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**INFLUENCE OF SCHOOL-BASED INITIATIVES ON SUSTAINABLE EDUCATIONAL  
DEVELOPMENT OF STUDENTS FROM DISINTEGRATED FAMILIES IN SOUTH-SOUTH  
NIGERIA SECONDARY SCHOOLS**

**OTOBO, JANET TIVERE (PhD)  
Department of Academic Services  
Ethiope West Local Government Education Authority  
Oghara, Delta State  
[otobojanet3@gmail.com](mailto:otobojanet3@gmail.com)**

**ABSTRACT**

*This study examines the influence of school-based initiatives on the sustainable educational development of students from disintegrated families in secondary schools in South-South Nigeria. The study adopted the descriptive research design. The study population included 1,543 principals, 3,086 vice principals, 37,453 teachers, and 1,834,995 students in South-South Nigeria. A sample of 918 respondents was drawn using a six-phase multistage sampling technique across 102 schools in four of six states. An 88-item structured instrument titled "School-Based Initiatives for Sustainable Educational Development of Student from Disintegrated Families Questionnaire" (SISEDSDFQ) with a reliability coefficient of 0.937 necessitated its use for the collection of data that was analyzed using mean and standard deviation, and Analysis of Variance (ANOVA) to answer the research questions, and test the hypotheses. The study revealed that the respondents (administrators, teachers, and students) differed on the influence of school-based initiatives on the sustainable educational development of students from disintegrated families in South-South, Nigeria secondary schools ( $F_{2, 870} = .872, p > .05$ ). The study recommended among others that secondary school administrators and teachers be encouraged to strengthen their counselling skills and improve understanding of cultural diversity that would increase the existence of cordial teacher-student interactions that would help in providing the needed social, emotional and even financial supports especially for students experiencing family instability.*

*Keywords: School-Based Initiatives, Sustainable Educational Development, Disintegrated Families, South-South, Nigeria.*

**Introduction**

Family disintegration escalates disrespect, distrust, value distortion, and various conflicts, fostering bullying, cultism, insecurity, and deviance, which increase truancy, absenteeism, dropouts, illiteracy, and ultimately contribute to societal underdevelopment (Oko-Jaja, 2020a). Also, Oko-Jaja (2020b) reiterated that family disintegration threatens marital harmony, weakens traditional values, and disrupts family unity, hindering ethical training essential for fostering responsible members and promoting societal development. This aligns with Burrows (2017)

assertion that family disintegration hinders child development, causing emotional, social, and behavioural issues that disrupt societal conduct and character exhibition.

Family disintegration disrupts the family's role in instilling values, knowledge, and skills essential for ethical practices and sustainable development across societal sectors (Oko-Jaja, 2020b). Given the effects of these disruptions, education equips individuals with knowledge, skills, and ethics essential for embracing change and promoting sustainable development (Onyido, 2017). This view highlights education's role in bridging lost nurturing and training that enable family members, especially those from disintegrated families, to engage in ethical practices that support and sustain attaining social, character, emotional, and educational development goals. Thus, sustainable educational development, especially at the secondary education level, requires a multifaceted approach ensuring inclusive, equitable learning for all students, regardless of their social, economic, or family background (UNESCO, 2023).

UNESCO (2017) emphasized that sustainable secondary education depends on adequate infrastructure (like classrooms, laboratories, etc.), effective curriculum delivery, integration of technology, as well as recruiting and remunerating qualified teachers to ensure long-term development and sustainability of the educational sector. Accordingly, UNESCO also measures sustainable secondary education by security, learning materials, subsidized education, inclusive policies, recognition of local cultures and languages, and maintaining class sizes of 30 (science) and 50 (arts/vocational) students. In this light, Olanrewaju et al.'s (2018) advocated for policy formulation with clear strategies for infrastructure development, skilled personnel recruitment, and consistent curriculum implementation to achieve sustainable educational development.

School-based initiatives could increasingly promote sustainable education for students experiencing abandonment, academic impediment, and socio-emotional development occasioned by disintegrated families in South-South Nigeria (Eze, 2021). Students from disintegrated families face emotional and academic struggles, which aptly require schools to use counseling, mentorship, and inclusive programmes among other initiatives to address these challenges effectively (Okon & Bassey, 2023). Also, school-based initiatives, like discipline, counselling, cocurricular activities, etc., improve school governance and psychosocial support that helps students build the level of resilience, composure, confidence, and motivation required to surmount the issues arising from family disintegration (Adediran, 2016).

Deductively, well-structured school counseling programmes reduce behavioural issues and improve the emotional well-being of adolescents, thereby fostering their academic progress (Nwachukwu & Opara, 2022). Also, co-curricular programmes such as debate clubs, sports, and community service initiatives have been shown to provide emotional outlets and promote a sense of belonging among vulnerable students (Ibrahim & Etuk, 2021). Otoibo (2023) noted that discipline, mentorship, and counseling are among initiatives that help students from disintegrated or unstable families build resilience and positively adapt to school demands.

Furthermore, the integration of social support systems such as school-parent partnerships, social workers, and intervention from non-governmental organizations has helped bridge the gap left by absent family structures. Uduak and Essien (2024) note that such collaborative approaches within schools significantly improve school attendance, concentration, and long-term academic

engagement among students from broken homes. These findings are consistent with Sustainable Development Goal 4 (SDG 4), which advocates for inclusive and equitable quality education for all, regardless of socio-economic background, religion, or family status (UNESCO, 2023). The prevalence of socio-economic challenges and family disintegration in Nigeria underscores the need to urgently create safe and inclusive school environments, among other school-based strategies, to help disadvantaged students thrive academically and socially (Oguche & Tariah, 2023).

Environmental and digital literacy programmes like sustainability clubs and digital education enhance students' ecological awareness, critical thinking, and self-efficacy, which are foundational to sustainable development goals (Alabi, 2024; Mba & Adieme, 2024). Additionally, structured social-emotional learning (SEL) and peer-mentoring programmes have been linked to improved belonging, motivation, and academic outcomes among marginalized youth (Yisa & Akinkumi, 2018). These standpoints underscore the assertion of Otobo (2023) that in-school support systems are to enable students coping with family breakdown challenges, to regain focus and commit to educational pathways.

In a nutshell, school-based initiatives stem as interventions that substantially influences the educational development of students from disintegrated families. These interventions not only foster academic success but also support emotional stability and social integration, thereby contributing to the broader goal of sustainable educational development in the region. From the foregoing, it can be deduced that family disintegration seems to be a practice that should be discouraged because it gives rise to several social issues like poverty, abuse, illiteracy, crime, poor morals, and neglect among others that could impede the proper training of today's child. Given this, social issues or problems give rise to numerous difficulties or challenges likely to affect individuals, families, and society (Daminabo, 2016; 2021). This is the crux of the matter.

### **Statement of the Problem**

The family, as a primary socializing agent, shapes a child's emotional and educational development. Increasing family disintegration in South-South Nigeria has left many secondary students vulnerable to emotional instability, low motivation, and poor performance. Given this, students from disintegrated families struggle academically and socially due to lack of parental support, poor supervision, and emotional instability, thereby threatening their sustainable educational development and academic progression. The recognition of this challenge prompted many schools in South-South Nigeria to introduce school-based initiatives such as counseling services, mentorship programmes, remedial classes, peer support groups, and psychosocial interventions that supports students' emotional needs against the effects of family disintegration.

Unfortunately, the effectiveness and actual influence of these school-based interventions on the sustainable educational development of these students remain largely under-researched and poorly understood. Despite the strategic roles these initiatives are expected to play, many students from disintegrated families continue to exhibit poor academic performance, low school engagement, and emotional distress, raising concerns about the adequacy, accessibility, and implementation of such programs within secondary schools in the region. This gap in knowledge calls for an empirical investigation into how school-based initiatives are influencing the educational development of students from disintegrated families. Therefore, this study examined the influence of school-based initiatives on the sustainable educational development of students from disintegrated families in secondary schools across South-South Nigeria.

This prompted the articulation of the following questions that guided this research.

1. How does the role of schools/educators influence the sustainable educational development of secondary school students from disintegrated families in South-South, Nigeria?
2. What is the difference in the mean rating of administrators, teachers and students on the influence of schools/educators' role on the sustainable educational development of secondary school students from disintegrated families in South-South, Nigeria?

### **Objectives of the Study**

The specific objectives are to:

1. Identify how the role of schools/educators influence the sustainable educational development of secondary school students from disintegrated families in South-South, Nigeria.
2. Determine the difference in the mean rating of administrators, teachers and students on the influence of schools/educators role on the sustainable development of secondary school students from disintegrated families in South-South, Nigeria.

### **Significance of the Study**

The significance of the study include:

1. The study would generate evidence-based insights to help policymakers develop targeted educational policies addressing students from disintegrated families in South-South Nigeria.
2. Findings would guide school administrators, teachers, and counselors in enhancing counseling, mentoring, and psychosocial support programs to boost students' educational outcomes.
3. The study would promote Sustainable Development Goal 4 by enhancing equity, inclusion, quality education, and reducing dropout and failure rates among affected students.
4. The research will highlight emotional and psychological challenges facing students from disintegrated families, encouraging the establishment of school-based mental health and counseling support services.
5. The study would provide data that will inform educational stakeholders on how best to strengthen support systems to improve learning outcomes and promote educational sustainability for these vulnerable students.
6. The study fills literature gaps on family structure and education, guiding future research on school interventions and student outcomes.

### **Methodology**

**Research Design:** The study adopted the descriptive research design. According to Nwankwo (2016), this design entails selecting a subgroup or subset of the population with similar traits or characteristics to generalize findings to the broader population.

**Area of the Study:** The study was carried out in Nigeria's South-South geopolitical zone, which includes Akwa Ibom, Bayelsa, Cross River, Delta, Edo, and Rivers States. This region borders Imo, Abia, Ebonyi, Adamawa, Kogi, and Ondo States. The South-South zone comprises 123 Local Government Areas (LGAs), with the following distribution: Akwa Ibom (31 LGAs), Bayelsa (8), Cross River (18), Delta (25), Edo (18), and Rivers (23). As recorded in the 2006 national census, the region had a population of approximately 21.2 million. It is a multilingual and multi-ethnic area, home to

major groups such as the Ijaw, Ikwerre, Itsekiri, Edo, Efik, Ibom, Urhobo, and Igbo, each concentrated in specific states. Known for its rich crude oil and natural gas reserves, the South-South also features extensive waterways, making it densely populated and highly urbanized. The region is notable for its thriving industrial, commercial, and educational activities. Specifically, it hosts 1,538 public senior secondary schools, distributed according to the 2021 reports of the respective State Education Boards as follows: Akwa Ibom (237), Bayelsa (211), Cross River (255), Delta (293), Edo (264), and Rivers (278).

**Population of the Study:** The study population comprised 1,543 principals, 3,086 vice principals, 37,452 teachers, and 1,834,995 students across 1,543 public senior secondary schools in South-South Nigeria, totaling 1,877,076 individuals. These groups were selected based on their knowledge and experience concerning the impact of religion-based interventions on the sustainable educational development of students from disintegrated families.

**Sample and Sampling Techniques:** A total of 918 respondents, comprising 102 principals, 102 vice principals, 204 teachers, and 510 students, from 102 public senior secondary schools in South-South Nigeria participated in the study. A six-phase multistage sampling technique was employed. In the first phase, four out of six states, Akwa Ibom, Delta, Bayelsa, and Rivers, were randomly selected, representing 66.7% of the geopolitical zone. The second phase involved proportionate stratified sampling to select 102 public senior secondary schools (approximately 10%) from the four states: 25 from Akwa Ibom, 20 from Bayelsa, 29 from Delta, and 28 from Rivers.

In the third phase, one principal was purposively selected from each sampled school, resulting in 102 principals. The fourth phase involved randomly selecting one vice principal per school, maintaining proportional representation: 25 from Akwa Ibom, 20 from Bayelsa, 29 from Delta, and 28 from Rivers. In the fifth phase, two teachers were randomly selected from each school, totaling 204 teachers. In the sixth and final phase, quota sampling was used to select five students per school, yielding 510 students evenly distributed across the four states.

**Instrument for Data Collection:** Data were collected using a 24-item self-structured instrument titled "School-based Initiatives Influence on Sustainable Educational Development of Secondary School Students from Disintegrated Families Questionnaire" (SIISEDSSSQ). The SIISEDSSSQ instrument was patterned after a four-point Likert scale: "Strongly Agree" (SA, 4 Points), "Agree" (A, 3 Points), "Disagree" (D, 2 Points), and "Strongly Disagree" (SD, 1 Point). It was divided into three sections: **Section A** gathered respondents' demographic information; **Section B** contained 16 items measuring religious-induced interventions; and **Section C** comprised 8 items that elicited items on the variables of sustainable educational development.

**Validation of the Instrument:** The face and content validity of the SIISEDSSSQ instrument were evaluated by the researcher's supervisor and two experts from Ignatius Ajuru University of Education. They examined the study's topic, objectives, research questions, and questionnaire items for clarity, relevance, and readability. Based on the feedback, comment or suggestions of these validates, the SIISEDSSSQ instrument was revised to enhance its accuracy and ensure alignment with the study's objectives.

**Reliability of the Instrument:** The reliability or internal consistency of the SIISEDSSSQ instrument was ascertained using the Cronbach's Alpha ( $\alpha$  or  $r_a$ ) method. A pilot study involving 60 respondents, comprising 5 principals, 5 vice principals, 15 teachers, and 35 students, from five (5) public senior secondary schools in Owerri, Imo State (which was excluded from the main study). These 60 respondents were administered the copies of the SIISEDSSSQ instrument, which was retrieved upon the completion of their responses. The data collected for the reliability or pilot study led to obtaining a reliability coefficient of 0.894. Thus, this high level of internal consistency that was obtained in the reliability studies confirmed and necessitated the instrument's suitability and appropriateness for data collection in the main study.

**Method of Data Collection:** Data for this study were collected from both primary and secondary sources. Secondary data were drawn from textbooks, journals, articles, newspapers, magazines, lecture notes, online publications, and maps, among others. Primary data were gathered using the SIISEDSSSQ questionnaire, which was administered to principals, vice principals, teachers, and students in selected public senior secondary schools across South-South Nigeria. The face-to-face direct delivery method was employed, allowing the researcher and research assistants to obtain approval from the principals of 102 selected schools in Akwa Ibom, Bayelsa, Delta, and Rivers States. Of the 918 serially numbered questionnaires distributed, 873 were validly retrieved and used for data analysis, representing an approximately 95% response rate.

**Method of Data Analysis:** Data collected from the validly filled and returned copies of the SIISEDSSSQ instrument that was administered to the respondents (administrators, teachers, and students) was sorted, tabulated, coded and analyzed using mean and standard deviation with a criterion mean cut off of 2.5 to answer research question 1, while Analysis of Variance (ANOVA) was used to answer research question 2 at 0.05 level of significance.

## **Results**

**Research Question 1:** How does the role of schools/educators influence the sustainable educational development of secondary school students from disintegrated families in South-South, Nigeria?

**Table 1: Mean and Standard Deviation on how the role of schools/educators influence the sustainable educational development of secondary school students from disintegrated families in South-South, Nigeria**

S/N	How the role of schools/educators influence the sustainable educational development of secondary school students from disintegrated families in South-South, Nigeria include:	Administrators N = 192 Mean SD		Teachers N = 193 Mean SD		Students N = 488 Mean SD		N = 873 Group Mean	Decision
1	Ensuring safe schools	3.62	.52	3.60	.52	3.53	.50	3.57	SA
2	Ensuring the existence of counselling services in schools	3.54	.57	3.47	.56	3.54	.53	3.52	SA
3	Increased teacher-student interactions	3.57	.54	3.52	.56	3.59	.52	3.57	SA
4	Regular holding of parents-teachers engagement	3.70	.46	3.62	.51	3.58	.53	3.58	SA
5	Providing social and emotional supports for students experiencing family instability	3.57	.54	3.63	.57	3.55	.53	3.57	SA
6	Educators increased sensitive to the cultural and linguistic diversity that can interfere with family bonding	3.55	.53	3.49	.58	3.57	.52	3.54	SA
7	Organizing extra classes that can improve students academic success	3.53	.59	3.62	.52	3.56	.56	3.56	SA
8	Exempting students from challenged family from certain payments	3.53	.55	3.51	.58	3.54	.54	3.53	SA
<b>Grand Mean</b>		<b>3.58</b>	<b>0.54</b>	<b>3.56</b>	<b>0.55</b>	<b>3.56</b>	<b>0.53</b>	<b>3.56</b>	<b>SA</b>

**SA (Strongly Agree) =  $\geq 2.50$  while SD (Strongly Disagree) < 2.50.**

Table 1 shows how the role of schools/educators in addressing family disintegration influence sustainable development of secondary school students in South-South Geo-political zone of Nigeria. It further shows that: in item 1; the administrators with ( $\bar{X}$  = 3.62) had higher mean score than teachers with ( $\bar{X}$  = 3.60) and students with ( $\bar{X}$  = 3.53) on ensuring safe schools influenced sustainable educational development of secondary school students, in item 2; the administrators and students with (each with  $\bar{X}$  = 3.54) had higher mean score than teachers with ( $\bar{X}$  = 3.47) on ensuring the existence of counselling services in schools influenced sustainable educational development of secondary school students, in item 3; the administrators with ( $\bar{X}$  = 3.59) had higher mean score than teachers with ( $\bar{X}$  = 3.57) and students with ( $\bar{X}$  = 3.52) on

increased teacher-student interactions influenced sustainable educational development of secondary school students, and in item 4; the administrators with ( $\bar{X}$  =3.70) had higher mean score than teachers with ( $\bar{X}$  =3.62) and students with ( $\bar{X}$  =3.58) on regular holding of parents-teachers engagement influenced sustainable educational development of secondary school students from disintegrated families in South-South, Nigeria.

Similarly, in item 5; the teachers with ( $\bar{X}$  =3.63) had higher mean score than the administrators with ( $\bar{X}$  =3.57) and students (with  $\bar{X}$  =3.55) on providing social and emotional supports for students experiencing family instability influenced sustainable educational development of secondary school students, in item 6; the students with ( $\bar{X}$  =3.57) had higher mean score than the administrators with ( $\bar{X}$  =3.55) and teachers (with  $\bar{X}$  =3.47) on educators increased sensitive to the cultural and linguistic diversity that can interfere with family bonding influenced sustainable educational development of secondary school students, in item 7; the teachers with ( $\bar{X}$  =3.62) had higher mean score than the students with ( $\bar{X}$  =3.56) and the administrators with ( $\bar{X}$  =3.53) on organizing extra classes that can improve students' academic success influenced sustainable educational development of secondary school students, and in item 8; the students with ( $\bar{X}$  =3.54) had higher mean score than the administrators with ( $\bar{X}$  =3.53) and teachers (with  $\bar{X}$  =3.51) on exempting students from challenged family from certain payments influenced sustainable educational development of secondary school students in South-South, Nigeria.

Furthermore, the grand mean scores of 3.58, 3.56, and 3.56 indicates the administrators, students and teachers respectively response on how the role of schools/educators influenced sustainable educational development of secondary school students from disintegrated families in South-South, Nigeria. This indicated that administrators had higher grand mean score, followed by students and teachers with the same grand mean score on how the role of schools/educators in addressing family disintegration influence sustainable development of secondary school students in South-South, Nigeria. Thus, the group mean column showed a grand mean score of 3.56, which indicated how the role of schools/educators influenced sustainable educational development of secondary school students from disintegrated families in South-South, Nigeria.

**Research Question 2:** What is the difference in the mean rating of administrators, teachers and students on the influence of schools/educators' role on the sustainable educational development of secondary school students from disintegrated families in South-South, Nigeria.

**Table 2: Summary of Analysis of Variance (ANOVA) on the difference in the mean rating of administrators, teachers and students on the influence of schools/educators role on the sustainable educational development of secondary school students from disintegrated families in South-South, Nigeria**

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	.000	2	.000	.001	.999	NS
Within Groups	41.940	870	.048			
<b>Total</b>	<b>41.940</b>	<b>872</b>				

**Decision Rule:** if  $p < .05$  reject  $H_0$ , else retain  $H_0$ . NS= Not Significant,  $p > .05$ , S= significant,  $p < .05$

**Source: SPSS Output, 2024.**



Table 2 shows that the school administrators, teachers and students did not significantly differ in their response on influence of schools/educators role on the sustainable educational development of secondary school students from disintegrated families in South-South, Nigeria ( $F_{2, 870}=.999, p >.05$ ). This finding indicated that the category of the respondents (comprising school administrators, teachers and students) did not influence their rating on the influence of schools/educators role in addressing family disintegration on sustainable development of secondary school students in South-South, Nigeria (see Table 1). Hence, the role of schools/educators in addressing family disintegration did not influenced sustainable development of secondary school students in South-South, Nigeria.

### Discussion of Findings

The result in Table 1 revealed grand mean scores of 3.58, 3.56, and 3.56, which indicated the administrators, students and teachers respectively attested that: ensuring safe schools, ensuring the existence of counselling services in schools, increased teacher-student interactions, regular holding of parents-teachers engagement, providing social and emotional supports for students experiencing family instability, educators increased sensitive to the cultural and linguistic diversity that can interfere with family bonding, organizing extra classes that can improve students academic success, and exempting students from challenged family from certain payments were how the role of schools/educators influenced sustainable educational development of secondary school students from disintegrated families in South-South, Nigeria. This finding is in agreement with the studies by Okojaja (2020a); Okojaja (2020b); and Adetutu and Adebayo (2021) that educators are strategically disposed to adopt programmes and initiatives that would help to ensure safe schools, existence of counselling services, increased teacher-student interactions, fostering emotional supports, and social engagements that would help to facilitate educational development in senior secondary schools in Nigeria.

The researcher agrees with this finding as educators are strategically and well-positioned to initiate programmes and interventions that would facilitate the sustainable educational development of senior secondary school students in South-South, Nigeria. This standpoint aligns with the position of UNESCO (2021) that government-induced initiatives and interventions would help educators, policymakers and other stakeholders to committedly monitor the effectiveness of these government-induced strategies as well as make adjustments in order to attain the goal of stabilized family that would be poised towards attaining sustainable educational development that meets the need of students, families and governments in the Nigerian society and the world at large. Also, the finding of the study agrees with the position of Pinquart and Teubert (2021) that educators have great role in complementing parents through the proper guidance, direction, mentoring and education of students to acquire knowledge, skills and values that enhances the sustainable educational development of senior secondary school students in Nigeria.

Also, the grand mean scores of 3.58, 3.56, and 3.56 indicated that the administrators had higher grand mean score, followed by students and teachers with the same grand mean score on how the role of schools/educators in addressing family disintegration influence sustainable development of secondary school students in South-South Geo-political zone of Nigeria. However, the group grand mean score of 3.56 indicated that all the category of the respondents (school administrators, teachers and students) strongly agreed with the items (in items 1-8) on how the

role of schools/educators in addressing family disintegration influenced sustainable development of secondary school students in South-South, Nigeria. This finding align with the views of Ademola and Iniebong (2016) that education enable participants to acquire knowledge, skills, morals and socialization that can improve the basics for rationality and engaging in healthy interactions likely to improve their wellbeing and ability to navigate and thrive in the face of daunting challenges and harsh conditions that would ordinarily prevent them from effectively participating and gaining from the educational processes in Nigerian secondary schools.

The result in Table 2 revealed that the respondents (school administrators, teachers and students) did not differ in their responses on the influence of schools/educators role on the sustainable educational development of secondary school students from disintegrated families in South-South, Nigeria ( $F_{2, 870}=.872, p >.05$ ). This indicated that the respondents category did not influence their rating on the influence of schools/educators role on the sustainable educational development of secondary school students from disintegrated families in South-South, Nigeria. This finding aligns with Obisike and Nwauzi (2019) that the social and emotional supports as well as the teachings, direction, mentorship and guidance provided in the school help educators play roles in building a mentally articulate and proficiently behaved students that become a plus to themselves, families and society to leverage upon to attain sustainable educational development.

The researcher agrees with the finding of this study as educators have the role to play in teaching, guiding, directing and training students towards sustainable educational development. This standpoint is consistent with Samuolis and Lavrakas (2018) that proper education help to raise the level of awareness in the designing and instituting effective the existence of school-based interventions, community-based interventions, religious-induced actions that would overall help to promote the existence of health family dynamics that stems as serious support to families in the society. In the same vein, Piquart and Teubert (2021) that the knowledge, skills and creativity acquired from educational processes facilitates parents' effective reliance in the process that would help their children to resourcefully, ethically and productively make inputs that would facilitate the holistic development of the of the students in senior secondary schools in Nigeria. In addition, Adetutu and Adebayo (2021) that educators help impart values, knowledge and skills that would complete those bequeathed and nurtured by parents. Accordingly, these inculcated values, knowledge and skills suffices as measures that would help mediate against challenges with the propensity to affect students' positive educational development in Nigeria. The researcher towards preventing family disintegration. Thus, preventing family disintegration requires a comprehensive and flexible approach that addresses the root causes of family disintegration and provides support to families in need.

## **Conclusion**

The study concludes that schools/educators induced initiatives like regular counselling, tutoring, and mentorship helped students from disintegrated families imbibe the mindset to self-confidently overcome economic hardships, and increased exposure to social issues like deviance, drug abuse, cultism, truancy, child labour prostitution, etc. This helped exposure to difficult life experiences not to negatively influence students from disintegrated families attainment of sustainable educational development in South-South, Nigeria. Also, secondary schools' partnership

with communities helped to provide fees rebate, textbook subsidy, and financial grants that increased their interest to acquire vocational skills such as catering, phone repair, etc., which provides additional social, economic and emotional support and resources required for the school continuity of students passing through difficult situations like family disintegration.

### Recommendations

Based on the findings of the study, the following recommendations were made:

1. The Ministry of Education should institute a policy-backed school-community partnership that would help in providing material resources (like fees rebate, learning aids, textbook and/or notebook subsidy, etc.) including social and emotional supports to supplement the socio-emotional and economic problems impeding students from disintegrated families attaining the goal of sustainable educational development.
2. Secondary school administrators and teachers are encouraged to strengthen their counselling skills and improve understanding of cultural diversity that increases the existence of cordial teacher-student interactions that provides the needed social, emotional and even financial supports especially for students experiencing family instability.
3. The Ministry of Education should incorporate vocational skills such as catering, phone repair, cobbling, fashion designing, etc. into the curriculum of conventional secondary schools to help students acquire skills for paid jobs that provides extra support and resources that they could leverage upon to complement their education even amidst challenging difficulties in the family.

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