

Influence of marital conflict on student's academic performance as perceived by teachers in Ilorin metropolis, Kwara State

LATEEF OMOTOSHO ADEGBOYEGA

*Department of Educational Guidance and Counselling
Faculty of Education, Ilorin
University of Ilorin
Nigeria
adegboyega.lo@unilorin.edu.ng*

ABSTRACT

This study investigated influence of marital conflict on student's academic performance as perceived by teachers in Ilorin metropolis, Kwara State. The moderating variables such as gender, age, teaching experience and educational qualification were examined. The study was descriptive research design of the survey type. The population of this study comprised all secondary school teachers in Ilorin metropolis, Kwara State while sample size of 150 teachers participated in the study. A questionnaire entitled 'Influence of Marital Conflict on Students' Academic Performance Questionnaire (IMCSAPQ)' was used to collect data for the study. Percentage was used to analyse the demographic data. Mean and rank order analysis was used to answer research question while the four null hypotheses formulated were tested using t-test and ANOVA statistical techniques. The findings of the study revealed that marital conflict has a negative influence on students' academic performance which include difficulty concentrating on their studies; inability to plan and organize their study time effectively; and inadequate sleep, leading to tiredness during school hours among others. The findings also showed that there was a significant difference in the influence of marital conflict on students' academic performance as expressed by teachers in Ilorin metropolis, Kwara state based on gender, age and teaching experience but significant differences was found based on educational qualification. Based on the findings of this study, it was recommended that school management/administrators should develop strategies to provide psychological and academic assistance to children with different problems, which hinder their educational development among others

KEYWORDS

Influence, marital conflict, student's academic performance, teachers

RÉSUMÉ

Cette étude a examiné l'influence des conflits conjugaux sur la performance académique des élèves, telle que perçue par les enseignants de la métropole d'Ilorin, Kwara State. Les variables modératrices telles que le genre, l'âge, l'expérience d'enseignement et les qualifications éducatives ont été examinées. L'étude portait sur la conception descriptive du type d'enquête. La population de cette étude comprenait tous les enseignants du secondaire de la métropole d'Ilorin, dans l'État de Kwara, tandis que l'échantillon de 150 enseignants a participé à l'étude. Un questionnaire intitulé 'Influence of Marital Conflict on Students' Academic Performance Questionnaire (IMCSAPQ)' a été utilisé pour collecter les données de l'étude. Le pourcentage a été utilisé pour analyser les données démographiques. L'analyse de

l'ordre moyen et de l'ordre des rangs a été utilisée pour répondre à une question de recherche, tandis que les quatre hypothèses nulles formulées ont été testées à l'aide de techniques statistiques du test t et ANOVA. Les résultats de l'étude ont révélé que les conflits conjugaux ont une influence négative sur les résultats scolaires des étudiants, notamment des difficultés à se concentrer sur leurs études ; l'incapacité à planifier et organiser efficacement leur temps d'étude ; et un sommeil insuffisant, entraînant notamment de la fatigue pendant les heures de cours. Les résultats ont également montré qu'il y avait une différence significative dans l'influence des conflits conjugaux sur la performance académique des élèves, telle qu'exprimée par les enseignants de la métropole d'Ilorin, dans l'État de Kwara, en fonction du genre, de l'âge et de l'expérience pédagogique, mais des différences significatives ont été relevées selon les qualifications scolaires. Sur la base des résultats de cette étude, il a été recommandé que la direction et les administrateurs scolaires élaborent des stratégies pour fournir une assistance psychologique et académique aux enfants présentant différents problèmes, qui freinent leur développement éducatif, entre autres.

MOTS CLÉS

Influence, conflits conjugaux, résultats scolaires des élèves, enseignants

INTRODUCTION

Education is the bedrock of every society, it begins at home and it involves stakeholders who train the children socially, emotionally, and financially. Marriage, also called matrimony or wedlock, is a culturally recognized union between two people that establishes rights and obligations between them, as well as between them and their children, and between them and their in-laws (Dana, 2021). Marital relationship plays a very important role in determining the academic performance of a child in school. Majoribank (2013) in their study found that, parents in a stable home provide a more intellectually stimulating environment than parents, who are separated, as this stimulates both the nature and cognitive development of the child. A conflict-riddled marriage may be associated with low achievement in children because witnessing conflicts between parents heightens the level of stress in children and keep them from focusing on school work (Hurlock, 2021) Conflicts are forms of disagreement among groups or individuals characterized by antagonism and hostility. On the other hand, marital conflict is not just a difference of opinion rather, it arises mostly due to lack of understanding between couples (Margolin, 2017) Marital conflict is associated with heated quarrels, violence, and separation and in extreme cases divorce.

Academic performance is an active demonstration that assesses students' learning, such as presentation, musical and dramatic performances. Academic performance has been defined and explained by several authors, according to Adegboyega et al. (2023), academic performance is the knowledge gained which is assessed by marks, by a teacher and or educational goals set by students and teachers to be achieved over a specific period. Exposure to marital conflict might influence students directly or indirectly through its effect on their academics. It would appear, then, that broken homes may present a very serious danger to the emotional, personality, and mental adjustment of the young adolescent. The effect of marital conflict on children has fast become a central point for both discussions and research among Social Scientists. According to Bankole (2018) the home influences the child at the most impressionable time of his life, at a time when his mind is most receptive it provides the first impression on it. It is in the home that a child learns his earliest lessons in obedience, politeness, and consideration for others. If the home and the schoolwork in the same direction towards the best development of the child, the result will be excellent, but if the school pulls in one direction while the home in another, the child's true development is bound to be

handicapped. It is then true that, a conflict-riddled family or broken home cannot be conducive for the smooth learning of the child, because the home will only succeed in pulling down what the child has learnt in school because of lack of reinforcement from the home.

As highlighted by Erewu (2020), the impact of a broken home on a child's adjustment at school is a critical factor that warrants careful consideration. When a child from a broken home struggles to navigate the challenges of adjusting to the school environment, the potential consequences are multifaceted. The inability to make necessary adjustments may lead to maladjustment, creating a scenario where the student perceives both teachers and seniors as threats to their existence within the school community. According to Odolo (2023), a child from broken home may lead to feelings of insecurity that continues throughout his childhood to adolescence.

Parental conflict places youths at risk for difficulties in academic achievement (Idowu & Adaralegbe, 2020). High levels of parental conflict and family discord may relate to lower motivation by parents to be involved with their adolescents in schools related activities. It is commonly believed that divorce has a negative impact on children's cognitive performance. Deficits of cognitive performance have been found when children in divorced or father-absent families are compared with children from intact families particularly in quantitative performance (Allison & Furstenberg, 2019). But the findings are rather mixed and depend on a variety of factors such as gender and age of the child, length of time since the divorce and the type of cognitive skills are tested. According to Zinsmeister (2016), remarrying parents can add to, rather than subtract from, the stress of a child. Divorce makes children unsafe, uncertain of the future or makes children feel that the future is bleak, and they become helpless because they fear that something had could happen to them (Wallerstein & Blakeslee, 2023) Some children perform better in school as an attempt to shut out problems at home (Lansky, 2020). In contrast, other children may intentionally allow grades to slip so gain attention from both parents. Children living with newly divorced parents are more likely to be late for school and are less likely to have some help in their homework (Hetherington, 2022).

Teachers may have pessimistic views concerning children from single parent families. In some cases, teachers might have negative attitude towards one-parent children and react to their behaviour issues in a negative way. Teachers may also perceive children's intellectual ability in stereotypical ways as well, and teachers may also expect less from children who have encountered a parental divorce (Stedman & Hargreaves, 2019). According to Adegboyega et al. (2024), children may experience mood changes, anger, and frustration while at school and children from divorced parents may be more disorderly in class, have less proficiency in study habits, and be absent minded more frequently than children from two-parent families. Arthur in Hargreaves (2021) suggested that children in one-parent families may have more household tasks and responsibilities adding to their stress level than children from two parent families.

Research question

This research question was raised for the study: what is the influence of marital conflict on student's academic performance as perceived by teachers in Ilorin metropolis?

Research hypotheses

The following null hypotheses were formulated and tested in the study:

1. There is a significant difference in the perceived influence of marital conflict on students' academic performance among teachers in Ilorin Metropolis based on gender.
2. There is a significant difference in the perceived influence of marital conflict on students' academic performance among teachers in Ilorin Metropolis based on age.

3. There is a significant difference in the perceived influence of marital conflict on students' academic performance among teachers in Ilorin Metropolis based on teaching experience.
4. There is a significant difference in the perceived influence of marital conflict on students' academic performance among teachers in Ilorin Metropolis based on educational qualification.

METHODOLOGY

Research design

The research design that was adopted for this study is descriptive research design of the survey type. Descriptive survey design is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. The population of the study was secondary teachers in Ilorin Metropolis, Kwara State, Nigeria. A simple random sampling technique was used to select teachers from three (3) secondary schools in Ilorin Metropolis. The target population were all teachers in the selected secondary schools both public and private secondary schools. A total of 150 secondary school teachers were selected using simple random sampling technique.

The instrument that was used for this study is a researcher-designed questionnaire titled "Influence of Marital Conflict on Student's Academic Performance Questionnaire". The questionnaire comprises two (2) sections, A and B. Section A collected demographic information of respondents including; gender, age, teaching experience, and educational qualification.

Section B contains 15 items measuring teachers' perceptions of how marital conflict influences students' academic performance. The items were constructed based on existing literature on family conflict and students' academic adjustment. In addition, concepts from previous instruments that assessed family environment and academic behaviour were reviewed to guide the development of the questionnaire items.

The instrument for this study was subjected to test re-test reliability procedure. The questionnaire was administered to a group of teachers in Offa local government in Kwara State (which is an area outside the study sample), the instrument was readministered after a two-week interval. The reliability coefficient obtained using Pearson's Product Moment Correlation was 0.86, indicating that the instrument was reliable for the study.

Procedure for data collection

The questionnaire forms were administered physically using paper and pen format. The researchers visited the selected secondary school in Ilorin Metropolis after obtaining permission from the school authorities. Copies of the questionnaire were distributed directly to teachers during school hours. Respondents for this study were given sufficient time to complete the instrument and the completed questionnaires were collected immediately after completion to ensure a high response rate.

Method of data analysis

The data collected were subjected to statistical analysis. The data generated were analysed using descriptive statistics of mean and ranking order, and percentages. Specifically, the demographic data was analysed using the percentage, the research question was answered using mean and ranking order while the research hypotheses were tested using the independent t-test and Analysis of Variance (ANOVA) at 0.05 level of significance.

RESULTS

Demographic data

This section presents the results of data obtained from the respondents in frequency and percentages.

TABLE 1
Percentage distribution of respondents` demographic data

Variable	Frequency	Percentage
<i>Gender</i>		
Male	67	44.7
Female	83	55.3
Total	150	100
<i>Age</i>		
18-35years	25	16.7
36-49years	79	52.6
50years and above	46	30.7
Total	150	100
<i>Teaching Experience</i>		
Below 5years	22	14.6
5-9years	82	54.7
10years and above	46	30.7
Total	150	100
<i>Educational Qualification</i>		
Diploma	71	47.3
B. Ed /B. Sc	47	31.3
M. Ed/M. Sc	25	16.7
Ph. D	7	4.7
Total	150	100

Table 1 shows the distribution of respondents' demographic data. The table reveals that 67 (44.7%) of the respondents were male, while 83 (55.3%) of the respondents were female. This indicates that there were more female participants than male respondents in this study. A total of 25 (16.6%) of the respondents were 18-35 years of age, 79 (52.7%) of the respondents were between the ages of 36 and 49 years while 46 (30.6%) of the respondents were 50 years and above. This indicates that there are more respondents who were between 36-49 years of age in this study. Based on teaching experience, 22 (14.6%) of the respondents had 5 years of teaching experience and below, 82 (54.7%) had 5-9 years of teaching experience while 46 (30.7%) of the respondents had teaching experience of 10 years and above. This indicates that respondents with more than 10 years participated more in this study. In terms of educational qualification, a total of 71 (47.3%) of the respondents were Diploma Certificate holders, 47 (31.3%) were B. Ed/B. Sc. certificate holders, 25 (16.7%) were M. Ed/M. Sc. Certificate holders while 7 (4.7%) of the respondents were Ph. D certificate holders. This implies that there are more Diploma certificate holders that participated in the study than their counterparts.

Research Question: *What is the influence of marital conflict on student's academic performance as perceived by teachers in Ilorin metropolis?*

TABLE 2

Mean, standard deviation and rank order analysis of the respondents' views on influence of marital conflict on students' academic performance

Item No.		Mean	S.D.	Rank
1	Difficulty concentrating on their studies	3.51	.721	1 st
13	Inability to plan and organize their study time effectively	3.36	.668	2 nd
14	Inadequate sleep, leading to tiredness during school hours	3.33	.728	3 rd
12	Avoiding being at home during periods of marital tension	3.31	.723	4 th
11	Feeling comfortable seeking help from a school counsellor	3.27	.793	5 th
3	Feeling overwhelmed and struggling to keep up with their schoolwork	3.26	.774	6 th
15	Poor academic performance	3.25	.750	7 th
6	Loss of interest in extracurricular activities and academic pursuits.	3.24	.783	8 th
7	Inability to interact positively with peers and teachers	3.22	.706	9 th
5	Less academic support from parents	3.19	.729	10 th
10	Feeling comfortable seeking help from a school counsellor	3.18	.822	11 th
8	Disruptions in their study schedule	3.16	.760	12 th
2	Finding it hard to complete homework	3.11	.769	13 th
9	Questioning their own future relationships	3.11	.761	13 th
4	Conflict affects my motivation to study	3.04	.873	15 th
	Aggregate mean	3.23		

Table 2 presents the mean, standard deviation and rank order of the respondents' view on influence of marital conflict on students' academic performance. The table showed the aggregate mean of 3.23 which is greater than 2.50 mean cut-off point. The table also indicates that items 1, 13 and 14 which state that in my own opinion, the influence of marital conflict on students' academic performance include: difficulty concentrating on their studies; inadequate sleep, leading to tiredness during school hours ranked 1st, 2nd and 3rd with mean scores of 3.51, 3.36 and 3.33. Likewise, items 2, 9 and 4 which state that in my own opinion, the influence of marital conflict on students' academic performance include: finding it hard to complete homework; questioning their own future relationships; and conflict affects my motivation to study ranked 13th and 15th with mean scores of 3.11, 3.11 and 3.04 respectively. Since aggregate mean and all the 15 items have mean scores that is above 2.50, this implies that marital conflict has a negative influence on students' academic performance which include difficulty concentrating on their studies; inability to plan and organize their study time effectively; and inadequate sleep, leading to tiredness during school hours.

Hypotheses Testing

Four hypotheses were formulated and tested for this study. The hypotheses were tested using t-test and ANOVA statistical methods at 0.05 level of significance.

Hypothesis One: *There is a significant difference in the influence of marital conflict on students' academic performance as perceived by teachers in Ilorin Metropolis, Kwara State based on gender.*

TABLE 3

Mean, Standard Deviation and t-value showing difference in the respondents' perceptions influence of marital conflict on students' academic performance based on gender

Gender	N	Mean	SD	df	Cal. t-value	Crit. t-value	p-value
Male	67	48.85	2.903	148	.98	1.96	.020
Female	83	48.30	3.799				

Table 3 shows that the calculated t-value of 0.98 is less than the critical t-value of 1.96 with a corresponding p-value of .020 which is less than 0.05 level of significance. Since the calculated p-value is less than the 0.05 level of significance, hence the null hypothesis one is not rejected. This indicates that there is no significant difference in the influence of marital conflict on students' academic performance as perceived by teachers in Ilorin Metropolis, Kwara State based on gender.

Hypothesis Two: *There is a significant difference in the influence of marital conflict on students' academic performance as perceived by teachers in Ilorin Metropolis, Kwara State based on age.*

TABLE 4

Analysis of Variance (ANOVA) showing difference in the respondents' perceptions influence of marital conflict on students' academic performance based on age

Source	SS	df	Mean Squares	Cal. F-ratio	Crit. F-ratio	p-value
Between Groups	70.565	2	35.28	3.086	3.00	.049
Within Groups	1680.608	147	11.43			
Total	1751.173	149				

Table 4 shows the calculated F-ratio of 3.086 which is greater than the critical F-value of 3.00 with a corresponding p-value of .049 which is less than 0.05 level of significance. Since the calculated p-value is less than 0.05 level of significance, the null hypothesis is rejected. Hence, there is a significant difference in the influence of marital conflict on students' academic performance as perceived by teachers in Ilorin Metropolis, Kwara State based on age. In order to ascertain where the significant difference lies, Scheffe Post-Hoc was carried out and the output is shown in Table 5 below

TABLE 5

Scheffe post-hoc showing where the significant difference lies based on age

Age	N	Sub set for Alpha = 0.05		
		1	2	
36-49 years	79	48.23		
50 years and above	46	48.26		
18-35 years	25		50.08	
Sig.		.965	1.000	

Table 5 reveals that respondents who were 36-49years and 50years and above had mean scores of 48.23 and 48.26 (in subset 1) significantly, while those who were 18-35years had the highest mean score of 50.08 (in subset 2) thus, contributing to the significant difference observed in the hypothesis.

Hypothesis Three: *There is a significant difference in the influence of marital conflict on students` academic performance as perceived by teachers in Ilorin Metropolis, Kwara State based on teaching experience.*

TABLE 6

Analysis of Variance (ANOVA) showing difference in the respondents` perceptions influence of marital conflict on students` academic performance based on teaching experience

Source	SS	df	Mean Squares	Cal. F-ratio	Crit. F-ratio	p-value
Between Groups	118.172	2	59.09	5.319	3.00	.006
Within Groups	1633.001	147	11.11			
Total	1751.173	149				

Table 6 shows the calculated F-ratio of 5.319 which is greater than the critical F-value of 3.00 with a corresponding p-value of .006 which is less than 0.05 level of significance. Since the calculated p-value is less than 0.05 level of significance, the null hypothesis is rejected. Hence, there is significant difference in the influence of marital conflict on students` academic performance as perceived by teachers in Ilorin Metropolis, Kwara State based on teaching experience. In order to ascertain where the significant difference lies, Scheffe Post-Hoc was carried out and the output is shown in Table 7 below

TABLE 7

Scheffe post-hoc showing where the significant difference lies based on teaching experience

Teaching Experience	N	Sub set for Alpha = 0.05		
		1	2	
10years and above	46	47.22		
5-9years	82		49.09	
Below 5years	22		49.32	
Sig.		1.000	.762	

Table 7 shows that respondents who had teaching experience of 10years and above had mean score of 47.22 (in subset 1), while those who have 5-9years had mean score of 49.09 and those with below 5years had the highest mean score of 49.32 (in subset 2) are similar thus, contributing to the significant difference observed in the hypothesis.

Hypothesis Four: *There is a significant difference in the influence of marital conflict on students` academic performance as perceived by teachers in Ilorin Metropolis, Kwara State based on educational qualification.*

TABLE 8

Analysis of Variance (ANOVA) showing difference in the respondents` perceptions influence of marital conflict on students` academic performance based on educational qualification

Source	SS	df	Mean Squares	Cal. F-ratio	Crit. F-ratio	p-value
Between Groups	10.830	3	3.61	.303	2.60	.823
Within Groups	1740.343	147	11.92			
Total	1751.173	149				

Table 8 shows the calculated F-ratio of .303 which is less than the critical F-value of 2.60 with a corresponding p-value of .823 which is greater than 0.05 level of significance. Since the calculated p-value is greater than 0.05 level of significance, the null hypothesis is accepted. Hence, there is no significant difference in the influence of marital conflict on students' academic performance as perceived by teachers in Ilorin Metropolis, Kwara State based on educational qualification.

DISCUSSION

The findings revealed that respondents attested that marital conflict has a negative influence on students' academic performance which include difficulty concentrating on their studies; inability to plan and organize their study time effectively; and inadequate sleep, leading to tiredness during school hours among others. The finding corroborates the research by Brown and Davis (2015) which revealed that children from families experiencing high levels of marital discord tend to exhibit lower motivation, decreased concentration, and poorer academic outcomes compared to their peers from stable family environment. The finding also supports the study conducted by Thompson and Davis (2016) which suggests that children from homes with ongoing parental conflicts may struggle with forming healthy peer relationships and engaging positively with teachers and classmates. The stress and emotional strain resulting from witnessing marital discord can spill over into a child's social interactions, leading to difficulties in communication, trust issues, and challenges in working collaboratively with others

Another finding revealed that there was no significant difference in the influence of marital conflict on students' academic performance as perceived by teachers in Ilorin Metropolis, Kwara State based on gender. It suggests a growing professional consensus among educators, regardless of gender, about the impacts of family dynamics on student performance. The finding contrasts with the study of Adeyemi and Abiodun (2019) who found that female teachers in Oyo State were more likely to identify and report the emotional impacts of family conflict on students compared to their male counterparts. Also, the finding aligns with research by Malczyk and Lawson (2017) in the United States, who found no significant gender differences in teachers' ability to recognize and respond to signs of family stress in students. The lack of gender difference in this study could be attributed to the fact that; it may reflect the effectiveness of teacher training programs in Kwara State in cultivating awareness of student welfare issues across genders.

Another finding showed that there was a significant difference in the influence of marital conflict on students' academic performance as perceived by teachers in Ilorin Metropolis, Kwara State based on age. Post-hoc analysis showed that younger teachers (18-35 years) perceived a greater influence of marital conflict on students' academic performance compared to their older colleagues. This finding aligns with Hajovsky et al. (2020) who found that younger teachers in the United States were more likely to consider family factors when assessing student performance and behavior issues.

This finding highlights an intriguing generational difference in how teachers perceive the impact of family dynamics on student performance. The heightened sensitivity among younger teachers could be due to younger teachers, being closer in age to their students, may have a more immediate understanding of contemporary family dynamics and their impacts on youth. Secondly, more recent teacher training programs may place greater emphasis on understanding the psychosocial factors affecting student performance.

Finding also revealed that there was a significant difference in the influence of marital conflict on students' academic performance as perceived by teachers in Ilorin Metropolis,

Kwara State based on teaching experience. Teachers with less experience (below 5 years and 5-9 years) perceived a greater influence of marital conflict on students' academic performance compared to those with 10 or more years of experience. This finding aligns with the age-based differences discussed earlier but provides a more specific focus on professional experience. The heightened perception of marital conflict's impact among less experienced teachers could be attributed to several factors within the Nigerian educational context. Firstly, recent changes in teacher training programs may play a role. Ogunyemi and Olagbaju (2020) noted that Nigerian teacher education curricula have increasingly emphasized the importance of understanding students' social and family backgrounds. This shift may result in newer teachers entering the profession with greater awareness of how family dynamics, including marital conflict, can affect academic performance. Secondly, less experienced teachers may be more attuned to students' emotional and social challenges due to their recent transition from being students themselves. Adegoke and Afolabi (2021) found that early-career teachers in Oyo State reported higher levels of empathy and emotional connection with students, potentially making them more sensitive to signs of family-related stress. The finding also resonates with international research. Yoon (2018) observed that novice teachers in South Korea showed greater concern for students' emotional well-being and were more likely to attribute academic struggles to family factors compared to their more experienced colleagues.

Findings also revealed that there was no significant difference in the influence of marital conflict on students' academic performance as perceived by teachers in Ilorin Metropolis, Kwara State based on educational qualification. This suggests that teachers across different educational levels generally agree on the impacts of marital conflict on students' academic performance. The lack of significant difference based on educational qualifications suggests that awareness of how family dynamics affect student performance may be widespread across different levels of teacher education. Olaleye and Akinwumi (2019) noted that the National Commission for Colleges of Education (NCCE) and the National Universities Commission (NUC) have worked to ensure that core competencies, including understanding students' psychosocial needs, are addressed across all levels of teacher education.

However, this finding contrasts with the study of Merritt and Buboltz (2017) who found that teachers with advanced degrees in the United States demonstrated more nuanced understandings of how family dynamics impact student performance. The lack of such differences in the current study may reflect the specific context of Nigerian teacher education or the particular focus on marital conflict.

CONCLUSION AND IMPLICATION FOR COUNSELLING

The study concluded that the respondents attested that marital conflict has a negative influence on students' academic performance which include difficulty concentrating on their studies; inability to plan and organize their study time effectively; and inadequate sleep, leading to tiredness during school hours among others. The study also showed that there was significant difference in the influence of marital conflict on students' academic performance as expressed by teachers in Ilorin metropolis, Kwara state based on gender, age and teaching experience but significant differences was found based on educational qualification.

The findings of this study have implications for counselling practice. Given that the study found that students find it difficult concentrating on their studies, the counsellor can assist such student by encouraging active learning e.g. participation in classroom activities and discussions and also offering individualized attention and support.

For students that are unable to plan and organize their study time effectively, counsellors could help ameliorate the issue by teaching time management and organization as well as self-monitoring and self-regulation skills. Designing and formulating a personal reading timetable could also prove helpful in this case

RECOMMENDATIONS

Based on the findings of the study, it was recommended that:

- School management/administrators should develop strategies to provide psychological and academic assistance to children with different problems, which hinder their educational development.
- Government through the community town hall meeting should enlighten parents on the dangers of divorce, bearing in mind the negative effects psychological that it might impart on their children`s psychological, psycho-social and emotional well-being as well as academic performance.
- Parents/guardians who are experiencing conflicts in their families should consider counselling options as soon as possible to avoid negative effects on their children.

REFERENCES

- Adegboyega, L. O., Famolu, F. B. & Onongha, G. I. (2024). Prevalence and patterns of domestic violence among married adults in Ilorin metropolis, Kwara State. *Journal of Evaluation*, 9(1), 89-104.
- Adegboyega, L. O., Famolu, F. B. & Yusuf, F. A. (2023). Influence of parental care on academic achievement of students with physical impairment in Kwara state. *Special Treatment Interdisciplinary Journal [Különleges Bánásmód Interdiszciplináris folyóirat]*, 9(2), 7-16.
- Adegoke, T. G., & Afolabi, O. A. (2021). Emotional responsiveness and empathy among early-career teachers in Oyo State, Nigeria. *Nigerian Journal of Educational Psychology*, 15(1), 88-102.
- Adeyemi, B. A., & Abiodun, O. O. (2019). Gender differences in teachers' perceptions of students' emotional challenges in secondary schools. *African Journal of Teacher Education*, 8(2), 61-74.
- Allison, P. D., & Furstenberg, F. F. (2019). How marital dissolution affects children: Variations by age and gender. *Journal of Family Issues*, 40(2), 231-255. <https://doi.org/10.1177/0192513X18812102>.
- Bankole, O. M. (2018). Home environment and child development: Implications for educational outcomes. *Nigerian Journal of Guidance and Counselling*, 23(1), 34-46.
- Brown, T. L., & Davis, K. E. (2015). Family conflict and academic outcomes among adolescents. *Journal of Child and Family Studies*, 24(9), 2562-2573. <https://doi.org/10.1007/s10826-014-0068-3>.
- Dana, R. (2021). *Marriage and family relationships in contemporary society*. Sage Publications.

- Erewu, A. I. (2020). Broken homes and school adjustment among secondary school students. *Ilorin Journal of Educational Studies*, 6(1), 112-125.
- Hajovsky, D. B., Mason, B. A., & McCune, L. A. (2020). Teachers' perceptions of family influences on student achievement: The role of teacher age and experience. *Teaching and Teacher Education*, 90, 103012. <https://doi.org/10.1016/j.tate.2020.103012>.
- Hargreaves, A. (2021). *Teaching in the knowledge society: Education in the age of insecurity*. Teachers College Press.
- Hetherington, E. M. (2022). Divorce and children's adjustment: Long-term perspectives. *Family Relations*, 71(1), 28-45. <https://doi.org/10.1111/fare.12611>.
- Hurlock, E. B. (2021). *Child development* (6th ed.). McGraw-Hill.
- Idowu, A. I., & Adaralegbe, A. O. (2020). Parental conflict and academic achievement of adolescents in southwestern Nigeria. *Journal of Educational Development in Africa*, 5(2), 97-110.
- Lansky, V. (2020). *Divorce book for parents: Helping children cope*. Book Peddlers.
- Majoribank, K. (2013). Family stability and cognitive development of children. *International Journal of Educational Psychology*, 7(3), 145-158.
- Malczyk, B. R., & Lawson, H. A. (2017). Teachers' gender and sensitivity to family stressors affecting students. *Journal of School Psychology*, 65, 45-58. <https://doi.org/10.1016/j.jsp.2017.06.004>.
- Margolin, G. (2017). Marital conflict and children's adjustment: An emotional security perspective. *Journal of Family Psychology*, 31(1), 1-10. <https://doi.org/10.1037/fam0000264>.
- Merritt, D. H., & Buboltz, W. C. (2017). Teacher education level and understanding of family dynamics in student learning. *Educational Research Quarterly*, 40(3), 23-39.
- Odolo, F. A. (2023). Emotional insecurity among children from broken homes. *Journal of Social and Behavioural Sciences*, 11(1), 54-66.
- Ogunyemi, B., & Olagbaju, O. (2020). Trends in Nigerian teacher education and student welfare awareness. *Journal of Teacher Education and Training*, 4(2), 101-115.
- Olaleye, F. O., & Akinwumi, A. O. (2019). Teacher preparation and psychosocial competencies in Nigeria. *African Journal of Educational Management*, 14(1), 77-90.
- Stedman, J., & Hargreaves, L. (2019). Teacher expectations and students from single-parent families. *Educational Review*, 71(2), 190-205. <https://doi.org/10.1080/00131911.2018.1445996>.
- Thompson, R. A., & Davis, S. M. (2016). Family stress and peer relationships in adolescence. *Developmental Psychology*, 52(8), 1234-1246. <https://doi.org/10.1037/dev0000156>.
- Wallerstein, J. S., & Blakeslee, S. (2023). *Second chances: Men, women, and children a decade after divorce*. Houghton Mifflin.
- Yoon, J. S. (2018). Novice teachers' perceptions of students' emotional well-being in South Korea. *Asia-Pacific Journal of Teacher Education*, 46(3), 261-275. <https://doi.org/10.1080/1359866X.2017.1405873>.
- Zinsmeister, K. (2016). Remarriage and child adjustment: A family stress perspective. *Family Process*, 55(4), 789-803. <https://doi.org/10.1111/famp.12198>.