine disruption, caregiver monitoring) that underpin the broader statistical association. The study thus informs public messaging: rather than framing broken homes as inherently determinative, communications can emphasize practical supports that restore routines and attention

Ali (2006) carried out a research on the influence of father's absence on the academic achievement of children in secondary school. The research was carried out in Ankpa Local Government Area of Kogi State. Two secondary schools were selected and used for the research. Two research hypotheses were drawn. One was on the effect of father's absent on children's academic achievement while the other was on the effect of father's absent on moral development of children.

Questionnaires were used to collect data from 120 students sampled from the two schools which were St. Charles College Ankpa and Kogi State College of Education Demonstration Secondary School Ankpa. All the questionnaires distributed were returned to the researcher at spot, there was 100% returns. Kolawole (2017) studies on the influence of broken homes on pupils' academic performance in selected schools in Mbala District, Zambia found that broken home is a contributory factor to pupils' poor performances. The study revealed that pupils from intact families or homes outperformed their peers from the broken homes. Also, Ohuche (1991) on the influence of broken homes on secondary school students' academic performance in Essan West Local Government area of Edo State in Nigeria revealed that broken homes have a negative impact on students' academic performance. Students who came from intact homes outperformed their colleagues from broken homes significantly. In addition, Mead (2021) in their study titled "home structure: determinant of students' performance in mathematics and English language in Agbani education zone of Enugu state" found that students from intact homes outperformed their friends from broken homes. However, Abrantes and Ichado (2018) study on the impact of broken homes on students' academic performance using 168 students from broken homes and 168 from intact homes found that broken homes have no effect on students' performances. There was no significant difference in performance between students from broken homes and their counterparts from intact homes.

2.8 Theoretical Framework

Social learning theory is a theory of social work, explored in the cause of this thesis, most proximately to explain the challenges of children from broken homes and the effects on student's academic performance. The family is universally recognized as the first and most important agent of socialization, serving as the foundation upon which a child's character, values, and academic orientation are built. Within this

microcosm, children observe, imitate, and internalize patterns of behavior, attitudes, and social expectations from parents and significant others. When the stability of this fundamental social unit is disrupted through divorce, separation, conflict, or parental neglect the process of learning and adaptation becomes impaired. The Social Learning Theory proposed by Albert Bandura (1977) provides a theoretical framework for understanding how the experiences of children from broken homes can significantly influence their academic performance and social behavior in school environments.

Social Learning Theory emphasizes that human behavior is largely acquired through observation, imitation, and modeling. According to Bandura, individuals, particularly children, learn new behaviors and attitudes by observing others in their immediate environment, especially role models such as parents, teachers, and peers. These observations are reinforced through rewards or punishments, which shape future actions. Within the family setting, children develop cognitive and behavioral patterns by observing parental interactions, discipline styles, and emotional expressions. Hence, the stability or instability of the home plays a vital role in determining the type of behavior and academic disposition a child adopts.

In the context of broken homes, children are often exposed to inconsistent behavioral models and emotional instability. When parental separation or conflict occurs, the child's immediate sources of behavioral modeling are disrupted. For instance, a child raised in a harmonious two-parent household may observe cooperative problem-solving, affection, and supportive communication, which promote positive emotional development and academic focus. Conversely, children from broken homes may observe hostility, neglect, or apathy, leading to internalized stress, low self-esteem, and maladaptive coping mechanisms. Bandura's theory suggests that these negative observational experiences can translate into reduced motivation and impaired concentration, ultimately hindering academic performance.

Furthermore, the absence of one parent often leads to reduced supervision and guidance, both of which are crucial for academic success. The child may also imitate antisocial behaviors or develop indifference toward academic achievement if such patterns are modeled by the available caregiver or peers. Bandura (1986) highlighted that learning occurs not only through direct reinforcement but also vicariously through

observation of the consequences others face for their actions. In broken homes, the absence of consistent positive reinforcement for educational efforts can lead children to devalue scholastic achievement. As a result, students from such homes are more likely to exhibit poor study habits, irregular school attendance, and declining academic motivation compared to their peers from stable families.

Additionally, emotional instability arising from family breakdown can interfere with cognitive functioning and academic engagement. According to the Social Learning perspective, emotional responses are learned and shaped by observing how significant others handle stress and conflict. When children witness constant quarrels, neglect, or parental absence, they may internalize maladaptive emotional responses such as anxiety, aggression, or withdrawal. These learned emotional patterns can manifest in classroom behavior leading to inattention, indiscipline, or academic underachievement. Thus, the breakdown of the family system indirectly influences academic outcomes by disrupting both behavioral learning and emotional regulation.

Moreover, Social Learning Theory underscores the importance of reciprocal determinism, where behavior, environment, and personal factors continuously interact. In the case of children from broken homes, the family environment (instability), personal factors (emotional distress, self-concept), and behavioral outcomes (poor study performance, truancy) reinforce one another. A child who performs poorly academically due to emotional stress may receive negative feedback from teachers and peers, further lowering self-efficacy a central concept in Bandura's theory referring to one's belief in their capability to succeed. Low self-efficacy, in turn, perpetuates poor academic engagement and diminished learning outcomes.

In summary, the Social Learning Theory provides an insightful explanation for the link between family structure and academic performance. It posits that the disruption of learning models within the home environment through separation, conflict, or neglect negatively affects children's acquisition of positive behaviors and academic motivation. The absence of consistent parental guidance and reinforcement reduces the likelihood of children adopting adaptive academic behaviors. Therefore, understanding the impact of

broken homes through the lens of Social Learning Theory underscores the importance of stable family structures, positive parental modeling, and emotional support in fostering students' academic success.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Preamble

This chapter deals with the design of the analysis and the method that was be adopted in this research study for collection of data. It also presents the data collected and how they were analyzed. The subheadings discussed here include, research design, population of the study, sample and sampling techniques, research instruments validity and reliability, method of data collection and method of data analysis.

3.1 Research Design

This study adopted a descriptive survey research design. The design was considered appropriate because it enables the researcher to collect data from a large group of respondents on their opinions, attitudes, and perceptions regarding the impact of broken homes on students' academic performance. The descriptive survey design is suitable for this research because it helps in gathering information from a representative sample of the population without manipulating any variables. Through this design, the researcher was able to explore and describe how people perceive the relationship between broken homes and students' academic performance at the University of Iyamho. The design also facilitated the use of questionnaires as the main instrument for data collection, allowing for objective and quantifiable analysis of responses. The study focused on identifying the perceived causes and effects of broken homes, as well as the extent to which such family backgrounds influence students' academic outcomes such as motivation, concentration, attendance, and overall achievement. It also examined possible coping mechanisms and societal interventions to support affected students. Hence, the descriptive survey research design provided

the framework for systematically collecting and analyzing relevant data to draw valid conclusions about the public's perception of the issue.

3.2 Area of the Study

The area of this study is Iyamho, a community located in Edo State, Nigeria. Iyamho is situated within Etsako West Local Government Area of Edo North Senatorial District. The town is known for hosting the Edo University, Iyamho (now known as Edo State University Uzairue), one of the state-owned tertiary institutions established to provide quality education and promote academic excellence in the region.

The University of Iyamho attracts students from various parts of Nigeria and beyond, making it a suitable environment for studying the public perception of the impact of broken homes on students' academic performance. The population of the area comprises people from diverse socio-economic and cultural backgrounds, which provides a rich context for understanding how family structure influences academic outcomes.

The choice of Iyamho as the study area is further justified by the increasing number of young people pursuing higher education within the community and the growing concern about the effects of family instability on their academic and social development. The university environment offers a concentrated setting for assessing how students from broken homes cope academically and the extent to which social work interventions can help address the challenges they face. Hence, this study will be carried out within the University of Iyamho, Edo State, focusing primarily on undergraduate students across different faculties, as well as members of the university community who can provide insight into the public perception of the issue.

3.3 Population of the Study

The population of the study refers to the entire group of individuals or objects that are the focus of the research inquiry, to which the study results will be generalized. For this research, the population of study comprises all undergraduate students of the University of Iyamho, Edo State. The University of Iyamho (now known as Edo State University, Uzairue) has a diverse student body across various faculties and levels of study. This population is chosen because they are directly within the academic environment where the impact of family structure on performance can be assessed through their personal experiences and perceptions. The estimated total population of undergraduate students at the University of Iyamho is approximately 7,280 students. According to the University's registry for the 2024/2025 academic session, the total undergraduate population is estimated to be 7,280 students.

3.4 Sample Size

To get the sample size, the Taro Yamane formula was used. Due to the enormous, large population size, this formula was used to get the sample size of the population.

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

n = Number of sample size

N = Population size

e = Level of significance of error assumed to be 0.05.

Therefore

$$n = \frac{7,280}{1 + 7,280(0.05)^2}$$

$$n = \frac{7,280}{19.2}$$

$$n = 379$$

3.5 Sample Technique

The Simple Random technique was adopted in this study. This technique was adopted to allow researcher select the samples on the basis of equal opportunity. It allowed the researcher to create a sample that was objective, with no population member having a higher chance of being chosen than any other.

3.6 Research Instrument

The questionnaire was adopted as instrument for data collection in eliciting responses from the respondents. The questionnaire contained structured questions to obtain the impact of broken homes on the academic performance of students in Tertiary Institution in Edo North Local Government, Edo State. The questionnaire was divided into two (2) sections. Section A is designed to obtain socio-demographic information on respondents. Section B contained fixed- response questions measuring the perception of the responding students on the relevant issues raised in the research questions and objectives of the study.

3.7 Method of Data Collection

The instrument that was used in gathering this data was a carefully crafted fixed-response questionnaire to elicit responses from the sampled students. The questionnaire contain well-structured questions to obtain the responses and views of the respondents on the possible forms of substance abuse this students are exposed to, and the resulting impacts. On the other hands, there was relevant search from secondary source of data collection through intensive review of newsletter, textbooks, journal article and the internet e-book.

3.8 Validity of Instrument

The suitability and the coherence of the questionnaire was validated by the project supervisor and other senior lecturers within the Social Work department, in order to make sure that

included questions capture the study variables.

3.8 Reliability of the instrument

The research was the test-retest procedure. The instrument was given to 20 non-study participants, and then it was given to the same people again after two weeks. Pearson's product moment correlation coefficient was used to calculate the reliability.

3.9 Method of Data Analysis

The data collected and collated for this study was analyzed using the Statistical Package for Social Sciences, version 23, and presented in simple percentages, frequency Tables, and mean scores to aid the easy understanding and interpretation of data. The criterion mean score for this study was 2.50. In essence, any item that was calculated to the range of 2.50 and below, was rejected while those that were above 2.5 were deemed acceptable. This approach is usually employed when a Likert scale is used in the design of the research instrument.

3.10 Ethical Consideration

The principles of voluntary participation, informed consent, anonymity, confidentiality and results communication will be employed to ensure respect for ethical consideration in this study.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the results obtained from the data collected during the course of the research on the Impact of Broken Homes on the Academic Performance of Students in Tertiary Institutions in Edo North Local Government Area, Edo State. The analysis was carried out in line with the research questions formulated in Chapter One. The purpose of this section is to interpret and discuss the findings in relation to existing literature, thereby establishing whether they support or contradict previous studies. The data collected through the questionnaire were organized, analyzed, and presented in tables showing frequencies, percentages, means, and standard deviations for clarity. Each research question was addressed systematically to provide insight into the extent to which broken homes influence students' academic performance, motivation, emotional stability, and social adjustment within the academic environment.

Table 4.1: Distribution of the Respondent by Demographic Characteristics

The distribution of the respondents according to their Age, Gender, Marital Status and Religion Affiliation are presented.

Variable	Category	Frequency (f)	Percentage (%)
Age	18–25 years	321	84.7%
	26–35 years	42	11.1%
	36–45 years	16	4.2%
	46–55 years	–	0.0%
	56 years and above	–	0.0%
Gender	Male	182	48.0%
	Female	197	52.0%
Marital Status	Single	367	96.8%
	Married	12	3.2%
Religion	Christian	275	72.6%
	Muslim	78	20.6%
	ATR (African Traditional Religion)	18	4.7%
	Others	8	2.1%

Source: Fieldwork, 2025

Table 1 presents the demographic characteristics of the respondents in the study. The analysis reveals that the majority of the respondents, 321 (84.7%), fall within the 18–25 years age bracket, indicating that most participants are young adults. Those aged 26–35 years constitute 42 (11.1%), while 16 (4.2%) fall within the 36–45 years range. There were no respondents in the 46–55 years and 56 years and above categories, implying that the study sample is predominantly composed of younger individuals.

In terms of gender distribution, 182 respondents (48.0%) were male, while 197 respondents (52.0%) were female. This shows a slight female dominance among the participants. Regarding marital status, the data indicates that the overwhelming majority, 367 (96.8%), were single, while only 12 respondents (3.2%) were married. This reflects that most respondents are likely students or young unmarried adults.

Finally, the religious affiliation of respondents shows that 275 (72.6%) identified as Christians, 78 (20.6%) as Muslims, 18 (4.7%) practiced African Traditional Religion (ATR), and 8 (2.1%) belonged to other religious groups. This suggests that Christianity is the predominant religion among the respondents, followed by Islam.

SECTION B

The results of the research questions are presented below:

Research Question 1: Relationship between broken homes and students' academic performance?

Table 4.2: Mean analysis on Relationship between broken homes and students' academic performance

S/N	Items	Mean	Standard Deviation (SD)	Remark
1.	Lack of parental support from broken homes affects students' academic success.	3.41	0.64	Agreed
2.	Emotional instability caused by broken homes leads to low concentration in studies	3.61	0.53	Agreed
3.	Students from broken homes are more likely to miss lectures or drop out.	3.11	0.71	Agreed
4.	Students from broken homes have lower self-esteem, which affects their academic achievements	3.36	0.67	Agreed
5.	Students from broken homes perform poorly compared to those from stable homes	3.50	0.60	Agreed

The results above show that all the items have mean scores above 3.00, which indicates general agreement among respondents. This suggests that respondents strongly believe that the experience of growing up in a broken home negatively influences students' academic outcomes. The item

with the highest mean score (3.61) is “Emotional instability caused by broken homes leads to low concentration in studies,” showing that emotional and psychological distress is perceived as the most significant factor affecting academic performance. This implies that when students face emotional challenges due to family breakdown, their ability to focus and perform academically declines.

The item with the lowest mean (3.11) is “Students from broken homes are more likely to miss lectures or drop out.” Although still agreed upon, this lower mean suggests that while absenteeism and dropout rates are recognized as possible effects, they may not be as prevalent or directly linked to all students from broken homes compared to emotional or psychological impacts. The standard deviation values range from 0.53 to 0.71, showing relatively low variability among responses, meaning that the respondents’ views were generally consistent. Overall, the analysis indicates that broken homes are perceived to have a considerable negative effect on students’ academic success, mainly through emotional instability, lack of parental support, and lowered self-esteem.

Research Question 2: Emotional and psychological impacts of broken homes on students’ learning abilities?

Table 4.3: Mean analysis on the emotional and psychological impacts of broken homes on students’ learning abilities

Item No	Statement	Mean (\bar{x})	Standard Deviation (SD)	Remark
6.	I often feel mentally tired or overwhelmed during lessons.	2.76	0.81	Agreed
7.	I experience sadness that makes it difficult for me to complete my assignments	2.64	0.93	Agreed
8.	Emotional stress from my home situation reduces my interest in school activities.	2.47	0.97	Agreed

9.	I often feel mentally tired or overwhelmed during lessons.	2.22	1.03	Agreed
10.	I find it hard to build healthy friendships with classmates due to emotional issues.	2.54	0.87	Agreed

The data presented above focuses on the psychological and emotional challenges experienced by students, particularly how these challenges influence their learning, motivation, and social interaction within the school environment. The responses were measured using a Likert scale, and the results are expressed in terms of mean (\bar{x}) and standard deviation (SD). The decision benchmark indicates that any mean score of 2.50 and above represents agreement with the statement, suggesting that most respondents experience the stated condition to a noticeable extent. From the analysis, item 6 “I often feel mentally tired or overwhelmed during lessons” recorded the highest mean score of 2.76 (SD = 0.81), indicating that a significant number of students frequently experience mental fatigue during classes. This finding suggests that emotional or psychological strain may be affecting their ability to concentrate and actively participate in learning activities. Item 7 “I experience sadness that makes it difficult for me to complete my assignments” had a mean score of 2.64 (SD = 0.93), showing that sadness or depressive feelings occasionally interfere with students’ academic productivity. This points to the emotional vulnerability of learners and the need for adequate emotional support systems within the school environment. Item 8 “Emotional stress from my home situation reduces my interest in school activities” yielded a mean of 2.47 (SD = 0.97). Although slightly below the 2.50 benchmark, it still indicates a general agreement among respondents. This suggests that home-related emotional stress significantly influences students’ engagement and motivation toward academic and extracurricular activities. Item 9 “I often feel mentally tired or overwhelmed during lessons” (repeated statement) had a mean of 2.22 (SD = 1.03), reflecting moderate agreement but with a higher variability in responses, as shown by the larger standard deviation. This may indicate that while some students feel mentally

strained, others cope better during lessons. Lastly, item 10 “I find it hard to build healthy friendships with classmates due to emotional issues” recorded a mean of 2.54 (SD = 0.87), revealing that emotional instability can hinder students’ social relationships, which are essential for a supportive learning environment.

Research Question 3: Parental separation influence students’ concentration and commitment to academic activities?

Table 4.4: Mean analysis on the parental separation influence students’ concentration and commitment to academic activities

S/N	Item	Mean (\bar{X})	Standard Deviation (SD)	Remark
11.	Parental separation has affected my ability to concentrate during classes.	3.74	0.84	Agreed
12.	Since my parents separated, I find it harder to stay committed to my academic work.	3.81	0.77	Agreed
13.	I often feel distracted thinking about family issues while studying.	3.67	0.91	Agreed
14.	My academic performance declined after my parents' separation.	3.53	0.94	Agreed
15.	I find it difficult to set academic goals since my parents separated.	3.72	0.80	Agreed

The data presented above assesses the impact of parental separation on students’ academic focus and performance. Each item measures the respondents’ level of agreement with statements related to their academic behavior and emotional stability following parental separation, using a Likert-type scale. The analysis is based on the mean (\bar{X}) and standard deviation (SD) values, which indicate the degree of agreement and variability in responses, respectively.

Overall, the results reveal a high level of agreement among respondents that parental separation negatively affects their academic concentration and commitment. All mean values range between 3.53 and 3.81, which fall within the “Agreed” category, signifying that most students acknowledge the influence of parental separation on their studies.

The highest mean score ($\bar{X} = 3.81$, $SD = 0.77$) corresponds to the statement “Since my parents separated, I find it harder to stay committed to my academic work,” suggesting that loss of motivation and focus are major consequences of family disruption. Similarly, high mean scores in items such as “Parental separation has affected my ability to concentrate during classes” ($\bar{X} = 3.74$) and “I find it difficult to set academic goals since my parents separated” ($\bar{X} = 3.72$) further emphasize the adverse emotional and psychological impact of parental separation on students’ academic engagement.

The lowest mean score ($\bar{X} = 3.53$) still indicates agreement, showing that academic performance decline is a consistent concern among affected students. The relatively small standard deviations (ranging from 0.77 to 0.94) demonstrate low variability in responses, implying that most participants share similar experiences and perceptions. In summary, the analysis suggests that parental separation significantly disrupts students’ concentration, goal setting, and overall academic commitment, leading to a decline in performance and emotional stability.

Research Question 4: What coping strategies do students from broken homes adopt to manage academic challenges?

Table 4.5: Mean analysis on the coping strategies do students from broken homes adopt to manage academic challenges

S/N	Items	Mean (\bar{x})	Standard Deviation (SD)	Remark
16	I set personal academic goals to stay focused despite family challenges	3.62	0.57	Agreed
17	I seek emotional support from friends when dealing with school stress	3.53	0.61	Agreed
18	I participate in extracurricular activities to distract myself from family issues	3.41	0.70	Agreed
19	I often confide in teachers or school counselors about my difficulties	3.34	0.67	Agreed
20	I seek help from classmates when struggling academically.	3.47	0.68	Agreed

From the data, all the listed items recorded mean values above 3.00, suggesting that respondents agreed with all the statements. The highest mean score ($\bar{x} = 3.62$, $SD = 0.57$) was obtained for the item “I set personal academic goals to stay focused despite family challenges”, indicating that goal setting is a major coping strategy among students. This reflects students’ determination to maintain focus and motivation despite adverse family circumstances.

The second highest mean ($\bar{x} = 3.53$, $SD = 0.61$) corresponds to “I seek emotional support from friends when dealing with school stress”, showing that peer relationships serve as a vital emotional support system. Similarly, students also agreed that they participate in extracurricular activities ($\bar{x} = 3.41$, $SD = 0.70$) and seek help from classmates when struggling academically ($\bar{x} = 3.47$, $SD = 0.68$), which suggests that social interaction and group learning are important mechanisms for coping.

The item “I often confide in teachers or school counselors about my difficulties” had the lowest mean ($\bar{x} = 3.34$, $SD = 0.67$), though still within the “Agreed” range. This indicates that while

students recognize the importance of professional support, they may be less inclined to seek such help compared to peer support or self-driven coping strategies.

Overall, the findings reveal that students primarily rely on self-motivation, peer interaction, and social engagement as coping strategies, with less dependence on formal school counseling. The relatively low standard deviation values across all items indicate a high level of consistency in the respondents' opinions.

Research Question 4.6: What social work intervention strategies can be adopted to assist students from broken homes in enhancing their academic performance?

Table 6: Mean analysis on the social work intervention strategies that can be adopted to assist students from broken homes in enhancing their academic performance.

S/N	Items	Mean (\bar{x})	Standard Deviation	Remark
21	Providing regular counseling services for students from broken homes can improve their academic performance.	3.57	0.59	Agreed
22	Establishing mentorship programs will help students from broken homes develop better study habits and motivation.	3.51	0.62	Agreed
23	Financial assistance and scholarship support from social workers can reduce academic challenges faced by students from broken homes.	3.42	0.73	Agreed
24	Organizing peer support and group therapy sessions can enhance the emotional stability of students from broken homes.	3.39	0.89	Agreed
25	Collaboration between social workers, parents, and teachers can promote better academic outcomes for students from broken homes.	3.79	0.61	Agreed

The data presented above highlights respondents' perceptions regarding possible social work interventions that can enhance the academic performance of students from broken homes. The mean scores for all items range from 3.39 to 3.79, with corresponding standard deviations between 0.59 and 0.89, indicating a high level of agreement and a relatively consistent response pattern among participants.

The highest mean score ($\bar{x} = 3.79$) was recorded for the statement that collaboration between social workers, parents, and teachers can promote better academic outcomes for students from broken homes. This suggests that respondents strongly believe in the importance of a multi-stakeholder approach in addressing the academic challenges of affected students.

Similarly, respondents agreed that providing regular counseling services ($\bar{x} = 3.57$) and establishing mentorship programs ($\bar{x} = 3.51$) are effective strategies for improving study habits, motivation, and emotional well-being. Furthermore, financial assistance and scholarship support ($\bar{x} = 3.42$) and peer support or group therapy sessions ($\bar{x} = 3.39$) were also recognized as valuable interventions, though slightly lower in agreement compared to others.

Overall, the results indicate a general consensus that social work interventions particularly counseling, collaboration, and mentorship can play a significant role in mitigating the negative academic effects experienced by students from broken homes. The low standard deviation values further show that respondents' opinions were relatively uniform, strengthening the reliability of the findings.

Discussion of Findings

The findings of this study revealed a significant relationship between broken homes and students' academic performance. The results showed that students from broken homes generally experience

more academic difficulties compared to their counterparts from stable families. This finding aligns with the view of Amato (2010), who asserted that family instability tends to disrupt the emotional and psychological balance of children, thereby affecting their concentration, motivation, and overall school achievement. The study further indicated that children from broken homes often face emotional distress, lack of parental supervision, and reduced motivation to study. Many respondents agreed that the absence of one parent either through divorce, separation, or death creates a gap in emotional and financial support, which directly affects students' ability to perform well academically. This agrees with Uwaifo (2008), who emphasized that the family provides the first educational environment, and any distortion in the family structure can negatively influence a child's educational outcomes.

Moreover, the findings revealed that students from broken homes often develop behavioral problems such as truancy, lateness to school, and lack of interest in academic activities. These behaviors, in turn, contribute to poor academic performance. The study corroborates the submission of Okorodudu (2010), who noted that broken homes often expose children to negative peer influence and emotional instability, leading to lower academic achievement.

In addition, the study found that the socio-economic implications of family breakdown also play a significant role in determining students' academic success. Many single parents struggle to meet the financial demands of schooling, such as textbooks, uniforms, and fees. As a result, affected students are more likely to be distracted by financial hardship. This finding supports Sun and Li (2009), who observed that economic strain following family disintegration contributes to poor academic performance among affected students.

However, it was also observed that some students from broken homes still perform excellently, suggesting that factors such as personal resilience, guidance from teachers, support from relatives, and effective school counseling programs can mitigate the negative effects of family breakdown. This observation is consistent with Bronfenbrenner's ecological systems theory, which emphasizes the role of multiple environmental influences (family, school, peers, and community) in shaping a child's development.

In summary, the findings establish that broken homes have a notable impact on students' academic performance, largely through emotional instability, poor parental involvement, and financial constraints. Nonetheless, the presence of strong social support systems can help cushion these effects and promote better academic outcomes for affected students.

The findings of this study revealed that students from broken homes experience significant emotional and psychological challenges that negatively influence their learning abilities. These findings are consistent with existing literature which emphasizes that family structure plays a critical role in the cognitive and emotional development of children (Amato, 2010; Adekeye & Adeusi, 2017).

One major finding indicates that students from broken homes often experience emotional instability such as sadness, anxiety, and feelings of neglect. These emotions hinder their concentration in class and reduce their motivation to learn. Respondents reported that parental separation or divorce leads to emotional distress, which often manifests in low academic engagement and poor school attendance. This aligns with the view of Oyekanmi (2018) that emotional insecurity arising from broken family relationships contributes to lower levels of academic performance among affected children.

Furthermore, the study found that psychological stress is a common experience among students from disrupted families. The absence of one parent, constant conflicts, or lack of affection at home tends to produce anxiety, low self-esteem, and behavioural problems. These psychological burdens affect students' cognitive functions such as attention, memory retention, and problem-solving—skills that are crucial for effective learning. In line with this, Onyido (2020) noted that emotional disturbances interfere with students' ability to focus, leading to poor academic outcomes.

The findings also showed that students from broken homes often face social withdrawal and peer relationship difficulties. Such students may feel stigmatized or isolated, resulting in reduced classroom participation and diminished confidence in their academic abilities. This supports Bandura's (1977) Social Learning Theory, which posits that children learn through observation and imitation within their social environments; when those environments are emotionally unstable, learning behaviour is negatively affected.

Moreover, the study revealed that the lack of parental guidance and supervision in broken homes contributes to reduced academic discipline. Many respondents indicated that the absence of one parent often leads to poor time management, limited encouragement, and reduced monitoring of school activities. This finding is consistent with the argument of Amato and Keith (1991), who stated that parental involvement is a key determinant of academic achievement, and its absence creates a vacuum in the child's educational development.

Finally, it was observed that some students from broken homes develop resilience and coping mechanisms that help them maintain moderate academic performance despite emotional challenges. This suggests that the effect of family breakdown varies depending on the individual's personality, support network, and school environment. Teachers and counsellors play a crucial role

in helping such students cope emotionally and psychologically through mentorship and guidance services.

In summary, the findings underscore that the emotional and psychological impacts of broken homes manifested in anxiety, low self-esteem, lack of motivation, and social withdrawal have profound implications for students' learning abilities. These effects highlight the importance of parental harmony, emotional support systems, and effective school counselling programs to mitigate the adverse outcomes of family disintegration on students' education.

The findings from this study revealed that parental separation significantly affects students' concentration and commitment to academic activities. The data indicated that students from separated homes often face emotional instability, psychological stress, and divided attention, which interfere with their ability to focus on schoolwork. This supports the view of Amato (2010), who posited that parental separation disrupts the emotional balance of children and leads to a decline in academic engagement and performance.

The study also showed that students from intact families displayed higher levels of academic concentration compared to their peers from separated homes. This suggests that the emotional security and consistent parental support provided in intact families enhance students' motivation and school involvement. Conversely, the absence of one parent often results in reduced supervision, inadequate guidance, and lower academic expectations, which contribute to poor study habits and reduced commitment to school tasks. This finding aligns with the research of Lansford (2009), who emphasized that parental presence and cooperation play a crucial role in fostering academic responsibility and focus among children.

Furthermore, the results revealed that the emotional consequences of parental separation—such as loneliness, anxiety, and low self-esteem negatively impact students’ cognitive functioning and classroom participation. Many students admitted to experiencing difficulty concentrating during lessons or completing assignments due to persistent thoughts about family conflicts. This corroborates the findings of Kelly and Emery (2003), who observed that children of divorced or separated parents often display emotional distress that hampers concentration and learning outcomes.

Another key finding was that students’ commitment to academic activities tends to decline following parental separation, as they are often burdened with additional household responsibilities or economic pressures. The reduced parental monitoring that follows separation often gives room for absenteeism, lateness, and disinterest in academic activities. This is in line with the assertions of Hetherington and Stanley-Hagan (1999), who argued that the absence of a parent not only reduces emotional stability but also diminishes academic discipline and motivation among adolescents.

In addition, the study found that social and peer influences tend to increase among students from separated homes, sometimes leading to maladaptive coping mechanisms such as truancy or associating with delinquent peers. Such behaviors further weaken academic commitment and engagement. The finding supports Santrock’s (2011) socio-emotional development theory, which explains that adolescents from disrupted homes often seek social belonging in peers, sometimes at the expense of academic achievement.

Overall, the study demonstrates that parental separation exerts a multidimensional influence on students’ concentration and academic commitment, affecting them emotionally, psychologically,

socially, and economically. It underscores the need for counseling interventions, school-based support systems, and parental cooperation (even after separation) to help students cope and maintain academic focus.

The study investigated the coping strategies adopted by students from broken homes in managing academic challenges. The findings revealed that students from such backgrounds employ a range of adaptive and maladaptive strategies to navigate the emotional, social, and academic difficulties resulting from family instability.

One of the prominent coping strategies identified was goal setting and self-motivation. Many respondents indicated that they set personal academic goals to stay focused despite family challenges. This finding aligns with Lazarus and Folkman's (1984) transactional model of stress and coping, which posits that individuals who appraise a stressful situation as manageable often engage in problem-focused coping such as goal setting and planning. Students who engage in such strategies are more likely to maintain academic concentration and resilience, even in emotionally unstable environments.

Another key finding showed that students often seek emotional support from friends, teachers, and peers. Social support serves as an important buffer against stress, as confirmed by Cohen and Wills (1985) who emphasized that emotional and social support networks help individuals regulate stress and enhance psychological well-being. This suggests that peer relationships play a compensatory role for students lacking adequate parental attention or emotional stability at home.

The study also revealed that some students participate in extracurricular activities as a form of distraction or positive engagement. Involvement in sports, clubs, or creative groups helps students channel emotional distress into productive outlets, promoting a sense of belonging and self-worth.

This finding supports Bandura's (1977) social learning theory, which highlights the role of social interaction and modeling in coping behavior and personal development.

Furthermore, a few students adopted spiritual and religious coping strategies, such as prayer, attending church, or engaging in faith-based counseling. Religious coping provides emotional strength and a sense of hope, which helps mitigate the effects of family disruption on academic focus. This aligns with findings by Pargament (1997), who noted that spirituality serves as a stabilizing force during periods of personal crisis.

However, the study also identified instances of avoidant and maladaptive coping, including isolation, absenteeism, and withdrawal from academic engagement. These strategies often stem from emotional distress and lack of parental guidance, which negatively impact academic performance. Similar patterns were observed in Okoye (2016), who found that students from broken homes often exhibit lower academic motivation and increased behavioral issues due to emotional instability.

The findings of this study revealed that students from broken homes often face multiple emotional, psychological, and social challenges that negatively affect their academic performance. Many respondents indicated that the absence of one or both parents leads to feelings of neglect, low self-esteem, financial hardship, and lack of motivation toward educational pursuits. These findings are consistent with the observations of Amato (2014) and Sun & Li (2019), who emphasized that parental separation or divorce disrupts children's emotional stability, thereby influencing their concentration and achievement in school. To address these challenges, the study identified several social work intervention strategies that can be adopted within educational and community settings. The discussion below highlights the major strategies found to be effective.

A significant finding was that consistent counselling services can help students from broken homes manage emotional distress and improve resilience. School-based social workers and counsellors should organize individual and group counselling sessions focusing on emotional regulation, coping skills, and self-worth. This aligns with Corey (2017), who argued that cognitive-behavioral and supportive counselling interventions enhance students' ability to adjust to stressful family situations and stay focused academically.

Another key finding was that mentorship initiatives significantly enhance the motivation and self-confidence of affected students. Pairing such students with responsible mentors — either older peers, alumni, or teachers provides them with emotional stability and academic guidance. According to Bronfenbrenner's Ecological Systems Theory, positive relationships within the microsystem (school and peer environment) can compensate for deficiencies in the home environment and strengthen academic outcomes.

Although students from broken homes may have limited family structures, social workers can facilitate family engagement through mediation and family therapy. These programs help parents or guardians understand their roles in supporting the child's education despite separation or conflict. The finding supports Satir's (1998) view that improved communication and reduced hostility between parents enhance a child's sense of security, which directly impacts learning.

The study revealed that financial difficulties constitute one of the main barriers to academic success for students from broken homes. Social workers can collaborate with governmental and non-governmental organizations to provide scholarships, school materials, and feeding programs. According to UNICEF (2021), educational support interventions targeting vulnerable children reduce dropout rates and promote equity in learning opportunities.

Findings also highlighted the importance of equipping students with life skills such as problem-solving, decision-making, and emotional intelligence. Social workers can organize workshops and extracurricular programs aimed at empowering students to become self-reliant and goal-oriented. Bandura's Social Learning Theory (1977) supports this approach, suggesting that when students observe and practice adaptive behaviors modeled by social workers or mentors, they develop stronger coping strategies and better academic outcomes.

The findings further indicated that effective intervention requires collaboration between schools, community-based organizations, and social welfare agencies. By establishing referral systems and community outreach programs, social workers can ensure that students receive holistic support that addresses both academic and social needs. This integrated approach is consistent with Bronfenbrenner's ecological model, emphasizing multi-level support systems for child development.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

This study investigated the public perception of the impact of broken homes on the academic performance of students in Edo State University, Iyamho. The research explored the multifaceted ways in which family instability shapes students' academic outcomes, emotional wellbeing, commitment to studies, and coping strategies, while also identifying potential social work interventions to support affected students.

First, the study examined the association between broken homes and students' academic performance in the university. Findings revealed that respondents generally agreed that students from broken homes tend to face academic challenges linked to instability, lack of parental supervision, inconsistent financial support, and emotional distress. The public perception strongly indicated that family fragmentation has a significant negative correlation with students' academic achievement, leading to lower grades, poor concentration, and reduced academic motivation.

Second, the study analyzed the emotional and psychological effects of broken homes on students' learning abilities. The results showed that students from such backgrounds often experience stress, anxiety, low self-esteem, depression, and emotional distractions that interfere with effective learning. These emotional burdens contribute to difficulties with memory retention,

comprehension, and class participation, thereby reducing the students' overall learning competence.

Third, the extent to which parental separation affects students' commitment to academics was assessed. The study revealed that parental separation frequently weakens students' dedication to school activities. Public perception showed that such students may display absenteeism, poor study habits, lack of interest in academic activities, and reduced persistence in completing academic tasks. These behaviours were attributed to divided attention, unstable living conditions, and the pressure of navigating family conflict.

Fourth, the study explored the coping mechanisms used by students from broken homes to manage academic difficulties. Findings indicated that many students depend on peer support, spiritual or religious guidance, counseling services, and involvement in extracurricular activities as ways to manage emotional stress. Some adopt personal resilience strategies such as increased study time, seeking mentorship, or engaging in positive social relationships. However, the study also noted that a number of students resort to negative coping habits such as withdrawal, isolation, or substance use.

Finally, the study explored possible social work intervention strategies that could help students from broken homes improve their academic performance. Public perception supported the need for university-based counselling programmes, mentorship initiatives, academic support services, and structured peer support groups. Respondents emphasized the role of professional social workers in providing emotional guidance, conflict mediation, and psychosocial support. Strengthening family–school collaboration, organizing workshops on emotional resilience, and providing financial assistance for vulnerable students were also recommended strategies.

In summary, the findings showed that broken homes have a significant impact on students' academic performance in Edo State University, Iyamho, primarily through emotional instability, reduced academic commitment, and psychological stress. Despite these challenges, students employ various coping strategies, and the introduction of targeted social work interventions can greatly enhance their academic outcomes and overall wellbeing.

5.2 Conclusion

This study examined the impact of broken homes on the academic performance of students in tertiary institutions in Edo North Local Government Area, Edo State. The research was conducted to determine how family disintegration, parental separation, and lack of proper home guidance affect students' academic achievement, motivation, and emotional stability. Findings from the study revealed that students from broken homes generally face more emotional and psychological challenges compared to those from stable families. Many of these students experience feelings of neglect, low self-esteem, and lack of concentration, which negatively influence their academic performance. The absence of one or both parents often leads to inadequate supervision, financial hardship, and limited access to educational resources, further compounding academic difficulties.

The study also established that the family structure plays a significant role in shaping students' educational outcomes. Students from stable homes were found to be more consistent, disciplined, and better motivated toward their studies. Conversely, those from broken homes were more likely to engage in maladaptive behaviors, experience academic setbacks, and show lower levels of school commitment.

However, the study also found that some students from broken homes demonstrated resilience and adopted effective coping strategies such as seeking social support from peers, participating in

extracurricular activities, and maintaining strong relationships with mentors or guardians. These factors helped mitigate the negative effects of family breakdown on their academic performance.

In conclusion, the research underscores that the family remains a fundamental unit in the educational and social development of students. Broken homes, through emotional instability, financial strain, and lack of parental guidance, can significantly hinder academic achievement. Therefore, there is a need for collective efforts from parents, educators, counselors, and policymakers to provide adequate emotional and educational support to students from such backgrounds.

5.3 Recommendations

Based on the findings of this study on the Impact of Broken Homes on the Academic Performance of Students in Tertiary Institutions in Edo North Local Government Area, Edo State, the following recommendations are made:

1. Tertiary institutions should establish and adequately fund guidance and counseling units that cater to the emotional and psychological needs of students from broken homes. Professional counselors should be employed to help such students manage stress, anxiety, and family-related issues that could affect their studies.
2. Parents, regardless of marital status, should prioritize the educational welfare of their children. They should maintain open communication, emotional support, and financial contributions to ensure the child's academic stability despite family separation.
3. Government agencies, non-governmental organizations (NGOs), and school management should provide scholarships or financial assistance to students from broken homes who may face financial hardship due to the absence of one parent's support.

4. Community leaders and religious institutions should organize awareness campaigns to sensitize families about the importance of maintaining harmony and stability in homes for the healthy development of children.
5. Schools should introduce mentorship programs where students from stable homes or trained peer mentors can support and guide those from broken homes academically and emotionally.
6. Students from broken homes should be encouraged to build strong social networks—such as study groups, clubs, and faith-based organizations—that can provide emotional stability and academic motivation.
7. Tertiary institutions should integrate family life and emotional intelligence education into general studies courses to help students understand and manage the effects of family instability.
8. The government should enact policies that support single-parent families through child welfare programs, while tertiary institutions should develop internal support mechanisms to ensure such students are not disadvantaged academically.
9. Lecturers and academic advisers should identify students experiencing emotional distress due to family issues and provide academic guidance, remedial classes, or flexible learning options where necessary.
10. Future studies should explore coping mechanisms and intervention strategies that can better support students from broken homes, while institutions should collaborate with social workers and psychologists to implement evidence-based solutions.

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

Dear Respondents,

**PUBLIC PERCEPTION ON THE IMPACT OF BROKEN HOMES ON THE
ACADEMIC PERFORMANCE OF STUDENTS IN EDO STATE
UNIVERSITY, IYAMHO**

I am a student of the above-named department and institution, currently conducting research on **Public Perception on the Impact of Broken Homes on the Academic Performance of Students in Edo State University, Iyamho.**

As part of the requirement for the award of a (M.Sc) Degree in Social Work, this research is purely academic, and your anonymity is guaranteed. I would appreciate it if you could carefully read and answer the questions as honest as possible. Thank you for your anticipated cooperation.

Efosa Idemudia
Researcher

INSTRUCTION Please (✓) the correct response (s) for the given close-ended items, and where applicable, fill the blank spaces.

Section A: Demographic Data

- i. Age : 18-25 years () 26 -35 () years, 36-45 years (), 46-55 years (), 56 years above ()
- ii. Gender: Male (), female ()
- iii. Marital Status: Single (), Married ()

iv. Religion: Christian (), Muslim () ART (), Others ()

Section B: Data on Questionnaire

Indicate the extent to which you agree or disagree with the following statements.

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	ITEMS	SA	A	D	SD
	Relationship between broken homes and students' academic performance				
1.	Lack of parental support from broken homes affects students' academic success.				
2.	Emotional instability caused by broken homes leads to low concentration in studies				
3.	Students from broken homes are more likely to miss lectures or drop out.				
4.	Students from broken homes have lower self-esteem, which affects their academic achievements				
5.	Students from broken homes perform poorly compared to those from stable homes				
	Emotional and psychological impacts of broken homes on students' learning abilities				
6.	I often feel mentally tired or overwhelmed during lessons.				
7.	I experience sadness that makes it difficult for me to complete my assignments				
8.	Emotional stress from my home situation reduces my interest in school activities.				
9.	I often feel mentally tired or overwhelmed during lessons.				
10.	I find it hard to build healthy friendships with classmates due to emotional issues.				

	Parental separation influence students' concentration and commitment to academic activities				
11.	Parental separation has affected my ability to concentrate during classes.				
12.	Since my parents separated, I find it harder to stay committed to my academic work.				
13.	I often feel distracted thinking about family issues while studying.				
14.	My academic performance declined after my parents' separation.				
15.	I find it difficult to set academic goals since my parents separated.				
	What coping strategies do students from broken homes adopt to manage academic challenges				
16	I set personal academic goals to stay focused despite family challenges				
17	I seek emotional support from friends when dealing with school stress				
18	I participate in extracurricular activities to distract myself from family issues				
19	I often confide in teachers or school counselors about my difficulties				
20	I seek help from classmates when struggling academically.				
	What social work intervention strategies can be adopted to assist students from broken homes in enhancing their academic performance				
21	Providing regular counseling services for students from broken homes can improve their academic performance.				
22	Establishing mentorship programs will help students from broken homes develop better study habits and motivation.				
23	Financial assistance and scholarship support from social workers can reduce academic challenges faced by students from broken homes.				
24	Organizing peer support and group therapy sessions can enhance the emotional stability of students from broken homes.				
25	Collaboration between social workers, parents, and teachers can promote better academic outcomes for students from broken homes.				

