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Analysis and Effect of Broken Home on Career Development of Students in Six Polytechnics, Southwest Nigeria

Olufunmilayo Adedayo Thomas-Kuye and Olaniyi Adegboyega Adeyemi

Department of Mass Communication Department
The Federal Polytechnic, Ilaro
E-mail: olufunmilayo.thomaskuye@federalpolyilaro.edu.ng

ABSTRACT

This study analysis and effect of broken home on career development of students in Six Polytechnics, South-West Nigeria. The study made used of both quantitative and qualitative research design method. For the quantitative, the survey research design with the aid of questionnaire which was used for data collection while for the qualitative research, an in-depth interview method was used. A sample size of 720 students were selected from Six Polytechnics from South West Nigeria. The study adopted the multi-stage sampling procedure for respondents' selection. Random sampling was used to select Six Polytechnics out of thirteen polytechnics in the six States making up Southwest Geo Political Zone. Cluster sampling was used to selected students from each of the six Polytechnics. Data analysis was done using the Statistical Package for Social Sciences (SPSS). The finding revealed a significant differential influence between the mean scores of male pupils (26.342) and that of the female pupils (34.509) with female students affected more by the influence of broken homes compared to male students. Also, findings revealed that factors *responsible for broken homes include financial difficulties, economic challenges, addiction to drugs and alcohol, sexual abuse, divorce and mental health issues. The study recommended that Counsellors, School Psychologists, teachers and school authorities should pay attention to set of pupils from broken homes through proper counselling and other supportive services, in order to make them focus on their academic activities and to guide them appropriately on their choice of profession.*

Keywords: Academic, Broken home, Career development, Performance, Students

Introduction

Structurally, a home is either broken or intact. In this context, a broken home is one that has been structurally compromised due to divorce, separation, the death of one parent, or illegitimacy. According to Frazer (2004), psychological home conditions are primarily caused by children's illegitimacy, adoption labels, shattered homes, divorce, and parental hardship. Frazer (2004) asserted that such aberrant household situations are likely to have a negative impact on the child's academic success.

Abah (2006) asserts that the decision to consider a broken home as a factor influencing students' career development is not dissimilar from the realization that the family is the fundamental social unit and that the home has a significant impact on a student's psychological, emotional, social, and financial well-being (Ajila and Olutola 2007). Since parents are the primary socializers in a child's life, the condition of the house has an impact on the individual. A child's family is the most important factor in laying the psychological, moral, and spiritual foundation for his or her complete development (Uwaifo, 2008). The total effect of Broken Homes on a child's vocational development cannot be understated. Broken Home can undoubtedly improve or degrade a child's academic success. The family is the primary source of education for call-in children. Families are supposed to establish a solid foundation for their children's academic and informal education. The family provides the psychological, moral, and spiritual framework for the child's overall growth (Agulana, 2000). A child's ability and career development are heavily influenced by his or her environment.

Where generational poverty reigns and broken households continue, family dynamics usually exhibit a distinct set of features. Conversations about intellectual issues are meaningless, and a job is a method of obtaining money for survival. The idea of career advancement may never be entertained (Payne & Huffman, 2005). Alhassan (2008) observed that students from broken homes exhibit various undesirable behaviors such as distractibility and acting out, which, when combined with time received from others, have a significant impact on their academic performance in school. According to Kenkel, as stated by Alhassan (2008), a child in an incomplete family is socially and mentally deprived of a father figure to mimic directly or to seek out a model of the opposite sex. "Parental disruption is linked to lower socio-economic and academic attainment in terms of other long-term consequences for children." According to Wiseman (2011), it is reasonable to assume that children from broken households may have developmental delays in all area of their lives. Children from dysfunctional households may therefore exhibit emotional instability and psychological depression. According to Ayodele (2007), a child's environment has a significant impact on his capacity for learning and, eventually, how well he does academically in school. A student's academic performance may suffer as a result of stress, tension, a lack of drive, and dissatisfaction that come from broken households. According to

Johnson, who was quoted in Igbinosa (2014), children of single parents or divorced households frequently experience emotional failure and risk. This might not, however, apply in every situation involving shattered households. Regardless of their family's structure or history, some kids can work hard and achieve success in life. Over time, low academic performance has increased in frequency, severity, and peculiarity in educational institutions.

1.2 Problem Statement/Justification

Infidelity in marriage, parental divorce, incompatibility between partners, and the issue of parents living apart due to work commitments or financial aspirations lead many Nigerian households to fall apart. Couples and children have separated as a result of this. This is evident in several federation states, where the majority of young women leave their hometowns and travel abroad in search of employment. Some men who migrate overseas leave their families behind and refuse to speak with them, leaving their children in difficult situations, particularly when it comes to adjusting.

Therefore, the present study examines the effect of broken homes on the career development of students in 6 Tertiary institutions in Southwest Nigeria. The population of this study is students in Polytechnics (Federal and State) in South West Nigeria. The results of this study will assist parents, government, and other stakeholders in educational sectors in planning for the future of the young ones.

1.3 Objectives of the Study

This research will seek to:

i. Examine the factors responsible for broken homes among students in the identified polytechnics.

ii. Assess the influence of broken homes on the career development of students from six polytechnics under study.

iii. Determine the impact of parental socio-economic status on the career development of students from the selected Polytechnics

iv. Ascertain the differential influence of broken homes on the career development of male and female students in identical institutions.

1.4 Research Questions

1. What are the factors responsible for broken homes among students in the identified polytechnics?

2. How do broken homes influence the career development of students from six polytechnics under study?

1.5 Hypotheses

Hypothesis One

H_{01}: There is no significant difference between the mean responses of male and female students on the effects of factors responsible for broken homes on career development

2. Literature Review

2.1 Theoretical Reviews

2.1.1 Relative Deprivation Theory

Gurr (1970) established the relative deprivation theory, which differs from the frustration-agression theory. This theory suggested that any sort of deprivation might lead to conflict, providing validity to conflict resolution in the family. According to Gurr (1970), relative deprivation is the perceived disparity between values expected or resources to which one feels entitled against values expected or resources to which one feels capable of gaining and maintaining. Gurr (1970, p.37) referred to the aforementioned phenomenon as a "perceived disparity between values expectation and values possibilities". The theory further maintained that the greater the average degree of perceived discrepancy between expected and value capabilities, the greater the intensity and scope of relative deprivation among members of the same group collectively and the greater the potential for collective violence. Gurr gives a long review of psychological research on aggression and concludes that frustration-aggression is the "primary source of the human capacity for violence" (Gurr 1970, p.36). Although aggression is neither necessary nor sufficient sometimes greed drives violence, but frustration is a much stronger motivating force. Deprivation according to the theory occurs when one's value expectations exceed his/her value capabilities. Values include welfare, security, self-actualization, and so forth.

2.2 Conceptual Reviews

2.2.1 Concept of Broken Home

Broken families indicate a shift in family dynamics, which may affect children's emotional, psychological, and social well-being (Casinillo, 2020). Family stability, a crucial part of child development, may be jeopardised, making it harder to form stable ties and deal with change (Abrantes & Casinillo, 2020). The absence of one parental figure can have an impact on a child's sense of security, in addition to their views about connections and commitment (Oladapo, 2021). As a result, these events can have a wide-ranging impact on a child's life, including academic performance and emotional development.

2.2.2 Causes of Broken Home

Broken homes are the outcome of a complex interrelated set of factors. Adultery, communication breakdowns, and financial hardship are all major causes of marital discord (Reskiana, 2022). Economic issues can affect relationships, causing further stress and ultimately resulting in breakup (Casinillo, 2020). Another key issue is domestic violence, which creates dangerous situations, pushing women to seek separation for their own and their children's safety (Anyamene et al., 2022). Changing societal standards, such as acceptance of divorce and single parenting, have reduced social stigma, making it easier for people to leave violent circumstances (Ebagat & Caballes, 2022). Below are some of the causes of broken homes:

    i.   Divorce

Divorce has been considered as one of the elements that contribute to broken homes in our culture today. Divorce is the legal procedure of dissolving a marriage. Infidelity, financial incapability, incompatibility, illegal behavior, health issues, and other factors are among the remote causes of divorce.

    ii.   Death

Death is one of the root reasons of broken homes in our society at large. This is the inevitable demise of man on Earth. The death of a spouse at any age is one of the most difficult events in a marriage. Accidents, illness, and childbirth are among the leading causes of death in underdeveloped countries.

    iii.   Domestic Violence:

Domestic violence between parents can lead to separation and, eventually, destroyed homes. A woman may choose to split from her husband as the consequence of domestic violence against her, and this separation frequently has a bad influence on the children.

Concept of Career development

According to Bagdadli and Gianecchini (2018), career development is a dynamic, lifelong process that includes pursuing success in the workplace on all fronts—personal, knowledgeable, and social. It is divided into multiple phases, starting with self-evaluation and investigation, moving on to well-informed decision-making, and culminating in the pursuit of career, skill-building, and advancement opportunities (Iyke-Ofoedu, Okafor & Ogbuagu, 2023). The first stage in developing a career is to understand one's interests, beliefs, abilities, and personality traits (Chetana & Das Mohapatra, 2017). With the help of self-assessment tools, educational experiences, and acquaintance with a number of fields, people can identify potential career choices. In order to get insight into particular sectors, exploration can involve investigating different careers, networking, and looking for mentorship (Bagdadli & Gianecchini, 2018). Additionally, self-evaluation information and awareness of a variety of career options are combined in informed decision-making (Joel & Ihensekhien, 2023).

Empirical Reviews

Mbah, & Umeh (2022) investigated the effects of Broken Homes on the Academic and Social Development of Junior Secondary School Students in Enugu Educational Zone. The study was specifically intended to: (1) examine the impact of divorce on junior secondary students' academic performance; (2) determine the impact of separation on junior secondary students' social development; and (3) determine the degree to which parent desertion affects junior secondary students' emotional adjustment. In the Enugu Education Zone, there were 1,934 government secondary school teachers and administrators (principals). Taro Yemane was used to narrow the total population to sample of 331. The hypotheses were tested using t-statistics. The summary of findings of the study is stipulated as follows: The divorce of parent has statistically significant impact on the academic performance of junior secondary students (t value(4.5021) >t-critial (1.96). The separation of parent has statistically significant impact on the social development of junior secondary students (t value(6.6174) >t critial (1.96). The desertion of parent has statistically significant impact on the emotional adjustment of junior secondary students (t value(2.4554) >t-critial (1.96). The study concluded that there is significant impact of broken homes on academic and social development of junior secondary students in Enugu Education zone.

Azumah, Onzaberigu, Nachinaab & Kwakye (2017) investigated the impact of broken marriages on children's well-being. The study focuses on the reasons of broken marriages, the effects of broken marriages on children's well-being, and the strategies for preventing broken marriages. Respondents were sampled using purposive and snowballing sampling methods. Questionnaires were employed to collect the data. The study discovered that children exposed to unilateral divorce rules have less desirable results in young adulthood. Furthermore, the study discovered that children's growth is dependent on both parents, and that separated parents' mental stability has an impact on the child's well-being.

Umar (2019) investigated how broken homes affect students' academic, emotional, and social adjustment in senior secondary schools in Katsina State, Nigeria. The study used a survey design with a sample size of 300 students drawn from public senior secondary schools in Katsina State, Nigeria, using

a simple random selection procedure. To address the study research questions, descriptive statistics in the form of means were used, and the hypotheses were tested using Chi-square statistics. The study found that a broken household has a considerable impact on senior secondary school kids' intellectual, emotional, and social adjustment.

Ahiaoma (2013) investigated the psychosocial effects of parental separation or divorce on teenagers and the consequences for counselling. A descriptive research survey was used, with the population sample selected using a stratified random sampling technique. The sample population consisted of 120 adolescents pupils picked at random from twelve secondary schools in the Surulere Local Government Area of Lagos State, Nigeria. The students completed a well-structured questionnaire, which provided data for evaluating the hypotheses using simple percentage and chi-square statistical methods. The psychosocial effects of parental separation or divorce on teenagers include poor academic performance, social development, interpersonal relationships, and pitiful emotional stability expressions.

Methodology

In this study, both quantitative and qualitative research design method were used. For the quantitative, the survey research design with the aid of questionnaire which was used for data collection while for the qualitative research, an in-depth interview method was used.The population of this study are students of Polytechnics from six States in the Southwest Geo Political Zone.A total number of 120 students were randomly selected from each of the six Polytechnics Six Polytechnics out of thirteen polytechnics with one polytechnic from each of the six States making up Southwest Geo Political Zone to make a total of 720 students while 4 guidance and counsellors were interviewed.The study adopted the multi-stage sampling procedure for respondents' selection. Random sampling was used to select Six Polytechnics out of thirteen polytechnics in the six States making up Southwest Geo Political Zone. Cluster sampling was used to selected students from each of the six Polytechnics. Cluster sampling is a sampling plan used when mutually homogeneous yet internally heterogeneous groupings are evident in a statistical population. In this sampling plan, the total population of students in each Polytechnic were divided into clusters based on their departments and purposive sample was used to selected 120 students each from six Polytechnics. Data collected was analyzed using SPSS version 23.0. Both descriptive and Inferential statistics was used in analyzing the data. The hypothesis was tested using T-test while content analysis was used for the interviews.

Data Analysis

Table 1: Factors responsible for Broken Homes

Statements	SA	A	D	SD	Mean	Stand Dev
Financial difficulties is one of the factors responsible for broken homes	274 (38.1%)	283 (39.3%)	81 (11.3%)	82 (11.4%)	1.83	0.55
I have looked and can say that economic challenges strains relationships	179 (24.9%)	459 (63.8%)	76 (10.6%)	6 (0.8%)	1.53	0.56
Addiction to substances like drugs or alcohol can lead to dysfunctional relationships and family breakdown.	342 (47.5%)	340 (47.2%)	21 (2.9%)	17 (2.4%)	1.27	1.00
Physical, emotional, or sexual abuse can cause irreparable damage to a family, resulting in broken homes.	194 (26.9%)	398 (55.3%)	114 (15.8%)	14 (1.9%)	1.88	0.69
Divorce can lead to broken homes, as children may have to split their time	218 (30.8%)	458 (63.6%)	30 (4.2%)	14 (1.9%)	1.93	0.99
Lack of effective communication can cause misunderstandings and conflicts in a family, leading to broken homes.	110 (15.3%)	531 (73.8%)	67 (9.3%)	12 (1.7%)	1.63	0.96
Mental health issues such as depression or anxiety can lead to family dysfunction and broken homes.	124 (17.2%)	523 (72.6%)	73 (10.1%)	-	1.88	0.73
Societal expectations and cultural norms can create conflicts and tension in a family, leading to broken homes	251 (34.9%)	369 (51.3%)	98 (13.6%)	2 (0.3%)	1.93	0.81

Table 1 showed that 274 (38.1%) of the respondents strongly agree, 283 (39.3%) agree, 81 (11.3%) disagree while 82 (11.4%) strongly disagree that financial difficulties is one of the factors responsible for broken homes, 179 (24.9%) strongly agree, 459 (63.8%) agree, 76 (10.6%) disagree while 6

(0.8%) strongly disagree that they have looked and can say that economic challenges strains relationships, 342 (47.5%) of the respondents strongly agree, 340 (47.2%) agree, 21 (2.9%) disagree while 17 (2.4%) strongly disagree that addiction to substances like drugs or alcohol can lead to dysfunctional relationships and family breakdown.

In addition, 194 (26.9%) of the respondents strongly agree, 398 (55.3%) agree, 114 (15.8%) disagree while 14 (1.9%) strongly disagree that physical, emotional, or sexual abuse can cause irreparable damage to a family, resulting in broken homes, 218 (30.8%) of the respondents strongly agree, 458 (63.6%) agree, 30 (4.2%) disagree while 14 (1.9%) strongly disagree that divorce can lead to broken homes, as children may have to split their time, 110 (15.3%) of the respondents strongly agree, 531 (73.8%) agree, 67 (9.3%) disagree while 12 (1.7%) strongly disagree that lack of effective communication can cause misunderstandings and conflicts in a family, leading to broken homes, 124 (17.2%) of the respondents strongly agree, 523 (72.6%) agree while 73 (10.1%) disagree that mental health issues such as depression or anxiety can lead to family dysfunction and broken homes, 251 (34.9%) of the respondents strongly agree, 369 (51.3%) agree, 98 (13.6%) disagree while 2 (0.3%) strongly disagree that societal expectations and cultural norms can create conflicts and tension in a family, leading to broken homes.

Table 2: Perception on influence of broken homes on Career Development

Statements	SA	A	D	SD	Mean	Stand Dev
Students from broken homes are more likely to face emotional and psychological challenges	102 (14.2%)	572 (79.4%)	30 (4.2%)	16 (2.2%)	1.78	0.74
Students from broken homes are more likely to experience financial hardships	87 (12.1%)	577 (80.1%)	48 (6.7%)	8 (1.1%)	1.91	0.84
Students from broken homes may experience social and cultural isolation	207 (28.8%)	482 (66.9%)	31 (4.3%)	-	1.69	0.71
Students from broken homes are at a disadvantage in terms of career development	385 (53.5%)	317 (44.0%)	18 (2.5%)	-	1.82	0.61
Students may require additional support and guidance to achieve their full potential	144 (20.0%)	486 (67.5%)	50 (6.9%)	40 (5.6%)	1.964	0.8

Table 2 shows that 102 (14.2%) of the respondents strongly agree, 572 (79.4%) agree, 30 (4.2%) disagree while 16 (2.2%) strongly disagree that students from broken homes are more likely to face emotional and psychological challenges, 87 (12.1%) of the respondents strongly agree, 577 (80.1%) agree, 48 (6.7%) disagree while 8 (1.1%) strongly disagree that students from broken homes are more likely to experience financial hardships, 207 (28.8%) of the respondents strongly agree, 482 (66.9%) agree while 31 (4.3%) disagree that students from broken homes may experience social and cultural isolation, 385 (53.5%) of the respondents strongly agree, 317 (44.0%) agree while 18 (2.5%) disagree that students from broken homes are at a disadvantage in terms of career development, 144 (20.0%) of the respondents strongly agree, 486 (67.5%) agree, 50 (6.9%) disagree while 40 (5.6%) strongly disagree that students may require additional support and guidance to achieve their full potential.

Hypothesis Testing

There is no significant difference between the mean responses of male and female student on the effects of factors responsible for broken homes on career development

Table 3: t-Test on Differential Influence of broken homes on career development of Male and female students

Variables	N	Df	Mean	Stand Dev	t_{Cal}	P Value
Male	286	719	26.342	19.107	4.291	0.000
Female	434		34.509	20.431		

Table 3 show the t-test comparison of Mean scores of Male and Female students with respect to the effects of broken homes on career development. From the table, there is a significant differential influence between the mean scores of male pupils (26.342) and that of the female pupils (34.509). Because the calculated p value of 0.000 is lower than 0.05 alpha level of significance at t-test value 4.291 with df of 719. This shows that broken homes have significant differential influence on the career development of male and female students. The mean scores revealed that female students were affected more by the influence of broken homes compared to male students. Hence, the null Hypothesis which states that significant difference between the mean responses of male and female student on the effects of factors responsible for broken homes on career development is hereby rejected while the alternative hypothesis of a significant difference is accepted.

Interviews

RQ 1: What are the factors responsible for broken homes among students?

Responding to this question, respondent one has this to say:

When considering factors responsible for broken homes, divorce is a major factor that can lead to broken homes. When there is separation between a husband and wife and they no longer stay together, this can result in broken homes which will definitely affect the children.

IDI One

Respondent two has this to say:

There are several factors that can lead to broken homes today; death of a parent, separation between husband and wife, sickness and economic situations. All these can lead to broken homes.

IDI Two

Respondent three has this to say:

Divorce, emotional trauma, mental issues, sickness and death can lead to broken homes among students. Anything that can cause a major separation between couples can lead to broken home.

IDI Three

In answering the first research question, respondent four had this to say:

When you look at our country today, you will see that the rate of divorce is very high. You will see couples that got married within 3 -6 months, filing for divorce in the court. So this really has negative effect on children and as a result lead to broken homes.

IDI Four

RQ 2: What is the influence of broken homes on career development of students?

Responding to this question, respondent one has this to say:

Children from broken homes go through lots of trauma ranging from psychological to emotional trauma and this could affect their studies and academic performances.

IDI One

Respondent two has this to say

That lack of motherly or fatherly care or love is always experienced by children from broken homes. Once their parents are separated, they become emotionally detached from one of the parents and this usually have a negative impact on their career development.

IDI Two

While responding the research question two, respondent three has this to say:

Children from broken homes experience lot of challenges especially in the area of academics. Some of them loose concentration while in class, some go through financial challenges because they don't have anyone to pay for their school fees.

IDI Three

Respondent Four has this to say:

Some children from broken homes are victims of sexual abuse, some are into drug, some join occultism in school and many at times, and all these usually have negative impact on their academic and career development.

IDI Four

Discussion of Findings

This study examined the effect of broken home on career development of students in six Polytechnics, Southwest Nigeria. The result of the study revealed that majority of the respondents agree that Broken home occur as a result of marital infidelity amongst couples and marital strife. Also, majority of the respondents agree that broken home affects students and their academic development and could have long term effect on emotional and psychological well-being on students.

In the same vein, majority of the respondents agree that some of the factors responsible for broken homes include financial difficulties, economic challenges, addiction to drugs and alcohol, sexual abuse, divorce and mental health issues. The result of hypothesis one showed a significant differential influence between the mean scores of male pupils (26.342) and that of the female pupils (34.509) which implies that broken homes have significant differential influence on the career development of male and female students. The mean scores revealed that female students were affected more by the

influence of broken homes compared to male students. This finding supports the study of Mbah, & Umeh (2022) who reported that divorce of parent has statistically significant impact on the academic performance of junior secondary students.

Conclusion

From the findings of this study, it was established that broken home has negative influence on career development of students. Children from broken homes may experience emotional challenges such as stress, anxiety, and depression due to family instability, conflict, and the absence of one or both parents. These emotional struggles can potentially affect their confidence, motivation, and ability to focus on career goals. Broken homes often result in financial strain, as the family income may be reduced or split between households. This can limit access to educational resources, extracurricular activities, and career-related opportunities such as internships or vocational training. This was confirmed in this study as one of the factors responsible for broken homes is financial challenges. The absence of a stable parental figure or positive role model in the home may lead to a lack of guidance and mentorship regarding career choices and professional development. Children from broken homes may not have someone to emulate or seek advice from regarding educational and career pursuits.

Recommendation

Based on the findings of this study, the following recommendations are made:

i.   Counsellors, School Psychologists, teachers and school authorities should pay attention to set of pupils from broken homes through proper counselling and other supportive services, in order to make them focus on their academic activities.

ii. Pupils from separated or divorce parents should be encouraged and given all support to enhance their academic performance irrespective of gender through counselling intervention

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