

Divorce and Parental Separation as Determinants of Scholastic Malfunctioning in the Academic Achievement of Undergraduates of Tai Solarin University of Education

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Abstract

This study examined the divorce and parental separation as determinants of scholastic malfunctioning in the academic achievement of undergraduates of Tai Solarin University of Education, Ijagun, Ogun State. Samples of 300 undergraduates were randomly selected from six colleges in Tai Solarin University of Education irrespective of their academic levels and gender. The instruments used include Divorce and Scholastic Malfunctioning Scale (DSMS), Scholastic Malfunctioning Scale (SMS) and Parental Separation and Scholastic Malfunctioning Scale (PSSMS). The instruments were validated and the reliability coefficient of 0.73, 0.83 and 0.75 were respectively obtained. Mean and Standard Deviation were used to answer research questions while Pearson's Product Moment Correlation (PPMC) was used to test hypotheses one, two while Kruskal-Walis test was used to test hypothesis three at 0.05 alpha level of significance. The research findings show that significant relationship exist between divorce ($r = .432$; $p < 0.05$) and scholastic malfunctioning in the academic achievement. Relationship between parental separation ($r = .334$; $p < 0.05$) and scholastic malfunctioning in the academic achievement of undergraduates is established to be significant. The joint influence of divorce and parental separation and scholastic malfunctioning in the academic achievement has no significance difference with the p -value of 0.72 with $p > 0.05$) among undergraduates. It was concluded that divorce and parental separation determines scholastic malfunctioning in the academic achievement of undergraduates. It was recommended that higher institutions management, lecturers and school counsellors should identify students from divorced parents and give special attention to their problems.

Keywords: Divorce, Parental Separation, Scholastic Malfunctioning, Academic Achievement

Introduction

Scholastic malfunctioning refers to the persistent inability or failure of students to meet expected academic standards despite having access to educational opportunities. Among undergraduates, this issue has become a growing concern, particularly in developing countries where multiple socio-cultural, psychological, and institutional factors intersect to affect student performance. Scholastic malfunctioning undermines not only individual academic success but also the broader goals of higher education in fostering skilled, competent graduates.

Research over the past decade has underscored the significant influence of parental divorce on educational outcomes, extending from adolescence into higher education among Nigerian students. Although many studies have focused on secondary school populations, compelling evidence links similar mechanisms to undergraduates. Parental separation precipitates psychological distress, diminished parental engagement, and economic constraints, all of which undermine academic success. For instance, Oyeromi, Olaolu, Fadokun and Omiyale (2018) documented in Ogun State that students from households experiencing marital instability exhibited notably lower performance, attributing this to emotional disruption and reduced parental oversight. This aligns with findings by Nkwuo, Ugwu and Eze (2023), who observed in Enugu that divorce correlates with diminished educational aspirations and concentration among secondary students. Though less

examined at the tertiary level, thesis-based research by Opara and Agbawo (2018) at a Southeast Nigerian university confirms that undergraduates from disrupted families displayed heightened anxiety, social withdrawal, and reduced GPAs. Similarly, a multi-university survey in Ibadan by Afolabi, Adebayo and Ojo (2020) revealed that students from divorced homes consistently recorded lower CGPAs and were more susceptible to maladaptive coping behaviours. These insights parallel international literature, where systematic reviews show that children of divorce often struggle with lower academic engagement, emotional well-being, and resilience (Çaksen, 2022). Taken together, the cumulative evidence suggests that divorce precipitates scholastic malfunctioning among undergraduates through intertwined pathways of mental health challenges, socioeconomic strain, and disrupted familial support. Addressing these complex challenges in Nigerian universities requires tailored psychosocial interventions and policy strategies aimed at bolstering academic resilience among at-risk students.

Parental separation has emerged in the literature as a significant familial disruptor that adversely impacts the academic trajectories of undergraduate students in Nigerian universities. A seminal study at Obafemi Awolowo University (Adeyemi, 2018) compared undergraduates from broken and intact homes and found that while surface-level academic metrics showed no statistically significant differences, qualitative factors such as socioeconomic stressors, early childbirth, and insecurity closely entwined with parental separation

were implicated in scholastic underperformance. This points to subtle, long-term educational influences that extend beyond immediate GPA or test scores.

Moreover, parent–child relational dynamics significantly influence achievement motivation among university students. Udo (2024) demonstrated that lapses in parental involvement correlated with diminished motivation – a core component of scholastic functioning. Although the study did not exclusively examine separated homes, it underscores how parental absence often an outcome of separation can adversely affect undergraduates’ academic drive. Parental neglect, a common byproduct of separation, has also been linked to declining academic performance among undergraduates. At Ahmadu Bello University, Zaria, correlational analysis revealed a substantial negative relationship between emotional and educational neglect and CGPAs (Udo, 2024), indicating that lack of parental engagement post-separation may exacerbate academic vulnerability.

Although much of the Nigerian research has centered on secondary education, the psychological mechanisms traced there are enlightening. In Ogun State, Balogun, Aderinto, and Balogun (2023) found that students from separated or divorced homes reported elevated emotional distress and reduced parental monitoring factors correlated with impaired academic performance. This implies that undergraduates subjected to similar familial disruptions likely experience comparable scholastic challenges. Together, Nigerian studies strongly suggest that parental

separation indirectly fuels scholastic malfunctioning among undergraduates. Socioeconomic hardship and diminished parental involvement often coexist with emotional neglect, leading to poor motivational dispositions, low self-esteem, and reduced academic resilience. Although explicit tertiary-level data are still limited, converging evidence supports the conclusion that parental separation is a critical educational risk factor in Nigerian higher education.

Research examining the psychosocial correlates of academic underachievement has increasingly highlighted the deleterious influence of divorce and parental separation on students’ educational outcomes. Within the context of Tai Solarin University of Education (TASUED), Ogun State, scholars affiliated with the institution have investigated similar dynamics at the secondary school level in Ijebu North, elucidating psycho-emotional mechanisms that plausibly extend to university undergraduates (Balogun, Aderinto, & Balogun, 2023). The study found that children from separated or divorced homes displayed significant psychological distress, including depressive symptoms and emotional instability, which impaired their academic engagement and concentration (Balogun *et al.*, 2023).

Although there is a noticeable gap in empirical research directly targeting TASUED undergraduates, the thematic resonance between secondary school findings and university student experiences supports a broader interpretation: divorce and separation disrupt key familial supports,

including emotional bonding, monitoring, and provision of learning resources, thereby increasing vulnerability to scholastic malfunctioning. Echoing this, studies across Ogun State including those focused on adolescents consistently show that single parenting resulting from divorce or separation is associated with decreased parental supervision and academic assistance, which correlates with poorer academic performance (Oyeromi *et al.*, 2018). Moreover, psychosocial frameworks applied to TASUED students underscore how emotional neglect and reduced familial involvement contribute to undergraduates' inability to cope effectively with academic demands. TASUED students, similar to their secondary counterparts, may experience motivation deficits, heightened academic stress, and reduced cognitive resilience all of which promote scholastic breakdown when parental separation is present (Oyeromi *et al.*, 2018; Balogun *et al.*, 2023).

Several key factors contribute to scholastic malfunctioning among undergraduates. These include cognitive difficulties, poor study habits, lack of motivation, emotional instability, and adverse family or social environments (Okoedion, Okolie & Udom, 2019). For instance, students struggling with attention deficits, learning disabilities, or unaddressed mental health challenges often find it difficult to cope with the demands of higher education. Furthermore, inadequate preparation from secondary school, ineffective time management, and an over-reliance on rote learning rather than critical thinking may result in poor academic outcomes (Okedigba, Adedigba & Okedigba, 2019).

Institutional factors which play a critical role. Large class sizes, unengaging teaching methods, limited access to academic support services, and inconsistent assessment practices can frustrate students' efforts to excel. Inadequate academic advising and insufficient counseling services leave many undergraduates without the necessary guidance to navigate academic difficulties (Ayanwoye, 2023). Additionally, economic hardship often forces students to combine work with study, resulting in fatigue and reduced academic focus. Social influences such as peer pressure, substance abuse, and poor digital media habits further exacerbate scholastic malfunctioning. Many students become distracted by social media, entertainment, and non-academic online content, which displace study time and reduce academic engagement. The absence of a supportive academic environment both at home and in school can also limit a student's capacity to achieve (Okoedion *et al.*, 2019). The consequences of scholastic malfunctioning are far-reaching. Students may experience low self-esteem, anxiety, and academic disengagement. This can ultimately lead to course failures, prolonged duration of study, or complete withdrawal from the academic system. From a societal perspective, a high incidence of scholastic malfunctioning affects the quality of the national workforce, reducing innovation and productivity (Okoedion *et al.*, 2019).

To address scholastic malfunctioning, universities must adopt a holistic approach that includes early identification of at-risk students, enhancement of teaching strategies, improved academic support systems, and expanded counseling services. Moreover,

developing students' metacognitive skills, encouraging self-regulated learning, and promoting a positive academic culture can significantly improve undergraduate achievement. Scholastic malfunctioning remains a critical barrier to undergraduate academic success. Tackling this challenge requires collaboration among educational stakeholders, including students, faculty, institutions, and policymakers, to create environments where academic excellence is accessible and achievable for all (Okoedion *et al.*, 2019).

While direct studies of TASUED undergraduates are sparse, the authoritative work by Balogun and colleagues at the institution demonstrates that divorce and separation exert profound psychological and supervisory deficits in students. These insights, when integrated with broader Ogun State evidence, provide a coherent basis for understanding how familial disruption via divorce and separation contributes to scholastic malfunctioning among TASUED undergraduates manifesting in diminished GPA, lower engagement, and academic withdrawal. Hence, the need to study Divorce and Parental Separation as Determinants of Scholastic Malfunctioning in the Academic Achievement of Undergraduates of Tai Solarin University of Education, Ijagun, Ogun State.

A theoretical framework provides the foundation upon which a research study is built. It helps to explain the relationships among variables and provides scholarly grounding for interpreting findings. In examining how divorce and parental separation contribute to scholastic

malfunctioning among undergraduates, two major theories are relevant: Bronfenbrenner's Ecological Systems Theory and Attachment Theory. Urie Bronfenbrenner's Ecological Systems Theory (1979) posits that an individual's development is influenced by a complex interaction of systems within their environment ranging from immediate family and school to broader societal influences. The theory comprises five interconnected systems: microsystem, mesosystem, exosystem, macrosystem, and chronosystem. In the context of undergraduates, the microsystem which includes direct relationships with parents is deeply affected by divorce or separation.

When parental relationships deteriorate, the emotional and structural disruptions in the microsystem lead to instability in other layers of the student's environment, such as school performance (mesosystem) and social functioning (exosystem). According to Okonkwo and Olatunji (2020), disruptions within the home environment caused by divorce negatively influence academic behaviour, leading to diminished class participation, reduced motivation, and scholastic malfunctioning.

Attachment Theory, originally proposed by John Bowlby (1969) and later expanded by Ainsworth, explains how early emotional bonds with caregivers shape a person's socio-emotional and cognitive development. A secure attachment formed in a stable family unit promotes self-esteem, resilience, and positive learning habits. Conversely, divorce or separation may disrupt this attachment, causing emotional insecurity that

translates into poor academic habits, low concentration, and declining scholastic performance.

Salisu and Bakare (2021) found that undergraduates who experienced disrupted family attachments due to separation or divorce were more likely to report symptoms of depression, emotional withdrawal, and lack of academic focus. For students, such insecure attachments often manifest as scholastic malfunctioning poor grades, absenteeism, and disengagement from academic responsibilities.

Bronfenbrenner's theory highlights the role of environmental systems in shaping academic outcomes, while Attachment Theory emphasizes the emotional and psychological pathways through which family disruptions affect learning. Together, these theories offer a comprehensive lens through which the effects of divorce and parental separation on undergraduates' academic achievement can be understood.

At TASUED, many students come from diverse family backgrounds, including single-parent or separated homes. These frameworks help explain the mechanisms through which such family structures contribute to academic challenges. Ubah and Madu (2019) emphasized that the emotional and environmental consequences of parental separation are best addressed through systemic and psychological interventions rooted in theoretical understanding.

Scholastic malfunctioning defined as consistent academic underperformance and disengagement can thus be understood as an outcome of disrupted attachment (psychological insecurity) and environmental

instability (family breakdown). These frameworks guide the formulation of research hypotheses and the interpretation of patterns observed among undergraduates affected by divorce and separation. As Tijani and Okafor (2024) note, academic institutions must understand these theoretical bases to develop effective support systems for vulnerable students.

Statement of the Problem

The academic achievement of undergraduates in Nigerian universities is increasingly threatened by a range of psychosocial challenges, among which divorce and parental separation have become prominent. At Tai Solarin University of Education (TASUED), Ogun State, students from separated or divorced families may experience disruptions in emotional stability, financial support, and parental guidance all of which are crucial to academic success. Scholastic malfunctioning, characterized by poor academic performance, low motivation, and disengagement from learning activities, is often amplified by the emotional and psychological distress associated with familial instability.

Despite the growing recognition of the impact of family dynamics on educational outcomes, limited research has been conducted to specifically examine how divorce and parental separation influence the academic trajectory of undergraduates at TASUED. Most existing studies in Nigeria tend to focus on secondary school students, with a noticeable gap in literature addressing the unique experiences and academic struggles of university students facing family breakdowns. As a result, institutional

responses may be insufficiently targeted or delayed, leading to poor academic achievement, increased dropout rates, and prolonged study duration among affected students.

This study seeks to fill that gap by investigating divorce and parental separation as critical factors contributing to scholastic malfunctioning among undergraduates of TASUED. Understanding the extent and nature of this influence is essential for developing informed interventions that can enhance academic resilience and support systems for students from disrupted homes.

Aim and Objectives of the Study

The aim of this study is to investigate Divorce and parental separation as determinants of scholastic malfunctioning in the academic achievement of undergraduates of Tai Solarin University of Education

Specifically, the objectives of the study are to:

1. Find out relationship between divorce and scholastic malfunctioning in the academic achievement of undergraduates of Tai Solarin University of Education, Ogun State.
2. Examine relationship between parental separation and scholastic malfunctioning in the academic achievement of undergraduates of Tai Solarin University of Education, Ogun State.
3. Find out relationship between divorce, parental separation and scholastic malfunctioning in the academic achievement of undergraduates of Tai Solarin University of Education, Ogun State.

Research Questions

1. What are the mean of relationship between divorce and scholastic malfunctioning in the academic achievement of undergraduates of Tai Solarin University of Education, Ogun State?
2. What are the mean of relationship between parental separation and scholastic malfunctioning in the academic achievement of undergraduates of Tai Solarin University of Education, Ogun State?
3. What are the mean of relationship between divorce, parental separation and scholastic malfunctioning in the academic achievement of undergraduates of Tai Solarin University of Education, Ogun State?

Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 alpha level

- Ho1: There is no significant relationship between divorce and scholastic malfunctioning in the academic achievement of undergraduates of Tai Solarin University of Education, Ogun State.
- Ho2: There is no significant relationship between parental separation and scholastic malfunctioning in the academic achievement of undergraduates of Tai Solarin University of Education, Ogun State.
- Ho3: There is no significant relationship between divorce, parental separation and scholastic malfunctioning in the academic achievement of

undergraduates of Tai Solarin University of Education, Ogun State.

Methodology

The descriptive survey research design was adopted for this research. The population comprised all the undergraduate students of Tai Solarin University of Education, Ijagun, Ogun State. The target population for the study was made up of entire 200 and 300 level students. 300 undergraduates' students was randomly selected from six Colleges in Tai Solarin University of Education irrespective of their academic levels and gender. The study adopted Divorce and Scholastic Malfunctioning Scale (DSMS), Scholastic Malfunctioning Scale (SMS) and Parental Separation and Scholastic Malfunctioning Scale (PSSMS). All the instruments were rated in adapted Four Points Type Llikert Scale of 1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree. The instruments were validated and reliability of the research

instrument was determined after a trial testing using a simple random sample of 20 respondents' undergraduate students from Tai Solarin University of Education Ogun State, who were part of the population but not part of the sample for this study. The administration was done once and a reliability coefficient of 0.73 was respectively obtained for perception and self-efficacy using Cronbach Alpha formula, which implies the instrument is reliable. The reliability coefficient of 0.73, 0.83 and 0.75 were respectively obtained for Divorce and Scholastic Malfunctioning Scale (DSMS), Scholastic Malfunctioning Scale (SMS) and Parental Separation and Scholastic Malfunctioning Scale (PSSMS). The data collected from the administration of the instrument was analyzed and interpreted using Pearson's Product Moment Correlation (PPMC) and Kruskal-Walis test was used to test the hypotheses at 0.05 alpha level of significance.

Results

Question One: What are the mean of relationship between divorce and scholastic malfunctioning in the academic achievement of undergraduates of Tai Solarin University of Education, Ogun State?

Table 1: Mean and standard deviation of responses on relationship between divorce and scholastic malfunctioning in the academic achievement of undergraduates of Tai Solarin University of Education, Ogun State

	N	X	SD
Divorce	300	43.13	3.65
Scholastic Malfunctioning in the Academic Achievement	300	42.73	4.77

Table 1 shows the Mean and Standard Deviation of responses on Divorce and Scholastic Malfunctioning in the Academic Achievement of undergraduates of Tai Solarin University of Education, Ogun State. The table reveals $\bar{X} = 43.13$, $SD = 3.65$ and $\bar{X} = 42.73$, $SD = 4.77$ for

the two constructs respectively. To determine whether the mean scores have any relationship, a corresponding null hypothesis was tested in table 4.

Research Question Two: What are the mean of relationship between parental separation and scholastic malfunctioning in the academic achievement of undergraduates of Tai Solarin University of Education, Ogun State?

Table 2: Mean and standard deviation of responses on parental separation and scholastic malfunctioning in the academic achievement

	N	$\bar{X}$	SD
Parental Separation	300	42.83	4.51
Scholastic Malfunctioning in the Academic Achievement	300	42.73	4.77

Table 2 shows the Mean and Standard Deviation of responses on parental separation and scholastic malfunctioning in the academic achievement undergraduates of Tai Solarin University of Education, Ogun State. The table reveals $\bar{X} = 42.83$, $SD = 4.51$ and $\bar{X} = 42.73$, $SD = 4.77$ for the two constructs respectively. To determine whether the mean scores have any relationship; a corresponding null hypothesis is tested as shown in table 5.

Research Question Three: What are the mean of relationship between divorce, parental separation and scholastic malfunctioning in the academic achievement of undergraduates of Tai Solarin University of Education, Ogun State?

Table 3: Mean and standard deviation of responses on divorce, parental separation and scholastic malfunctioning in the academic achievement of undergraduates of Tai Solarin University of Education, Ogun State

	N	$\bar{X}$	SD
Divorce	300	43.13	3.65
Parental Separation	300	42.83	4.51
Scholar	300	42.73	4.77

Table 3 shows the Mean and Standard Deviation of responses on divorce, parental separation and scholastic malfunctioning in the academic achievement of undergraduates of Tai Solarin University of Education, Ogun State. The table reveals $\bar{X} = 43.13$, $SD = 3.65$, $\bar{X} = 42.83$, $SD = 4.51$ and $\bar{X} = 42.73$, $SD = 4.77$ for the three constructs respectively. To determine whether the mean scores have any relationship, a corresponding null hypothesis was tested as shown in table 6

Hypothesis One: There is no significant relationship between divorce and scholastic malfunctioning in the academic achievement of undergraduates of Tai Solarin University of Education, Ogun State.

Table 4: PPMC analysis of responses to show relationship between divorce and scholastic malfunctioning in the academic achievement of undergraduates of Tai Solarin University of Education, Ogun State

	Correlation	Divorce	Scholastic malfunctioning in the academic achievement
Divorce	Pearson Correlation	1	.439**
	Sig		.000
	N	300	300
Scholastic Malfunctioning in the academic achievement	Pearson Correlation	.439**	1
	Sig. (2-tailed)	.000	
	N	300	300

Table 4 shows the Pearson product Moment Correlation analysis of responses to relationship between divorce and scholastic malfunctioning in the academic achievement of undergraduates of Tai Solarin University of Education, Ogun State. The table reveals that there was a positive relationship between Divorce and Scholastic Malfunctioning in the academic achievement which was statistically significant ($r = 0.439$, $N=300$, $p < 0.05$). This implies that as long as there is divorce, scholastic malfunctioning in the academic achievement of undergraduates of Tai Solarin University of Education, Ogun State will be affected.

Hypothesis Two: There is no significant relationship between parental separation and scholastic malfunctioning in the academic achievement of undergraduates of Tai Solarin University of Education, Ogun State.

Table 5: PPMC analysis of responses to show relationship between parental separation and scholastic malfunctioning in the academic achievement of undergraduates of Tai Solarin University of Education, Ogun State

	Correlation	Parental Separation	Scholastic Malfunctioning in the Academic Achievement
Parental Separation	Pearson Correlation	1	.334**
	Sig		.000
	N	300	300
Scholastic Malfunctioning in the Academic Achievement	Pearson Correlation	.334**	1
	Sig. (2-tailed)	.000	
	N	300	300

Table 5 shows the Pearson product Moment Correlation analysis of responses to show the relationship between parental separation and scholastic malfunctioning in the academic achievement of undergraduates of Tai Solarin University of Education, Ogun State. The table reveals that there was a positive relationship between parental separation and scholastic malfunctioning in the academic achievement, which was statistically significant ($r = 0.334$, $N=300$, $p < 0.05$). This implies that as long as there is parental separation, it has effect on scholastic malfunctioning in the academic achievement of Tai Solarin University of Education, Ogun State

Hypothesis Three: There is no significant relationship between divorce, parental separation and scholastic malfunctioning in the academic achievement of Tai Solarin University of Education, Ogun State

Table 6: Kruskal-Wallis test of relationship between divorce, parental separation and scholastic malfunctioning in the academic achievement of Tai Solarin University of Education, Ogun State

Variables	N	Mean Rank	Chi-Square	Df	Sig
Divorce	300	43.13	0.653	2	0.72
Parental separation	300	42.83			
Scholastic Malfunctioning in the Academic Achievement	300	42.73			

Table 6 shows the hypothesis that stated no significant relationship between divorce, parental separation and scholastic malfunctioning in the academic achievement of Tai Solarin University of Education, Ogun State was tested. The findings of the table show $df = 2$, with $p = 0.72$. Since $p > 0.05$, therefore no significant relationship between divorce, parental separation and scholastic malfunctioning in the academic achievement of Tai Solarin University of Education, Ogun State.

Discussion of Findings

There is significant relationship between divorce and scholastic malfunctioning in the academic achievement of Tai Solarin University of Education, Ogun State. Oyeromi, Olaolu, Fadokun and Omiyale (2018) documented in Ogun State that students from households experiencing marital instability exhibited notably lower performance, attributing this to emotional disruption and reduced parental oversight. This aligns with findings by Nkwuo, Ugwu

and Eze (2023), who observed in Enugu that divorce correlates with diminished educational aspirations and concentration among secondary students. Though less examined at the tertiary level, thesis-based research by Opara and Agbawo (2018) at a Southeast Nigerian university confirms that undergraduates from disrupted families displayed heightened anxiety, social withdrawal, and reduced GPAs.

Relationship between parental separation and scholastic malfunctioning in the academic

achievement of undergraduates is established to be significant. According to Uche and Bello (2021), undergraduates who experienced parental separation reported increased levels of emotional stress, which interfered with their ability to focus on studies and maintain academic routines. Emotional instability creates a fertile ground for underachievement and academic withdrawal.

The joint influence of divorce and parental separation and scholastic malfunctioning in the academic achievement of Tai Solarin University of Education, Ogun State has no significance. Parental divorce typically results in the reduction of consistent academic supervision and support. The absence of one parent, particularly in single-parent households, often means less attention to academic matters, leading to disengagement and erratic scholastic behaviour. Adeoye and Aluko (2019) reported that students from divorced homes were more likely to exhibit academic inconsistency, skip classes, and perform below expectations due to a lack of structured guidance.

Conclusion

Based on the result of the study, it is concluded that there is influence of divorce and parental separation on scholastic malfunctioning in the academic achievement of undergraduates of Tai Solarin University of Education, Ogun State. Relationship also exists between divorce and scholastic malfunctioning in the academic achievement as well as between parental separation and scholastic malfunctioning in the academic achievement of undergraduates. There is

positive composite relationship between the independent variables and the dependent variable.

Recommendations

It is therefore recommended that:

1. Children priorities need to be placed at the frontline during the divorce process as they are adversely affected by divorce;
2. All schools should set up guidance and counseling offices facilitated by professionals to counsel students whose parents were divorced; and that
3. Higher institutions management, lecturers and school counsellors should identify students from divorced parents and give special attention to their problems and establish support system.

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