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Assessing The Perceived Effect Of Divorce On Children Of Single Parents Among Secondary School Teachers: Marital Counselling As Panacea

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ABSTRACT
The study investigated assessing the perceive effect of Divorce on children of single parents among secondary school teachers in Sokoto metropolis. Two research question and two objectives were stated respectively. Descriptive survey research design was adopted for the study. The population of the study was 2085 and sample of 366 was obtained through Roasoft online 2026. A researcher made questionnaire titled divorce and children with single parent. The validity index of 0.81 and reliability index 0.88 was obtained. The research questions were using mean and standard deviation. The study concluded that there is significant effect on the perception of secondary school teachers on behavioral and emotional changes of children with single parents as a result of Divorce and Divorce has significant effects on the academic performance of children with single parents among secondary school teachers in Sokoto metropolis. also based on the above findings of this study, the following recommendation were provided that the Sokoto state government should establish a functional guidance and counselling centres in each school to resolve. Educational, vocational and personal social problem of students and teachers, government should implement teacher training and retraining programs for teachers that focus on identifying and managing the mental health, challenges faced by children from Divorced families.
Keywords: Marriage, Divorced, single parents

INTRODUCTION

Marriage continues to be among the most crucial social institutions across various cultures and societies as a basis of family harmony, social cohesion, emotional support, and nurturing of children. A harmonious marriage creates a conducive environment for the couple to fulfill their roles socially, psychologically, economically, and sexually. However, there has been a sharp increase in the cases of divorces, which has become a major social issue around the world, gaining the attention of researchers, policy makers, counselors, and family practitioners. Divorce impacts not only the separating couples but also brings about far-reaching consequences to children, families, and societies in general (Amato, 2010; Fagan & Churchill, 2012).

Divorce can be attributed to numerous reasons. Some of the most common reasons cited include poor communication between the couples. Communication forms the bedrock of marriage. It enhances understanding, creates emotional ties, and facilitates resolution of any issues that arise. Poor communication leads to misunderstanding, unresolved conflicts, and dissatisfaction of the marriage. According to Echebe (2014), communication failure is among the major reasons for divorce since couples that do not know how to communicate effectively usually cannot solve their disputes in an amicable

manner. Further, poor communication patterns play a vital role in predicting marriage dissatisfaction and eventually lead to divorce (Gottman & Silver, 2015). Sexual infidelity is another important factor that contributes to divorce. Indeed, trust is a foundation of any marital commitment, and sexual unfaithfulness usually creates emotional wounds, feelings of anger and betrayal, and psychological disorders, all of which result in the destabilization of a family life (Fincham & May, 2017). Another closely related factor that leads to divorce is substance abuse, specifically abuse of alcohol and drugs. Substance abuse is associated with aggression, hostility, domestic violence, and poor decision-making, all of which result in conflicts and eventually lead to divorce (Iruloh & Amadi, 2008; Niolon, 2005). Several studies show that substance abuse worsens marital conflicts and hampers couples' ability to solve problems and manage conflicts effectively (Leonard & Eiden, 2007).

In addition, sexual incompatibility resulting from sexual dysfunction, incompatible sexual expectations, or forceful sexual behaviors may lead to dissatisfaction and frustration for the partners involved, thus posing a threat to marital stability. Satisfaction of sexual needs has been shown to be closely linked to overall marital satisfaction and longevity of marriages (Yeh et al., 2006). As a result, sexual problems contribute to marital dissatisfaction and divorce.

Another very important factor predicting divorce is domestic violence. Domestic violence creates a climate of fear and insecurity and destroys respect and affection that should exist between spouses. Earlier studies showed that domestic violence was associated with low social and economic status, unemployment, and low education level, which makes marriages even more vulnerable (Niolon, 2005). Likewise, financial strain is a great stressor for families. Financial strains caused by unemployment, poverty, sickness, or other social and economic problems often cause conflicts and dissatisfaction in marriage and, hence, increase the risk of separation and divorce. According to Conger et al. (2010), financial strain affects couples' marital relations through increased psychological distress among partners.

Despite there being many studies conducted in relation to divorce and family instability, most of the existing literature seems to be more concerned with individual factors causing divorces or its consequences, but few studies analyze both the determinants and the consequences of divorces together (Amato, 2010; Fagan & Churchill, 2012). Even fewer consider the interactions between these factors in relation to particular socio-cultural environments, which is another major deficiency because very little is known about the way these factors work in developing nations where the social environment and family structures might be quite different from those in developed Western countries.

This paper can be considered innovative because it attempts to explore divorce from an integrated point of view by analyzing several determinants of divorces, including communication problems, sexual infidelity, alcoholism, sexual incompatibility, domestic violence, and financial instability. The impact of these determinants of divorces on the development of children will also be analyzed. In other words, the paper will provide a comprehensive review of factors contributing to divorces in a particular socio-cultural environment.

Echebe (2014) put forward the following causes of divorce and its consequences on children: Lack of communication: communication breakdown is the major reason for divorce. Some couples build good communication skills, while others show poor communication problem solving and intimacy skills in a relationship. Some couples who suffer psychological problems in their families, exhibit dysfunctional and maladaptive behaviour in marriage. They may not have learnt proper communication skills which now stands against them. Effective communication is often used by couples to settle some family conflicts instead of withdrawing during conflicts. It would rather set greater likelihood of continued conflict and allows other issue to come up in next argument.

Sexually Unfaithfulness: Infidelity according to research findings is another important reason for divorce. There is nothing traumatic in a union than the feelings of dishonestly and infidelity. Once a partner becomes unfaithful the union is definitely bound to experience conflict which will later lead to divorce.

Alcohol or the use of drug substance tends to disrupt a relationship. Substance use is not a risk factor problem on its own. Rather, it ignites other problems that are present such as violence or intense resentment Niolon (2005). Alcohol and substance use increase the stress and problems they cause. During this period leads to less discussion of real problems and solutions. In addition, more hostility and anger in

the couple conversations emerged which also leads to more disagreement and exaggeration of small problem into big issues. Alcohol or substance abuse usually leads to all forms of violence such as sexual, property, psychological, emotional and physical such that the abused become tired of the union and seeks divorce. According to Iruloh and Amadi (2008) drug or substance abuse leads to aggressiveness, which is the tendency to show hostility, dominance, quarrelsomeness and violence when relating with other people or in performance of a task. Drug abuses infuse this tendency in people and make them not to live in harmony with others. Stimulant drugs especially, have the potential of producing aggressions.

Additionally, if couples are sexual incompatible, it leads to divorce. Sexual dysfunction in partner may constitute a big problem for the other partner. Sexual dysfunction like early and late ejaculation, organ difficulties, frigidity weak erection or impotency etc. could lead to divorce. Sexual abuse and unwanted sex also break problem to partners who are amorous and those that sexual relations more frequent than the other could make a stable home.

Domestic Violence is common co-habiting couples and couples with low standard education. Education increases one's level or maturely exposure and more knowledge about marriage relationship. According to Biolon (2005) domestic violence is as a of unemployment and low socio-economic status in heterosexual relationship. Studies have found marriage to be associated with divorce. Healthy marriage relationship is often experienced among couples who emotionally, financially and psychologically mature. So (1994) asserts that physical attacks are clearly much common and severed among co-habiting couples the among those who are married.

There is a strong relationship between poverty and mental break-up. Couples with low income are confronted with problems such as substance abuse job loss eviction and chronic infidelity coupled with having children with a chronic health condition like asthma or developmental delays or ones involved in criminal activities. Money is necessary to run and handle family issues. It takes love understanding and strong commitment to handle and deal with this problem without chaos. Some couples cannot be faithful when there is financial crisis in a family.

Consequences of Divorce on the Children as a result of Parental Loss. Mothers and father are important resources for children. They provide emotional support and practical assistance as well as role models for their children. Amota further asserts that children who lose a parent due to death are somewhat similar to children of divorce. Parental absence has a negligible effect on the well being of children's academics, behavioural problems, distress and delinquency.

Economic Losses Due to limited economic resources children in single parent families have more difficulties. It is very well document that single parent families especially those headed by mothers have less income than mots two parent families and there is a common belief that many of the difficulties experience by children are the result of the economic difficulties experienced in these families. Generally, family income is positively associated with children's well-being.

Amato further stated that the more stressful experience that children encounter during divorce the more difficulty they will have. There is evidence that indicates that children whose parents divorce more than once are worse off than children who only experience one parental divorce. The psychological adjustment of parents is a significant factor in children's well being. There have been many studies examining the relationship between divorced parents psychological wellbeing and children well-being. A positive relationship was found between the mental health of parents and children and children's mental health. That is children whose parents are not adjusting well.

Research Questions

The following are the research questions that this study seeks to answer:

1. What are the perceptions of secondary school teachers in Sokoto Metropolis on the effects of divorce on the academic performance of children from single-parent homes?
2. How do secondary school teachers in Sokoto Metropolis perceive the behavioral and emotional changes in children of single parents as a result of divorce?

Objectives of the Study

The following are the research objectives of the study:

1. To examine the perceptions of secondary school teachers in Sokoto Metropolis regarding the academic effects of divorce on children from single-parent homes.
2. To assess the perceived behavioral and emotional effects of divorce on children of single parents, as observed by secondary school teachers in Sokoto Metropolis.

REVIEW OF LITERATURE

Akindayo and Erondu (2025). Teachers' Perspective on the Effect of Parental Separation on the Social and Academic Development of Pupils in Primary Schools in Lagos State. This study investigated teachers' perceptions of the impact of parental separation on the academic performance, social behavior, and coping mechanisms of primary school pupils in Lagos State, Nigeria. Drawing on Attachment Theory and Bronfenbrenner's Ecological Systems Theory, the research employed a descriptive survey design with a sample of 120 primary school teachers selected through stratified random sampling. Data were collected using a structured questionnaire TPPSADPSL developed and validated for this study. Findings revealed that pupils from separated families are perceived to perform less well academically, struggle with concentration, and often fail to complete academic tasks on time. Socially, these pupils were reported to display more emotional outbursts, aggression (especially boys), and withdrawal (especially girls). Teachers identified a range of coping mechanisms, including disruptive behavior, perfectionism in academics, and proactive help-seeking from school personnel. Significant gender differences emerged, with boys externalizing distress and girls internalizing it. The study underscores the need for gender-responsive interventions and schoolbased emotional support systems that can address the multifaceted challenges faced by children from separated families. Recommendations include strengthening counseling services, training teachers for psychosocial support roles, and fostering inclusive peer support strategies in schools. Keywords: Parental Separation, Academic Performance, Social Behaviour, Coping Mechanisms, Teacher Perception, Gender Differences, Lagos State, Primary School Pupils.

Agha, Mokwelu and Eneh (April, 2026). Perceived influence of single parenting on the academic achievement of secondary school students in Awka South Local Government Area, Anambra State. This study investigated the perceived influence of single parenting on the academic achievement of secondary school students in Awka South Local Government Area, Anambra State. The research, guided by three research questions, adopted a descriptive survey design. A sample of 220 SS1 students, selected through a multi-stage sampling procedure from 10 public secondary schools, responded to a 30 item structured questionnaire titled "Perceived Influence of Single Parenting on Academic Achievement of Secondary School Students" (PISPASSS). The instrument, validated by experts and with a high reliability coefficient of 0.91, was analyzed using mean and standard deviation. Findings revealed that the major causes of single parenting in the area include divorce, death of a spouse, early pregnancy, economic hardship, and domestic violence. The study also identified effective counselling measures to support affected students, such as regular guidance sessions, emotional therapy, teacher training, and parental involvement in counselling. Crucially, the results indicated a high perceived negative influence of single parenting on students' academic performance, manifesting as emotional instability, lack of academic support, financial struggles, and reduced self-discipline, though some students demonstrated resilience. The study concludes that while single parenting presents significant challenges to academic achievement, these effects can be mitigated through robust school-based counselling services, teacher support, and targeted government interventions. It is recommended that schools strengthen their guidance and counselling units, teachers receive training to support vulnerable students, and policymakers implement social support programs to alleviate the socioeconomic burdens on single-parent families.

Asmau, Usman, Azeez and Rahmat (2024). Teachers' Perceived Influence of Divorce on Pupils' Mental Health in Asa Local Government Area of Kwara State. The study examined teachers' perceived influence of divorce on pupils' mental health in Asa Local Government Area of Kwara State. A descriptive survey research design was adopted for the study.The population of the study comprised 1,167 primary school teachers across 205 public primary schools in Asa Local Government Area of Kwara State. Specifically,

the study involved only public primary school teachers in the study area. A simple random sampling technique was used to select 30 primary schools and 300 primary school teachers as the sample size for the study. One research question was raised, and two research hypotheses were formulated and tested at 0.05 level of significant. An instrument tagged Questionnaire on Teachers Perceived Influence of Divorce on the Pupils' Mental Health" (QTPIDPMH)was used to elicit pertinent information for the study. The instrument was validated and subjected to reliability study using Pearson Product Moment Correlation (PPMC)with reliability coefficient of 0.76. The data collected were analysed using percentage, mean, and independent sample t-test statistics. The result of the study showed that teachers' perceived influence of divorce on the pupils' mental health in Asa Local Government Area of Kwara State was negative with a mean score of 2.83; there was no significant difference in the perceived influence of divorce on the pupils' mental health based on gender (t-value 1.94; $p > 0.05$); and based on marital status (t-value = 1.62; $p > 0.05$). Based on the findings, it was concluded that teachers' perceived influence of divorce on pupils' mental health in Asa Local Government Area of Kwara State was negative. It was recommended among others that Government should implement teacher training and retraining programs for teachers that focus on identifying and managing the mental health, challenges faced by children from divorced families. Agusiobo and Agukwe-Oluoma, (2023). Influence of Divorce on the Academic Performance of Primary School Pupils in Enugu East Local Government Area of Enugu State, Nigeria. The study x-rayed the influence of divorce on the academic performance of primary school pupils in Enugu East Local Government Area, Enugu State. The study adopted a descriptive survey design. Two research questions and one research hypothesis guided the study. The total population of the study was 831 Primary six pupils in 23 primary schools in the study area. The sample size for this study was 249 Primary six pupils. The researchers used simple random sampling technique to select the sample of the study. A structured questionnaire was used for data collection and was face validated by three specialists in measurement & evaluation, curriculum studies, and guidance and counselling. The overall reliability index of 0.78 was determined using Cronbach Alpha. The research questions were answered using mean and standard deviation while independent sample ttest statistics was used in testing the hypothesis at 0.05 level of significance. The study found that pupils from divorced parents faced educational challenges like lack of sufficient textbooks, poor academic performance and lack of concentration while in school. It was recommended among other things that teachers should handle with care pupils from families that the parents are divorced, and encourage them in their academic work.

Mccain and Mustard, (1999). Effect of Single Parenting on the Academic Performance of Senior Secondary School Students in Physics in Makurdi Local Government, Benue State. The study investigated the effect of single parenting on the academic performance of senior secondary school students in physics in Makurdi Local Government, Benue State. A survey method of research design was adopted aimed at collecting data for the purpose of interest and knowing the effects of single-parenthood on the academic performance of secondary school students. The population of the study comprises of all senior secondary school Physics students in Makurdi Local Government Area of Benue State who are about 6,934. The sample size for the study was 200 respondents. This was selected using a simple random sampling technique. Ten (10) secondary schools were selected from the population of the study to make up the sample population. The questionnaire had a fourpoint response options of strongly agree (SA), agree (A), disagree (D), strongly disagree (SD) with a corresponding nominal values of 4, 3, 2 and 1 respectively. The data obtained from the trial testing was subjected to reliability analysis using Cronbach alpha method and a reliability coefficient of 0.986 was obtained. The data collected was analyzed using simple descriptive statistics of mean and standard deviation and the research hypotheses were tested using chi-square test at 0.05 level of significance. The findings in this study statistically revealed that there exist a significant difference in the mean responses on the difference between the academic performance of students from single-parent homes and intact homes and that there exist a relationship between single-parents and intact parents that affect students' academic performance among secondary school students in Physics in Makurdi, Benue State. This study has confirmed that academic performance and single parenting are negatively related, hence the more cases of single parenting the poorer the academic performance. It was recommended based from the study that academic performance and single parenting

are negatively correlated, therefore Schools can devise special teaching strategies such as group studies, practical activities to meet the needs of the unfortunate students. It would be proper for every school to assign teacher mentors to the students who suffer from trauma as a result of single parenting; preferably those of same sex of parents lost to complement the vacuum lost at home.

Babalis,Tsoli, Nikolopoulos, Maniatis (2024). "The Effect of Divorce on School Performance and Behavior in Preschool Children in Greece: An Empirical Study of Teachers' Views". According to the National Statistical Service of Greece, single-parent families, which emerged after divorce, in 2011 occupied an important place among other family types, endangering a large number of children to display behavioral problems and poor school performance. The purpose of the present study was to investigate the effects of divorce on preschool children. Specifically, we studied the behavior problems and academic performance of children from single-parent families compared with children from nuclear families according to teachers' views. The research sample consisted of 314 students from various urban and suburban parts of Greece, for which their 118 preschool teachers completed the "Pupil Behavior Rating Scale" (PBRS) and a questionnaire with demographic characteristics and data of themselves, their students and their students' parents. The results of the research showed statistically significant correlations between 1) the type of family and occurrence of behavioral problems and 2) the type of family and school performance of the two student groups (single parenthood-nuclear). According to the findings of the present study, it appears that the family pattern affects the emotional development and school progress of children. For this reason, bearing always in mind that each family is unique, they are of particular importance: the assurance of a structured family environment (quality relationships of the members), the regular communication with parents built upon relationships of respect and trust, and finally, the social support and assistance of competent institutions to single-parent families.

Ojo, (2023). Studied "Teachers' Perception of the Level of Involvement of Single Parenting in Students' Academic Activities in Ilorin Metropolis". In the dynamic landscape of family structures within the Ilorin Metropolis, the prevalence of single-parent households has emerged as a prominent facet of contemporary life. This study investigates teachers' perceptions regarding the impact of single parenting on senior school students' academic activities in the Ilorin Metropolis, recognizing the pivotal role educators play in shaping educational experiences. The research aims to address the underexplored area of how single parenting influences academic engagement, acknowledging the nuanced challenges and triumphs faced by students navigating the educational landscape from single-parent households. The study draws on established literature that highlights the potential effects of single parenting on academic achievement, exploring factors such as economic strain, time constraints, and emotional stressors. By examining teachers' perceptions, the research unravels the complex interplay between family structures and academic outcomes. It recognizes the unique insights teachers offer as keen observers of the various s factors influencing students' academic engagement. Through a descriptive survey approach, the research engages lower basic and senior school teachers and students in the Ilorin Metropolis. The study employs a four Likert-scale questionnaire to gather data, emphasizing the importance of teachers' perspectives in crafting targeted interventions and support systems. The findings reveal teachers' perceptions of single parents' involvement in students' academic work, the supply of school materials, the provision of necessities, and the provision of good shelter. The results underscore the challenges perceived by teachers, such as insufficient time, financial constraints, and potential emotional stressors faced by single parent households. Teachers recognize the impact of family structures on students' academic engagement, emphasizing the need for tailored interventions to support the unique needs of students from diverse family backgrounds. This research contributes to the broader discourse on family dynamics and education, providing valuable insights for educators, policymakers, and researchers seeking to create a more inclusive and supportive educational environment. Recognizing the symbiotic relationship between teachers and students, the study emphasizes the importance of understanding and appreciating teachers' viewpoints in crafting effective strategies to enhance students' educational experiences, particularly in the context of single-parenting.

Alexander et. al. (2025). Perceived Effects of Parental Separation On Social Isolation Among First-Year College Students' Academic Success. Parental Separation Presents Emotional And Social Challenges

That May Deeply Affect Young Adults, Particularly First-Year College Students Undergoing Major Life Transitions. Understanding These Impacts Is Essential For Developing Effective Student Support Systems. Although Existing Literature Addresses The General Consequences of Family Disruption, Few Studies Explore Its Effects On Both Social Isolation And Academic Success Within The Philippine Context, Where Divorce Remains Illegal, And Family Dynamics Are Culturally Sensitive. This Study Aimed To Explore The Perceived Effects Of Parental Separation On Social Isolation And Academic Success Among First-Year College Students At The State University In Bulacan. A Qualitative, Phenomenological Approach Was Employed. Thirty Students Who Experienced Parental Separation Within The Past Three Years Were Interviewed Using Semi-Structured Questions. Data Were Thematically Analyzed To Capture Lived Experiences and Emergent Coping Strategies. The Study Found That Parental Separation Led To Increased Loneliness, Emotional Distress, And Withdrawal From Peer Interactions. Academic Concentration And Time Management Were Negatively Affected, Particularly When Students Assumed New Family Responsibilities. However, Positive Coping Mechanisms Such As Peer Support, Friendships, And Extracurricular Engagement, And Helped Reduce The Emotional Toll. Supportive Environments In School And Among Extended Family Also Contributed To Emotional Resilience And Academic Adjustment. These Findings Suggest That Schools Should Offer Counseling And Peer Support Initiatives Tailored To Students Experiencing Family Disruption.

Ahmadu, Oguche, ThankGod and Okoro (2023). "Influence of Single Parenting on Moral Development and Academic Achievement among Senior Secondary School Students in Nasarawa State" This study examined the influence of single parenting on moral development and academic achievement among senior secondary school students in Nasarawa State. The research adopted a descriptive and expo-facto research design, the population of the study is 2,525 senior secondary school students spread across the three educational zone of Nasarawa State. A sample size of 253 students was selected for the study through a multi-stage sampling procedure. Five research questions were raised to guide the study. A questionnaire consisting 6 items and BECE result was used as instrument for data collection. The reliability of the instrument was calculated using Splithalf. Pearson Product Moment Correlation Co-efficient (PPMC) was adopted to determine the reliability of the instrument. The result of the pilot test produced an index value of 0.78. Percentages, frequency counts, mean scores and standard deviation were used to analyze demographical data and research questions, while t-test was employed in testing the hypotheses at 0.05 level of significance. The research discovered that, lacks of respect for teachers among others are the major influence of single parenting on moral development among senior secondary school students. Low self-esteem among others was the major influence of single parenting on academic achievement among senior secondary school students. The study recommended among others that, parents, teachers and counsellor should intensify efforts towards helping the students who are at the receiving ends overcome the influence of single parenting on students' academic achievement

Ogbemudia and Aiasa (2013) investigated the influence of home environment on the academic performance of primary pupils' in English Language in Orhionmwon Local Government Area of Edo State. The study considered four variables which included parental academic background, parental economic status, parental marital status and parental home location. A sample size of 50 primary five pupils obtained from five public primary schools in Orhionmwon Local Government Area of Edo State was used. Expost Facto research design was used for the study. Two instruments were used for data collection: the Home Environmental Factor Questionnaire (HEFQ) and Pupils' Achievement Test (PAT) in English Language. The dependent t-test and the analysis of variance (ANOVA) were used to analyze the data. Results obtained from the study at 0.05 level of significance showed that parental academic background, parental economic status, parental marital status and parental home location all have significant influence on primary five pupils' academic performance in English Language.

Adekola, Abdulhafis, Hassan and Habibat (2024). Impact of Single Parenting on Academic Performance of Junior Secondary School Students in Mathematics. The effects of single parenting on junior secondary school student's academic performance in mathematics were examined in this study. 40 students were selected purposively, all of whom were from single and intact parenthood. Responses were analyzed at 0.05 using an independent sample t-test. The first hypothesis showed a statistically significant difference

in the academic performance of students from intact and single parenting in mathematics (t-cal = 1.82; P<0.05) Based on pre- and posttest experimental assessments, hypothesis two demonstrated a significant difference in the academic performance of the experimental group in mathematics. The result was statistically significant (t-cal = -4.146; P<0.05). The study concluded that students from single parent homes express poor academic performance.

METHODOLOGY

Descriptive survey was adopted for this study. The descriptive survey design was used because it is a method of research which concerns itself with the present phenomena interns of conditions, practices, belief processes, relationships or trends. The population of the study was 2085 married secondary school teachers with a sample of 366 obtained through Roasoft on line 2026. The instrument for data collection was divorce and children with single parent questionnaire and was validated by experts in the department of counselling psychology, faculty of education Sokoto State University.

RESULTS

Research Question 1: *What are the perceptions of secondary school teachers in Sokoto Metropolis on the effects of divorce on the academic performance of children from single-parent homes?*

Table 1 Mean and standard deviation showing the perception of secondary school teachers in Sokoto Metropolis on the effects of Divorce on the academic performance of children from single parent-homes.

Statement	SA	A	D	SD	Mean	STD
Children of single parents from divorced homes show reduced concentration during class lessons.	130	150	30	26	3.14	1.85
Divorce negatively affects the academic performance of children from single-parent homes in my school.	120	165	27	14	3.13	1.80
Students from divorced homes frequently fail to complete homework and class assignments.	147	136	32	21	3.21	1.84
Children of single parents due to divorce are often absent or come late to school compared to others.	161	153	10	12	3.37	1.91
Children from divorced homes display more aggressive or disruptive behavior in class than other students.	142	139	25	20	3.14	1.85
					3.20	1.85

Table 1 shows that most of the respondents agreed with the items provided. The average mean of 3.20 and standard deviation 1.85 are above the decision value of 2.50 set as the standard for a Likert scale. Hence Divorce has no significant effects on academic performance of children with single parents among secondary school teachers in Sokoto Metropolis.

Research Question 2: *How does secondary school teachers in Sokoto Metropolis perceive the behavioral and emotional changes in children of single parents as a result of divorce?*

Table 2 Mean and standard deviation showing how does secondary school teachers in Sokoto Metropolis perceived the behavioural and emotional changes in children of single parent as a result of divorce.

Statement	SA	A	D	SD	Mean	STD
Students of single parents resulting from divorce appear withdrawn or socially isolated in school.	151	146	29	10	3.30	1.86
Divorce makes children of single parents more prone to anxiety or sadness that affects their school activities.	137	149	20	30	3.16	1.85
Children from divorced homes find it difficult to relate well with teachers and classmates	160	148	17	11	3.36	1.92
I believe divorce has more negative than positive effects on children of single parents	170	128	10	28	3.30	1.86
The effects of divorce on children of single parents are noticeable in their overall school adjustment	135	164	17	20	3.23	1.87
					3.27	1.87

Tables show that most of the respondents agreed with the items provided. The average mean of 3.27 and standard deviation of 1.87 are above the decision value of 2.50 set as the standard for a Likert scale. Hence there is a significant effects on the perception of secondary school teachers on behavioural and emotional changes of children with single parents as a result of divorce.

DISCUSSION

Research question result revealed that there is significant effects on the perception of secondary school teachers in Sokoto metropolis regarding the academic effects of divorce on children from single parent-home. This is inline with studies of Maccain and Mustard (1999) which revealed that there exist a significant difference in the mean responses on the difference between the academic performance of students from single-parent homes and in tack parents that affect students' academic performance among secondary school students in physics in Makurdi, Benue State. Similarly, the study tally with study of Ojo (2023) which revealed that teacher's perception of single parents involvement in students' academic work, the supply of school materials, the provision of necessities, and the provision of good shelter. In the same vein, Agha Mokwlu and Eneh (2026) revealed that the major causes single parenting in the area include divorce death, of a spouse, early pregnancy, economic hardship, and domestic violence. Research question 2 results revealed that there is a significant effect on the perception of secondary schools teachers in Sokoto metropolis on the behavioural and emotional changes in children single parents as a result of divorce. This is in agreement with the studies of Asmau, Usman and Rahmat (2024). Which revealed that teachers perceived influence of divorce on the pupils mental health in as a local government area of Kwara State was negative with a mean score of 2.83; there was no significant difference in the perceived influence of divorce on the pupils mental health based on gender (t-value 1.94; $p > 0.05$) and based on marital status (t-value = 1.62; $p>0.05$).

In the same vein, the study tally with the studies of Ahmadu, Oguche and Okoro (2023) which revealed that lacks of respect for teachers among others are the major influence of single parenting on moral development among senior secondary school students. Low self-esteem among others was the major influence of single parenting on academic achievement among senior secondary school students.

CONCLUSIONS

Based on the findings of this study, the following conclusions were made:
Conclusions drawn from this study indicated that Divorce has significant effects on the academic performance of children with single parents among secondary school teachers in Sokoto metropolis. Also, there is a significant effects on the perception of secondary school teachers on behavioral and Emotional changes of children with single parent as a results of divorce.

Implication for Counselling

Counsellor should give additional social support. Divorcing adults are often less depressed if they participate in support group or if they have relatives or loss confidant to whom they can turn so that the effects of divorce on children are better managed. Children can also benefit from the support they receive from close friends and participating in peer support programs, in which they and other children divorce are encourage to share their feelings, correct. Misconceptions and learn positive coping skills

RECOMMENDATIONS

Based on the above findings the following recommendations were made:
1. That the Sokoto state government should establish a functional guidance and counselling centres in order to resolve educational vocational and personal social problems of the students.
2. Seminars workshops and lectures should be organize to sensitize children with single parents on the reality of life.

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