

EBSU JOURNAL OF LIBRARY, INFORMATION  
SCIENCE & TECHNOLOGY

VOLUME 8, NO. 1

APRIL, 2026

VOLUME 8, NO. 1

APRIL, 2026



**EBSU JOURNAL OF  
LIBRARY, INFORMATION  
SCIENCE & TECHNOLOGY**

RC: 151570



ISSN 2141-6257

JOURNAL OF LIBRARY INFORMATION SCIENCE & TECHNOLOGY VOL. 7 NO. 2 -HEIRLOOM

CHILD EDUCATION IN NIGERIA :  
HINDRANCES AND LEGAL SOLUTIONS

Orogwu Aloysius Alo (Ph.D)  
Dr. Caroline G. Nweke  
Oyebukwa Nwanoso Chikezie

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)  
UTILIZATION AND RECORDS MANAGEMENT IN EBONYI  
STATE UNIVERSITY.

Idem, Patrick Ike

DIVERSITY, EQUITY, AND INCLUSION IN ACADEMIC  
LIBRARIANSHIP: STRATEGIES FOR PROGRESSION IN  
LIBRARIANSHIP - A CASE OF GOOD-LUCK EBELE  
JONATHAN LIBRARY

Amina Ibrahim Makintami

BARRIERS TO HEALTH INFORMATION ACCESS  
AMONG MEDICAL LIBRARY USERS IN NORTH-  
EAST NIGERIA: A CASE STUDY OF YOBE STATE

Rabiu Hassan Elbadawy

INTEGRATION AND USE OF COMPUTER AND  
INFORMATION TECHNOLOGY IN SELECTED  
MANUFACTURING COMPANIES IN NIGERIA

SYLVESTER OZIOHA ANIE PhD CLN

KNOWLEDGE ORGANIZATION TRENDS IN LIBRARY  
AND INFORMATION STUDIES: A PRELIMINARY  
COMPARISON OF THE PRE-AND POST-WEB ERAS.

OSARO ENDURANCE NHORYA CLN

IMPACT OF VIRTUAL AND AUGMENTED REALITY ON  
INFORMATION LITERACY TRAINING AMONG STUDENTS  
OF LIBRARY AND INFORMATION SCIENCE EBONYI STATE  
UNIVERSITY ABAKALIKI.

VICTORIA OIKHUI WWALL, PhD, CLN

ESSENTIAL MOTIVATION AND JOB PERFORMANCE  
OF LIBRARIANS FOR EFFECTIVE LIBRARY SERVICE  
DELIVERY IN STATE-OWNED UNIVERSITIES, DELTA STATE

ANIE SYLVESTER OZIOHA

THE IMPACT OF PARENTAL DIVORCE ON LIBRARY UTILIZATION  
AND ACADEMIC PERFORMANCE OF UNDERGRADUATE STUDENTS  
AT THE FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA, NIGER STATE, NIGERIA

Gerbe Mohammed Shambu1,  
Hussaini Musa2,  
Hajara Jibril3

MEDICAL LIBRARIES AS CATALYSTS FOR HEALTH LITERACY  
AND SUSTAINABLE HEALTHCARE PRACTICES: A CASE STUDY  
OF BAUCHI STATE, NIGERIA

Rabiu Hassan Elbadawy  
Dr. Sahali Muhammed Kabir



ADDRESS  
HEIRLOOM EDUCATIONAL SERVICES  
Abakaliki, Ebonyi State  
Tel: 07066752339, 09070788615

An  
**INTERNATIONAL  
JOURNAL**

**ENCOURAGING  
PROFESSIONALISM**

SPECIAL EDITION

Publication of Ebonyi State University Library &  
Heirloom Educational Services

# THE IMPACT OF PARENTAL DIVORCE ON LIBRARY UTILIZATION AND ACADEMIC PERFORMANCE OF UNDERGRADUATE STUDENTS AT THE FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA, NIGER STATE, NIGERIA

BY

*Garba Mohammed Shambo*<sup>1</sup>,

*Hussaini Musa*<sup>2</sup>,

*Hajara Jibril*<sup>3</sup> &

*Sadiku Khadiza Avosuahi .O.*<sup>4</sup>

<sup>1</sup>University Librarian Abdulkadir Kure University, Minna, Nigeria  
University Library Services, Federal University of Technology, Minna,  
Nigeria

Corresponding Author: Email: [garba.shambo@akum.edu.ng](mailto:garba.shambo@akum.edu.ng);

---

## ABSTRACT

This study examined the impact of parental divorce on library utilization and academic performance among undergraduate students at the Federal University of Technology, Minna, Nigeria. The study was guided by 4 research objectives and 4 research questions. A descriptive survey design was adopted, and data were collected from **210 respondents** (84% response rate from 250 distributed questionnaires) using a structured questionnaire. The instrument demonstrated good reliability (**Cronbach's  $\alpha = 0.78$** ). Data were analyzed using descriptive statistics and inferential techniques. Findings revealed that **24.8%** of respondents had divorced parents, while **13.3%** came from separated families. Among affected students (**n = 95**), the majority experienced parental divorce between ages **6–10 years (32.6%)** and **11–15 years (30.5%)**, with **50.5%** residing with their mothers and **43.2%** reporting moderate family support. Library utilization was generally low to moderate, with **39.5%** of students visiting occasionally and **29.5%** frequently. The primary purpose of library use was for assignments (**48.6%**) and research (**29.0%**), while **24.8%** reported emotional or personal challenges limiting library use. In terms of academic performance, **41.4%** of respondents reported a CGPA of **3.00–3.99**, while **21.0%** achieved **4.00–5.00**. Additionally, **39.5%** indicated that family challenges sometimes affected their studies. Mean scores showed that students sometimes experienced emotional stress (**M = 2.91**) and difficulty concentrating (**M = 2.87**), while library use as a coping strategy was moderately reported (**M = 2.71**). The study concludes that parental divorce has a **moderate effect** on students' emotional well-being and library utilization but does not significantly hinder academic performance, as many students demonstrate resilience. Institutional interventions, including counseling services and supportive library environments, are recommended to enhance student outcomes.

**Keywords:** Parental divorce, library utilization, academic performance, undergraduate students, resilience, Nigeria.



Email [heirloomassociates@gmail.com](mailto:heirloomassociates@gmail.com)



## 1. Introduction

Family structure plays a significant role in shaping students' academic outcomes and behavioral patterns. One major form of family disruption is parental divorce, which has become increasingly prevalent across many societies, including Nigeria. Divorce often introduces emotional, psychological, and economic challenges that may affect children's educational engagement and performance. Studies have shown that students from divorced families may experience reduced academic achievement, decreased motivation, and difficulties in concentration due to stress and instability (Theofelus & Osakwe, 2026; van der Wal, Levelt, Kluwer & Finkenauer, 2024).

Academic performance among undergraduate students is influenced by multiple factors, including socio-economic background, emotional stability, and access to learning resources. One critical but sometimes overlooked factor is the use of academic libraries. University libraries serve as essential centers for learning, research, and intellectual development. Effective utilization of library resources has been positively associated with improved academic performance, as it enhances students' access to information, study environments, and research support

services (Oyedokun, Oduwole, Odunewu, & Adekunmisi, 2023; Fitzgerald, Berube, Jiang & Ting, 2025).

However, students experiencing parental divorce may exhibit altered study behaviors, including reduced or irregular use of academic facilities such as libraries. Emotional distress, lack of parental supervision, and financial constraints can influence how frequently and effectively such students engage with academic resources. While extensive research exists on the impact of divorce on academic performance and separately on library utilization, there is a noticeable gap in literature examining the combined relationship among parental divorce, library use, and academic performance particularly within the Nigerian university context.

In institutions like the Federal University of Technology, Minna, where academic success is strongly tied to independent study and research, understanding how family background influences both library usage and academic outcomes is essential. This study therefore seeks to bridge this gap by investigating how parental divorce affects undergraduate students' utilization of library resources and their academic performance.



Email [heirloomassociates@gmail.com](mailto:heirloomassociates@gmail.com)





Email heirloomassociates@gmail.com



## Statement of the Problem

Despite the recognized importance of stable family structures in students' academic success, many undergraduate students come from divorced or separated homes, which may negatively influence their academic engagement and outcomes. At the same time, effective use of library resources is crucial for academic excellence in higher institutions. However, little empirical attention has been given to how parental divorce specifically affects students' library utilization and how this, in turn, impacts their academic performance. This lack of integrated understanding limits the ability of universities to provide targeted academic and psychosocial support for affected students.

## Objectives of the Study

The main objective of this study is to examine the impact of parental divorce on library utilization and academic performance among undergraduate students at the Federal University of Technology, Minna.

The specific objectives are to:

1. To examine students' parental divorce characteristics of undergraduate students in terms of age at divorce, living arrangements, and level of family support.

2. To determine the frequency and nature of library usage among students from divorced families.
3. To describe students' academic performance and learning experiences in relation to their family background.
4. To explore how students cope with emotional or personal challenges arising from parental divorce while managing their studies.

## Research Questions

1. What are the parental divorce characteristics of undergraduate students in terms of age at divorce, living arrangements, and level of family support?
2. How frequently and in what ways do students from divorced families use the university library?
3. How do students describe their academic performance and learning experiences in relation to their family background?
4. How do students cope with emotional or personal challenges resulting from parental divorce while managing their studies?

## **Significance of the Study**

This study is significant in several ways. First, it contributes to existing literature by integrating three important variables: parental divorce, library utilization, and academic performance within a single framework. Second, the findings will be valuable to university administrators and policymakers in developing targeted interventions to support students from divorced homes. Third, the study will assist academic librarians in understanding how personal and family factors influence students' use of library resources, thereby informing strategies to improve engagement. Finally, it will provide a basis for further research in the areas of educational psychology, library science, and student development, particularly within the Nigerian context.

## **2. Literature Review**

### **a. Concept of Parental Divorce**

Parental divorce refers to the legal dissolution of a marital union, resulting in the separation of parents and restructuring of family life. It is widely recognized as a significant life event that can alter the developmental trajectory of children and adolescents. Globally, divorce rates have increased over time, making it an important subject in educational and psychological research.

The effects of parental divorce on students are both psychological and social. Psychologically, children of divorced parents often experience emotional distress, anxiety, depression, and reduced self-esteem. These emotional challenges can interfere with their cognitive functioning and academic engagement. For instance, research indicates that parental divorce is associated with negative socio-psychological outcomes and reduced academic performance among students (Iqbal et al., 2021). Similarly, emotional instability resulting from divorce has been found to disrupt students' focus and learning processes, although some students may develop coping mechanisms over time (Sekolah&Masroom, 2020).

Socially, divorce can lead to reduced parental supervision, economic hardship, and changes in living arrangements, all of which may affect students' educational experiences. Studies also suggest that the disruption caused by divorce can lower children's educational attainment through mechanisms such as decreased parental involvement and limited access to resources (Brand et al., 2019).

### **b. Academic Performance of Undergraduates**

Academic performance refers to the extent to which students achieve



Email [heirloomassociates@gmail.com](mailto:heirloomassociates@gmail.com)





Email [heirloomassociates@gmail.com](mailto:heirloomassociates@gmail.com)

their educational goals, typically measured through grades, cumulative grade point average (CGPA), and other academic indicators. Among undergraduate students, academic performance is influenced by a wide range of factors, including socio-economic status, motivation, study habits, emotional well-being, and family background.

Family structure, particularly parental marital status, plays a crucial role in shaping academic outcomes. Students from intact families often benefit from greater emotional stability and parental support, which positively influence their academic success. In contrast, students from divorced or separated families may face challenges such as financial constraints, emotional stress, and reduced parental involvement, which can negatively impact their academic performance. Empirical evidence from Nigeria shows that parental separation significantly affects students' academic outcomes (Abdu & Onu, 2022).

Furthermore, recent studies have demonstrated that parental divorce is associated with both mental health challenges and poorer academic outcomes among students, reinforcing the importance of family environment in educational achievement (Pang et al., 2024).

### **c. Library Utilization**

Library utilization refers to the extent to which students make use of library resources, including books, digital materials, study spaces, and research support services. Academic libraries are essential components of higher education institutions, as they provide access to information necessary for learning, research, and academic development.

Effective use of library resources has been linked to improved academic performance, as it enhances students' ability to access relevant information, develop research skills, and engage in independent learning. Students who frequently use library facilities tend to demonstrate better academic outcomes due to increased exposure to academic materials and a conducive learning environment (Fitzgerald, et al., 2025).

However, several factors influence library utilization among undergraduate students. These include students' motivation, awareness of library services, time management, academic workload, and personal circumstances. Emotional and psychological factors, such as stress arising from family issues like parental divorce, may also affect students' willingness and ability to use library resources effectively. Despite the recognized importance of library use, limited

research has examined how family background particularly parental divorce affects students' engagement with library services.

#### **d. Empirical Studies**

A substantial body of empirical research has examined the relationship between parental divorce and students' academic performance. For example, Iqbal et al. (2021) found that parental divorce significantly affects students' social behavior and academic outcomes, largely due to emotional distress and instability in the home environment. Similarly, longitudinal studies have shown that children from divorced families tend to have lower educational attainment compared to those from intact families (Fallesen, Passaretta & Jensen, 2025).

In the Nigerian context, studies such as Abdu and Onu (2022) have confirmed that parental separation has a measurable impact on students' academic performance, highlighting the relevance of family structure in educational outcomes. More recent international research also supports the link between divorce, mental health challenges, and academic difficulties among students (Pang et al., 2024).

On the other hand, research on library utilization has primarily

focused on its positive relationship with academic performance, with little attention given to how personal or family-related factors influence library use. While studies have established that effective library use enhances academic success, there is a lack of integrated research examining how parental divorce affects both library utilization and academic performance simultaneously.

#### **Research Gap**

From the reviewed literature, it is evident that:

- Numerous studies have explored the impact of parental divorce on academic performance.
- Other studies have examined the role of library utilization in enhancing academic success.

However, there is a significant gap in research that combines these variables particularly within the Nigerian university context. Specifically, limited studies have investigated how parental divorce influences students' use of academic libraries and how this, in turn, affects their academic performance.

This study therefore seeks to fill this gap by providing an integrated analysis of parental divorce, library utilization, and academic performance among undergraduate



Email [heirloomassociates@gmail.com](mailto:heirloomassociates@gmail.com)





Email [heirloomassociates@gmail.com](mailto:heirloomassociates@gmail.com)



students at the Federal University of Technology, Minna.

### 3. Methodology

This study adopted a descriptive survey research design to examine the impact of parental divorce on library utilization and academic performance among undergraduate students. The choice of this design was informed by its suitability for collecting data from a large population and describing relationships among variables without manipulation. It allows for the systematic collection of quantifiable data that can be analyzed to identify patterns and associations among the variables under investigation.

The population of the study comprised all undergraduate students of the Federal University of Technology, Minna, Niger State, Nigeria. The university hosts students from diverse academic disciplines and levels of study, making it appropriate for investigating variations in academic performance and library utilization. A stratified random sampling technique was employed to ensure adequate representation across faculties and levels. The population was first grouped into strata based on faculties, after which simple random sampling was used to select participants from each group. A total

of 300 undergraduate students were selected as the sample size for the study, which was considered sufficient for statistical analysis and generalization of findings.

Data for the study were collected using a structured questionnaire developed by the researcher. The instrument was designed to obtain relevant information on students' demographic characteristics, parental divorce background, library utilization patterns, and academic performance. The questionnaire consisted of five sections. Section A elicited demographic information such as age, gender, level of study, faculty, and family background. Section B focused on parental divorce variables, including marital status of parents, age at divorce, and current living arrangements. Section C addressed library utilization, capturing frequency of library visits, purpose of use, time spent, and challenges encountered. Section D examined academic performance through measures such as CGPA range and self-assessment of performance. Section E contained Likert-scale items designed to assess the perceived impact of parental divorce on students' emotional state and academic engagement, with response options ranging from Strongly Agree to Strongly Disagree.

To ensure the validity of the instrument, the questionnaire was subjected to expert review by specialists in educational research and library science. Their input helped to improve the clarity, relevance, and comprehensiveness of the items. Reliability was established through a pilot study conducted with 30 students from a similar institution. The data obtained from the pilot test were analyzed using Cronbach's Alpha, which yielded a reliability coefficient of 0.78, indicating that the instrument was reliable for the study.

The data collection procedure involved obtaining permission from relevant university authorities prior to the administration of the questionnaire. The researcher distributed 300 copies of questionnaires to selected respondents across different faculties and lecture venues. Participation in the study was voluntary, and respondents were assured of confidentiality and anonymity.

The collected data were coded and analyzed using the Statistical Package for the Social Sciences (SPSS). Both descriptive and inferential statistical techniques were employed in the analysis. Descriptive statistics, including

frequencies, percentages, means, and standard deviations, were used



Email [heirloomassociates@gmail.com](mailto:heirloomassociates@gmail.com)



**Section A: Demographic Information****Table 4.1: Demographic Profile of Respondents (N = 210)**

Variable	Category	Frequency	Percentage (%)
Age	15–19	38	18.1
	20–24	127	60.5
	25–29	32	15.2
	30+	13	6.2
Gender	Male	104	49.5
	Female	106	50.5
Level of Study	100 Level	44	21.0
	200 Level	49	23.3
	300 Level	41	19.5
	400 Level	39	18.6
	500 Level	37	17.6
Faculty	Engineering	48	22.9
	Science	52	24.8
	Environmental Technology	46	21.9
	Agriculture	41	19.5
	Other	23	10.9
Family Structure	Intact family	115	54.8
	Divorced parents	52	24.8
	Separated parents	28	13.3
	Single-parent household	15	7.1

The result in table 4.1 provide insights into the demographic composition of the respondents in terms of age, gender, level of study, faculty distribution, and family structure.

**Age Distribution:** The majority of respondents fall within the 20–24 years age group (60.5%), indicating that most participants are within the typical age range for undergraduate students. A smaller proportion are aged 15–19 years (18.1%) and 25–29

years (15.2%), while only 6.2% are aged 30 years and above. This suggests that the study largely reflects the experiences of young adults in their prime academic years, who are likely to be actively engaged in academic and library activities.

**Gender Distribution:** The gender distribution is nearly equal, with 49.5% male and 50.5% female respondents. This balanced representation enhances the reliability of the findings, as it minimizes gender bias and ensures



Email heirloomassociates@gmail.com



that the perspectives of both male (24.8%) and separated (13.3%) and female students are adequately families. Additionally, 7.1% of captured.

**Level of Study:** Respondents are fairly distributed across all levels of study, with the highest proportion in 200 level (23.3%), followed by 100 level (21.0%), 300 level (19.5%), 400 level (18.6%), and 500 level (17.6%). This even spread indicates that the study captures experiences across different stages of undergraduate education, allowing for a comprehensive understanding of how parental divorce may influence students at various academic levels.

**Faculty Distribution:** Participants were drawn from diverse academic disciplines, with the highest representation from the School of Science (24.8%), followed by Engineering (22.9%), Environmental Technology (21.9%), and Agriculture (19.5%), while 10.9% belong to other faculties. This distribution suggests that the findings are broadly representative of the university population and not limited to a single field of study.

**Family Structure:** More than half of the respondents (54.8%) come from intact families, while a notable proportion come from divorced



Email [heirloomassociates@gmail.com](mailto:heirloomassociates@gmail.com)



**Section B: Parental Divorce Background****Table 4.2: Parental Divorce Characteristics (N = 95):***(Based on students with divorced or separated parents)*

Variable	Category	Frequency	Percentage (%)
Age at divorce/separation	0–5 years	15	15.8
	6–10 years	31	32.6
	11–15 years	29	30.5
	16+ years	20	21.1
Current living arrangement	Father	24	25.3
	Mother	48	50.5
	Guardian	15	15.8
	Independent	8	8.4
Level of support received	Very high	7	7.4
	High	23	24.2
	Moderate	41	43.2
	Low	19	20.0
	Very low	5	5.3

The result in table 4.2 describe the characteristics of respondents who experienced parental divorce or separation, focusing on the age at which the divorce occurred, their current living arrangements, and the level of family support they receive.

**Age at Divorce or Separation:** The findings show that parental divorce occurred at different stages of the respondents' childhood and adolescence. The largest proportion of respondents (32.6%) experienced parental divorce between the ages of 6–10 years, followed closely by those who experienced it between 11–15 years (30.5%). A smaller proportion reported experiencing divorce at 16 years and above (21.1%), while 15.8% experienced it between 0–5 years. These results suggest that most respondents experienced parental divorce during early to middle childhood, a critical developmental period when emotional stability and family support play important roles in shaping academic and social development.

**Current Living Arrangement:** The results further indicate that the majority of respondents currently live with their mothers (50.5%), while 25.3% live with their fathers. A smaller proportion live with guardians (15.8%), and 8.4% live independently. This pattern reflects the common post-divorce custody arrangement where children tend to reside with their mothers. Living arrangements may influence students' emotional well-being, supervision, and access to educational resources, which can affect their academic engagement and overall adjustment.

**Level of Family Support:** With regard to family support, the largest proportion of respondents reported receiving moderate support (43.2%), followed by high support (24.2%). Meanwhile, 20.0% reported low support, and 5.3% indicated very low



Email heirloomassociates@gmail.com



support, whereas only 7.4% reported very high support. This distribution suggests that although parental divorce may disrupt family structures, many students still receive a reasonable level of emotional and practical support from parents or guardians. However, the presence of respondents reporting low or very low support indicates that some students may face additional emotional or academic challenges due to reduced family support.

Overall, the findings indicate that parental divorce among respondents largely occurred during childhood and adolescence, with most students

residing with their mothers and receiving moderate levels of family

### Section C: Library Utilization

**Table 4.3: Library Usage Patterns (N = 210)**

Variable	Category	Frequency	Percentage (%)
Frequency of visits	Very frequently (daily)	21	10.0
	Frequently (weekly)	62	29.5
	Occasionally	83	39.5
	Rarely	32	15.2
	Never	12	5.7
Main purpose of visit	Personal reading	44	21.0
	Assignments	102	48.6
	Research	61	29.0
	Group discussions	25	11.9
	Internet access	39	18.6
Average hours/week	<5 hours	72	34.3
	5–10 hours	88	41.9
	11–15 hours	35	16.7
	>15 hours	15	7.1
Limiting factors	Time constraints	57	27.1
	Inadequate facilities	42	20.0
	Lack of interest	28	13.3
	Emotional/personal challenges	52	24.8
	Other	31	14.8



Email [heirloomassociates@gmail.com](mailto:heirloomassociates@gmail.com)





Email [heirloomassociates@gmail.com](mailto:heirloomassociates@gmail.com)



The result in table 4.3 provide insights into how undergraduate students utilize the university library in terms of frequency of visits, purpose of use, time spent, and factors limiting usage.

**Frequency of Library Visits:** The findings indicate that the majority of respondents visit the library occasionally (39.5%), suggesting irregular use of library facilities. This is followed by those who visit frequently on a weekly basis (29.5%), while only 10.0% visit very frequently (daily). A notable proportion of students visit the library rarely (15.2%), and 5.7% reported never using the library at all. This pattern suggests that although the library is utilized by many students, consistent and intensive use is relatively low.

**Main Purpose of Library Use:** The primary reason for library visits among respondents is for assignments (48.6%), indicating that students mainly use the library to meet immediate academic requirements. This is followed by research purposes (29.0%) and personal reading (21.0%). Other uses include internet access (18.6%) and group discussions (11.9%). These results highlight that the library serves predominantly as an academic support facility rather than a space for continuous independent

learning or collaborative engagement.

**Average Time Spent in the Library:** In terms of time spent, the majority of respondents (41.9%) spend 5–10 hours per week in the library, followed by 34.3% who spend less than 5 hours. Smaller proportions spend 11–15 hours (16.7%) and more than 15 hours (7.1%) per week. This indicates that while students do engage with library resources, the level of engagement is generally moderate, with relatively few students dedicating extended periods to library use.

**Limiting Factors to Library Utilization:** Several factors were identified as constraints to effective library use. The most significant is time constraints (27.1%), reflecting competing academic and personal commitments. This is closely followed by emotional or personal challenges (24.8%), which may include stress related to family issues such as parental divorce. Other limiting factors include inadequate facilities (20.0%), lack of interest (13.3%), and other factors (14.8%). These findings suggest that both structural and personal factors influence students' ability to fully utilize library services.

Overall, the results reveal that library utilization among undergraduate

students is moderate but not optimal, with usage largely driven by immediate academic needs such as assignments. The presence of emotional and personal challenges as a significant limiting factor underscores the connection between students' personal circumstances and their academic resource utilization.

This suggests the need for more supportive and engaging library

## Section D: Academic Performance

**Table 4.4: Academic Performance Indicators (N = 210)**

Variable	Category	Frequency	Percentage (%)
CGPA range	1.00–1.99	18	8.6
	2.00–2.99	61	29.0
	3.00–3.99	87	41.4
	4.00–5.00	44	21.0
Overall academic rating	Excellent	46	21.9
	Good	92	43.8
	Average	56	26.7
	Below average	16	7.6
Family challenges affect study	Always	23	10.9
	Sometimes	83	39.5
	Rarely	74	35.2
	Never	30	14.3

The result in table 4.4 provide insights into respondents' academic performance in terms of CGPA range, self-assessed academic rating, and the extent to which family challenges affect their studies.

**CGPA Range:** The findings reveal that the largest proportion of respondents (41.4%) have a CGPA within the 3.00–3.99 range, indicating generally good academic performance. This is followed by 21.0% of students who achieved a high CGPA of 4.00–5.00, reflecting excellent academic standing.

Meanwhile, 29.0% fall within the 2.00–2.99 range, suggesting average performance, and only 8.6% have a CGPA between 1.00–1.99, indicating relatively low academic performance. Overall, the results suggest that the majority of students maintain moderate to high academic achievement.

**Overall Academic Rating:** Consistent with the CGPA distribution, most respondents rated their academic performance as good (43.8%), while 21.9% rated themselves as excellent. A smaller



Email [heirloomassociates@gmail.com](mailto:heirloomassociates@gmail.com)





Email heirloomassociates@gmail.com



proportion (26.7%) described their performance as average, and only 7.6% considered it below average. This self-assessment reinforces the pattern observed in the CGPA data, indicating a generally positive perception of academic performance among students.

**Influence of Family Challenges on Study:** Regarding the impact of family challenges, the majority of respondents indicated that such challenges sometimes affect their studies (39.5%), while 35.2% reported that they are rarely affected. A smaller proportion (10.9%) stated that family challenges always affect their academic work, whereas 14.3% indicated that they are never affected. These findings suggest that while family-related issues, including parental divorce, do influence students' academic experiences, the impact is generally

intermittent rather than constant. Overall, the results indicate that undergraduate students demonstrate relatively strong academic performance, with most achieving CGPAs above average and rating their performance positively. Although family challenges affect a considerable proportion of students, the effects are mostly occasional, suggesting that many students are able to cope effectively and maintain their academic performance despite personal or family-related difficulties.

1. How do students cope with emotional or personal challenges resulting from parental divorce while managing their studies?

### Section E: Experiences Related to Parental Divorce

**Table 4.5: Experiences Related to Parental Divorce (N = 210)**

Statement	Mean Score	Interpretation
Difficulty focusing on studies	2.87	Sometimes true
Stress or emotional challenges	2.91	Sometimes true
Library use affected by family challenges	2.62	Rarely–Sometimes
Avoid studying due to stress	2.44	Rarely true
Sufficient family support	2.95	Sometimes true
Study habits changed due to divorce	2.68	Sometimes true
Library used as coping strategy	2.71	Sometimes true

The result in table 4.5 presents respondents' perceptions of how parental divorce affects their emotional well-being, study habits, and use of the library, based on mean scores.

**Difficulty in Focusing on Studies (M = 2.87):** Respondents indicated that they sometimes experience difficulty concentrating on their studies due to issues related to parental divorce. This suggests that while concentration challenges are present, they are not persistent for most students.

**Stress or Emotional Challenges (M = 2.91):** The mean score shows that students sometimes experience stress or emotional difficulties, reflecting the psychological impact of parental divorce. This indicates that emotional strain is a common, though not overwhelming, experience among respondents.

**Library Use Affected by Family Challenges (M = 2.62):** The result falls between rarely and sometimes, suggesting that family-related challenges moderately influence students' use of the library. While some students may reduce their library visits due to emotional issues, the effect is not severe for the majority.

**Avoidance of Studying Due to Stress (M = 2.44):** This low mean score

indicates that students rarely avoid studying because of stress. Despite emotional challenges, most students remain engaged with their academic work, demonstrating a level of resilience.

**Sufficient Family Support (M = 2.95):** Respondents reported that they sometimes receive adequate family support, suggesting that although parental divorce may disrupt family structures, many students still benefit from some level of emotional or practical support.

**Changes in Study Habits (M = 2.68):** The findings indicate that students sometimes experience changes in their study habits as a result of parental divorce. This may include adjustments in study routines, motivation, or time management.

**Library as a Coping Strategy (M = 2.71):** The mean score shows that students sometimes use the library as a coping mechanism, indicating that the library serves not only academic purposes but also provides a supportive environment for managing stress and emotional challenges.

Overall, the results suggest that parental divorce has a moderate impact on students' emotional well-being, study habits, and library utilization. While students occasionally experience stress and difficulty concentrating, they



Email [heirloomassociates@gmail.com](mailto:heirloomassociates@gmail.com)





Email [heirloomassociates@gmail.com](mailto:heirloomassociates@gmail.com)



generally do not withdraw from academic activities. Instead, many demonstrate resilience by maintaining their studies and, in some cases, using the library as a supportive space to cope with personal challenges.

## 5. Discussion of Findings

The discussion interprets the descriptive results presented in Section 4, linking them to the study's objectives and prior research. The findings provide insights into the impact of parental divorce on undergraduate students' Parental Divorce Characteristics, library utilization, academic performance, and coping strategies.

### 5.1 Parental Divorce Characteristics of Undergraduate Students(Objective 1)

The results indicate that a substantial proportion of students experienced parental divorce during early and middle childhood, particularly between the ages of 6–10 years (32.6%) and 11–15 years (30.5%). This suggests that most respondents encountered parental separation during critical developmental stages, when emotional and academic foundations are still being formed. Early exposure to divorce has been associated with adjustment difficulties, as children at these stages may lack the emotional

maturity to cope effectively with family disruption (van der Wal, et al., 2024; Theofelus & Osakwe, 2026). However, the relatively even distribution across age groups also implies that parental divorce affects individuals across multiple developmental stages, with varying implications for adaptation and resilience.

In terms of living arrangements, the majority of students reported living with their mothers (50.5%), followed by those living with their fathers (25.3%), while smaller proportions lived with guardians (15.8%) or independently (8.4%). This pattern aligns with existing literature, which indicates that children are more likely to reside with their mothers after divorce, often resulting in differences in parental involvement, supervision, and access to resources (Theofelus & Osakwe, 2026). Living arrangements can significantly influence students' emotional stability and academic engagement, as variations in caregiving environments may affect the level of guidance and support available to them.

Regarding the level of support received, most respondents reported moderate (43.2%) to high (24.2%) support, while fewer indicated low (20.0%) or very low support (5.3%).

Only a small proportion experienced very high support (7.4%). These findings suggest that although parental divorce may disrupt family structure, many students continue to receive some level of emotional and practical support from parents or guardians. This is consistent with studies showing that post-divorce family systems often reorganize to provide continued support, although not always at optimal levels (Brand et al., 2019). The predominance of moderate support indicates that while basic needs may be met, gaps in emotional or academic support may still exist, potentially influencing students' academic behaviors and well-being.

Overall, the findings highlight that student from divorced families experience diverse family conditions shaped by the timing of divorce, living arrangements, and varying levels of support. The presence of moderate to high support for many respondents suggests a degree of family adjustment and resilience following divorce. However, the proportion of students reporting low support underscores the need for additional institutional support systems to complement family structures. These findings provide a foundational context for understanding variations in students' study habits, library utilization, and

academic performance, as family background remains a significant factor in shaping educational experiences (Theofelus & Osakwe, 2026; van der Wal, et al., 2024).

## **5.2 Library Utilization among Students from Divorced Families (Objective 2)**

The findings indicate that most students visit the library occasionally (39.5%), with a smaller proportion attending frequently (29.5%). Library use is primarily for completing assignments (48.6%), followed by research activities (29.0%) and personal reading (21.0%). Emotional or personal challenges, including family-related stress, limit library use for approximately 25% of students.

This supports the literature emphasizing the role of academic libraries in student learning (Brand et al., 2019; Pang et al., 2024). However, unlike prior studies that focused on general library utilization, this study highlights how parental divorce may reduce regular library engagement due to emotional challenges or reduced parental support. The findings indicate that students from divorced or separated families may not fully leverage library resources, which could indirectly affect academic performance.



Email [heirloomassociates@gmail.com](mailto:heirloomassociates@gmail.com)





Email [heirloomassociates@gmail.com](mailto:heirloomassociates@gmail.com)



### 5.3 Academic Performance and Learning Experiences (Objective 3)

Results reveal that most students report a CGPA between 3.00–3.99 (41.4%) and perceive their overall performance as good (43.8%). While family challenges sometimes affect study for 39.5% of respondents, the majority maintain satisfactory academic outcomes.

This suggests that, although parental divorce can introduce stressors, students may still achieve moderate to high academic performance, consistent with findings by Fallesen, et al., (2025), who argued that the impact of parental divorce varies depending on emotional support and coping mechanisms. The study further confirms that family background influences study habits and engagement, but supportive environments and personal resilience can buffer negative effects, echoing observations in the Nigerian context (Abdu & Onu, 2022).

### 5.4 Coping with Emotional or Personal Challenges (Objective 4)

Students employ various coping strategies, including occasional use of the library as a stress-management tool (mean = 2.71). Moderate mean scores for changes in study habits (2.68) and perceived family support (2.95) indicate that students

sometimes rely on personal and academic resources to manage emotional challenges.

These results corroborate the literature, which highlights that student from divorced families often develop compensatory behaviors, such as using academic resources or seeking social support, to maintain academic performance (Iqbal et al., 2021; Sekolah&Masroom, 2020). The study reinforces the idea that library utilization can serve both academic and psychosocial functions, helping students cope with stress while continuing their studies.

### 5.5 Integrative Insights

Overall, the findings demonstrate that parental divorce moderately affects study habits, emotional well-being, and library engagement, but does not necessarily preclude satisfactory academic performance. Key insights include:

1. Emotional challenges are common but not overwhelming; students develop coping mechanisms.
2. Library utilization is affected by family circumstances, suggesting a need for targeted support for students from divorced families.
3. Academic performance remains moderate to high, indicating resilience among

undergraduate students.

4. Personal and institutional support, such as library access and mentorship, can mitigate the negative consequences of parental divorce.

These findings address the research gap identified in the literature review, highlighting the interconnectedness of parental divorce, library utilization, and academic outcomes among Nigerian undergraduates.

## **6. Conclusion and**

### **Recommendations**

#### **6.1 Conclusion**

This study examined the impact of parental divorce on undergraduate students' study habits, library utilization, academic performance, and coping strategies at the Federal University of Technology, Minna, Nigeria. Findings reveal that parental divorce moderately affects students' emotional well-being and study focus, with many students reporting occasional difficulties in maintaining concentration and completing assignments.

Library utilization among students from divorced or separated families was found to be moderately affected, with students primarily visiting for assignments and research, but sometimes limited by emotional or personal challenges. Despite these disruptions, the majority of

respondents reported satisfactory academic performance, suggesting resilience and the presence of compensatory mechanisms, such as personal coping strategies and reliance on academic resources.

The study also underscores the importance of family and institutional support in buffering the potential negative effects of parental divorce. Students who received moderate to high support from family or guardians were better able to maintain academic engagement, utilize library resources effectively, and manage stress associated with parental separation.

Overall, the research confirms that while parental divorce presents challenges for undergraduate students, its impact is not uniformly detrimental. Rather, the interplay between family background, emotional well-being, library use, and personal resilience shapes academic outcomes. This integrative perspective addresses a notable gap in the literature, particularly in the Nigerian higher education context, by linking parental divorce directly to library utilization and academic performance.

#### **6.2 Recommendations**

Based on the findings, the study makes the following recommendations:

1. Universities should establish



Email [heirloomassociates@gmail.com](mailto:heirloomassociates@gmail.com)





Email [heirloomassociates@gmail.com](mailto:heirloomassociates@gmail.com)



early identification and support systems for students from divorced or separated families, especially those who experienced divorce at a young age or report low family support. Counseling units should provide tailored emotional and academic guidance to help such students adjust effectively.

2. Library management should promote inclusive and supportive learning environments by organizing orientation programs, awareness campaigns, and flexible study spaces that encourage consistent library use among students facing family-related challenges.
3. Academic support services such as tutoring, mentoring, and study skills workshops should be strengthened to assist students whose academic experiences are affected by family background, ensuring they maintain stable academic performance.
4. Institutions should provide structured coping and well-being programs, including counseling services, peer support groups, and stress management workshops, to help students effectively

manage emotional challenges arising from parental divorce.

Parental divorce represents a significant but manageable factor influencing undergraduate students' academic and emotional experiences. With appropriate support from family, guardians, and the university, students can overcome challenges associated with parental separation and achieve satisfactory academic outcomes. The study contributes to the broader understanding of how family dynamics intersect with academic engagement and resource utilization in higher education, providing actionable insights for educators, policymakers, and student support services.

## References

Abdu, L. U., & Onu, R. (2022).



Email [heirloomassociates@gmail.com](mailto:heirloomassociates@gmail.com)

