

“Family Disintegration and the Educational Advancement of Adolescents in the English-Speaking Regions of Cameroon”

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ABSTRACT: Adolescence is a transitional period for adult roles and greater responsibilities, decision making and independence. Thus, support and guidance are needed to navigate through. The family constitute adolescents first environment to provide emotional support for a smooth transition. The crisis in the English-speaking Regions of Cameroon has left many families functioning in a disintegrated manner thereby making life for the adolescents difficult particularly in terms the educational advancement of adolescents almost impossible. Disintegration has come about due to displacement, separation or death of one of the parents. This study had two objectives, which were to find out how parental support and family communication affects the educational advancement of adolescents in Cameroon. The convergent parallel design and mixed method approach were used. The sample was 389 students (127 male and 262 female) selected by the simple and purposive sampling techniques. Questionnaires were for students, and interview guide for 12 parents were used for data collection. The validity of the questionnaire was gotten using content validity index and Cronbach Alpha coefficient for reliability. Findings revealed that lack of parental support negatively impact on educational advancement at (r -value=-.246**, p -value $0.000 < 0.05$) and family communication significantly affects educational advancement of adolescents (r -value=-.214**, p -value $0.001 < 0.05$). The adolescents have the zeal to further their studies but lack the required support from parents. Parental support is needed for cognitive, emotional and moral development of adolescents. The government of Cameroon should resort to dialogue to end the crisis so that families can regain peace and live happily and integrated.

Keywords: Family Communication, Disintegration, Parental Support, Adolescents Educational Advancement.

I. Introduction

Families are one of the fundamental units of society and are the building blocks of social structures and organizations in every culture. Families are goal-directed, self-correcting, dynamic, interconnected systems that both affect and are affected by their environment and by qualities within the family itself (Aneesa et al,2013).The members of the family constitute adolescent first environment and are the most significant people during the early years of life. The kind of family in which adolescents grow up affects their development by determining the kind of relationship they share with different family members and these relationships intend foster or deter their educational advancement. Home provides children with feelings of security and stability. A family is a group of people related by blood. In the family, both the wife and husband, as its main pillars, are responsible for providing education and other basic needs to their children and for making the family home a place of pleasure. Bonds of blood, affection, nurture, responsibility, mutual gratification and a life-long involvement bind children and parents (Francis and Arjunan,2022).

The emotional bondage of family disintegration plays an important role in the ability of the children to make wholesome personal academic adjustment and advancement in school. Research shows that both overall family system functioning and parental behaviours are positively related to adolescent physical and mental well-being (Huang et al., 2022; Zhang & Wang, 2020; Lebron et al., 2018; Henry et al., 2006). The family setup in Cameroon is experiencing profound changes during this period of the ongoing crisis in the English-speaking regions. Family breakage due to internal displacement (IDP), parental separation, divorce, death, and prolonged mental illnesses are no more a rare experience for adolescents in Cameroon. Research reports are evidenced in the increasing family disintegration in Kerala (Hindustan Times, 2014; Mathrubhumi, 2017), and an ever-escalating incidence of personality maladjustments among Indian adolescents (Nebhinani & Jain, 2019; Malhotra & Patra, 2014). Consequently, there is need to investigate the effects of family disintegration on the educational advancement of adolescents especially in the English-speaking regions of Cameroon where the socio-political crisis has forced many families to be disintegrated.

II. REVIEW OF RELATED LITERATURE

Adolescence

Adolescence is a period of physical, cognitive, emotional, and social changes that frequently result in different behaviour (Palminteri et al., 2020). It is also a period of self-discovery, where it is normal for teenagers to experiment with friendship, activities, substances, and sexuality. They are at a very vulnerable stage in their development and need guidance, support, and care from parents and teachers (Luna, 2009). As they are facing adolescent challenges, their brain supports cognition, learning, and emotions (Kilford et al., 2016). Several theories have been proposed for adolescents; some focusing on emotional and social development, others on academic and mental development (McDougall & Vaillancourt, 2015). Young adolescents' psychological and emotional development are in a continuous process of developing cognitively, psychologically, emotionally, and acquiring social skills (Omran et al., 2019).

Educational advancement

Educational advancement is the process of adapting to meet academic demands in the school environment in order to successfully progress from one level of education to another. Academic achievement which is synonymous with educational advancement, is a tenacious topic of interest within the research community because researchers have found it to be a gauge of students' adjustment to school and their future success (Rao, et al. 2000). Education cultivates a skilled workforce, propelling economic growth and advancement (Idris et al., 2012; Sothan, 2019; Tadese et al., 2022). Despite its far-reaching benefits, the pursuit of education is characterized by a challenging endeavor that necessitates unwavering commitment and perseverance.

To successfully go through these children, need a conducive environment provided in the family in order to navigate their educational path and attained their educational goals. Academic performance serves as a fundamental yardstick for assessing students' educational accomplishments. Parents' involvement in adolescents increases the educational rate of academic success (Demetriou et al., 2020). Every individual from the time he or she steps out of the family and goes to school makes a long series of adjustments in his or her new environment. Adjustment is totally based on the pattern established by earlier adjustment. The quality of adjustment in the early years of life particularly from the home atmosphere determines the quality of adjustment in later years that facilitate and foster progression academically. Academic performance serves as a fundamental yardstick for assessing students' educational accomplishments.

The significance of academic performance lies not solely in its evaluative nature (assessing student knowledge acquisition) but also in its profound implications for an individual's cognitive development, career prospects, and overall societal contributions across different areas of life (Hanushek, 2020; Mappadang et al., 2022; Sothan, 2019). The measurement of academic performance typically encompasses a multifaceted evaluation, involving various quantitative and qualitative metrics such as standardized test scores, grades, class rankings,

and academic achievements across diverse subjects (Astawan et al., 2023; Werang et al., 2023). The young adolescents make the transition from elementary to secondary school; they are caught up in the web of transitional experiences. The academic development of adolescents is important as today's society academic accomplishments, as well as failures, determine the students' future academic career and job opportunities. (Suldo et al., 2009) stated that happy adolescent become happy workers in the future and proactive schools, teachers and parents adapt their educational contexts accordingly.

Specifically, within the school context, better-performing students may also demonstrate a higher level of self-esteem and self-confidence. several authors have recognized that many factors including parent psychopathology and personality in terms of agreeableness, extraversion, depression, emotional stability, and neuroticism play a positive role (Masud et al., 2019). The significance of academic performance lies not solely in its evaluative nature (assessing student knowledge acquisition) but also in its profound implications for an individual's cognitive development, career prospects, and overall societal contributions across different areas of life (Hanushek, 2020; Mappadang et al., 2022; Sothan, 2019). The measurement of academic performance typically encompasses a multifaceted evaluation, involving various quantitative and qualitative metrics such as standardized test scores, grades, class rankings, and academic achievements across diverse subjects (Astawan et al., 2023; Werang et al., 2023).

Family Disintegration

Family instability especially broken families bring tension to the members, these stress leads to frustration and lack of motivation in the right direction and these manifestations act negatively on an adolescent's academic performance. Disintegrated families are characterized by persistent negative, unhealthy, or abusive interactions that impair members' well-being. The frustration emanating from the family circle create other behavioural problems which prevent the adolescents from achieving their goals that can greatly influence school performance and educational advancement. Parental relationship plays a very important role in determining the educational level or number of failure years of children in school. Children growing up in a home that is plagued by problems, conflicts and disputes are unlikely to develop their academic potentials and capabilities to the fullest, while children who grow up in homes dominated by stability, cooperation and regularity; are more vulnerable to scientific development and progress, and also have the ability to discover their academic features which leads to success in the endeavor of life (King, 2016). Family disintegration becomes more challenging when the number of children needing support are many since it creates burdens on the family breadwinner and consequently lack of parental support.

Parental Support

Parental support plays a pivotal role in the schooling of children particularly adolescence and is one of the most powerful factors in a child's education which is positively related to their academic performance. Parental support stands as a cornerstone in a child's educational journey, playing a pivotal role in fostering a supportive home environment that encourages learning and academic engagement (Werang, et al., 2024). Parental support is used to observe its impact on the academic performance of students; it is closely associated with financial, emotional and educational support provided by parents and other family members at home (Shahzad, et al. 2020). Research evidence has consistently highlighted the significant influence of parental support on academic performance (Hanushek, 2016; Wea et al., 2020; Werang et al., 2017, 2019, 2022; Werang & Leba, 2022; Yieng et al., 2019; Akramy, et al; 2024) by underscoring the pivotal role of parental support in shaping students' attitudes towards learning and their overall achievements in academics.

Academic performance is therefore not merely based on the educational processes within school, it depends no less on the circumstances that adolescence live in, on the encouragement and support they receive at home, the atmosphere in the peer group, and lifestyles of adolescents in different places (Pong, et al. 2005). Academic support is defined as the provision of the facilities needed by the child and the resources needed for their

socialization. Emotional support in the form of encouragement and assistance in homework of the child is also a part of academic support (Birch and Ladd 1996). The engagement of parents in educational activities and some financial matters significantly affect the educational development of the student. If the parents don't take part in their children's educational matters the students don't perform well (Shahzad, et al.2020).

There are many researches which have investigated that participation of parents in their educational matters is utmost important (Bergsten 1998). Parent's involvement may comprise regular meetings with the instructors, guiding mechanism for all school matters, and interaction with the child, to check the mark sheets of the student on regular basis. If the parents maintain this the child performs well in their academics. The parents always think about the future of the children and make planning for their education; they are one step forward and anxious about the coming stage of their child. However, when the family is disintegrated it become difficult for parents to focus on the support needs of the adolescents which goes a long way to increase and aggravate the developmental challenges of the adolescents and negatively affecting educational advancement.

Family communication

Communication within the context of the family appears to be particularly important during the adolescents' years. Family communication research has surged over the past three decades and has provided important implications for both academics and practitioners (Galvin, 2004; Zhang, 2008). Family communication is the way of exchanging verbal and non-verbal information between family. Communication within the family is extremely important because it enables members to express their needs, wants, and concerns to each other. It is through communication that family members are able to resolve the unavoidable problems that arise in all families (Peterson & Green, 2009). Parents who create communication gaps within the family will make their children face similar communication challenges and will result to poor communication, partial communication or zero communication. Communication problem between parents and children is one of the factors that make children feel lonely and depressed and withdrawn and this state of mind is uncompromising with educational advancement. Systems theory helps clarify how family communication is an important part of effective family functioning (Beavers & Voeller, 1983; Bloom, 1985; Stinnett & DeFrain, 1985; Olson & DeFrain, 1994).

Open communication within families creates an environment of positive change, understanding, and growth. Facilitating open family communication should encourage the development of stronger relationships within families. Open communication within families creates an environment of positive change, understanding, and growth. Among those who may benefit most from improved family communications are children in their adolescence (Aneesa et al,2013).A number of investigators have demonstrated a link between the communication that occurs in the family and adolescent positive developmental outcomes such as school achievement (Georgiou, 1995; Marta, 1997). Further, perceived open communication has been associated with the ability to express opinions and ideas (Cooper, Grotevant, & Condon, 1983).

Research has demonstrated that families function best during adolescent development when families are adaptable and cohesive (Henggler, BurrHarris, Borduin, & McCallum, 1991; Gaughan, 1995). Time spent in family activities is assumed to promote positive relationship and individual development. Sandberg and Hofferth (2001) found that children who spent more hours eating meals with their family had lower level of behaviour problems than did those who spent fewer hours eating together. According to Jolly (2007), the intimate relationships that develop between parents and children will give them comfort for sharing problems, feelings, hopes and also ideas. According to Hartos and Power (2000), communication between parent and children have connection with children's positive behaviours such as academic excellence and also children's negative behaviours such as drug abuse, alcoholism and other misconducts.

Present Study

To The Researcher's knowledge, no previous studies have looked at how family disintegration, parental support and family communication all affect adolescents' educational advancement at the same time. Literature shows a gap in the relationship between adolescent emotion and academic pressure towards achieving their goals. Adolescence development is a major topic of investigation in research; however, a challenging problem that arises in this domain is the relationship between the emotional and academic balance in adolescent life. This study aimed at filling this gap by investigating on adolescents between the ages of 14- 19 years, studying in secondary schools in the South West Region of Cameroon. One research question guided this study: How does family disintegration affect adolescents' educational advancement?

III. RESEARCH METHODOLOGY

Research Design

The study made use of the mixed-methods approach and the convergent parallel research design. According to Creswell, (2014), parallel convergent research design is a mixed method design in which the researcher converges or merges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. Also, quantitative research involves employing distinct methodologies and assumptions to explore numerical trends in psychological, social, and economic phenomena (Coghlan & Brydon-Miller, 2014). This method encompasses the collection and analysis of numerical data to identify patterns, predict outcomes, examine cause-and-effect relationships, and draw inferences about broader populations (Bhandari, 2022).

Participants

The participants were selected from six secondary schools in Kupe Muanenguba Division of the South West Region of Cameroon. A total sample of 491 participants was used; adolescents 389 and 12 parents were used. The non-probability purposive sampling technique was employed. Considering the limitations posed by the socio-political crisis in the English-Speaking Regions of Cameroon where many schools are non-functional in the rural areas and many adolescents' find it hard to go to school due to the conflict and other constraints. The following inclusive criteria were used to draw the sample. 1. The adolescents living in a disintegrated family. 2. Must be a secondary school student. 3. The age range of the adolescents' participants was 14 to 19. 4. Willingness of the adolescents and parents to participate in the current research.

Measures

Questionnaires and interview guide were used for data collection. The questionnaire for adolescents had questions related to parental support, family communication and educational advancement. Each item has five optional responses which are scored, as follows: Strongly Disagree 1 Generally Disagree 2 Undecided 3 Generally Agree 4 Strongly Agree 5. The interview guide for parents addressed the variables of parental support and family communication. The validity of the questionnaire was gotten using content validity index while the reliability of the instruments was gotten using the Cronbach Alpha coefficient reliability test.

Procedure

The study explored parental support and family communication and effects on adolescents' educational advancement. The participants were contacted in school and at home through the assistance of the school guidance counsellors. The participants of the study were briefed about the purpose of the research. Informed consent was obtained from participants since the study has no risk for them as well as they were ensured that their responses will be kept confidential.

Data analysis

After the data were completely entered for all the participants, the data based were exported to SPSS (version 17) for further consistency, data range and validation checks with the purpose to first identify invalid codes (data cleaning) with the aid of exploratory statistics. Data were thoroughly checked for possible errors; the quantitative data were analyzed using the descriptive and inferential statistical tools. The descriptive statistical

tools used are frequency count, percentages, mean, standard deviation and multiple responses set which aimed at calculating the summary of findings for each variable for a quick comprehension of the overall findings. The SPSS (version 17) was used. The Spearman's rho test, was used to show the degree of relationship between family disintegration and adolescents educational advancement and qualitative data was analysed thematically.

Findings

The findings of this study are presented by the research questions and the variables under study. These were; adolescence educational advancement, parental support and family communication.

Table1:

Educational Advancement of Adolescents

Statements	Stretched				Collapsed	
	SA	A	D	SD	SA/A	D/SD
My academic grade/test score are always good.	85 (21.9%)	185 (47.6%)	77 (19.8%)	42 (10.8%)	270 (69.4%)	119 (30.6%)
I always complete my class work.	85 (21.9%)	135 (34.7%)	113 (29.0%)	56 (14.4%)	220 (56.6%)	169 (43.4%)
My performance in school is often appreciated by others.	121 (31.1%)	163 (41.9%)	56 (12.6%)	49 (12.6%)	284 (73.0%)	105 (27.0%)
I have a strong desire in my school work.	156 (40.1%)	149 (38.3%)	21 (5.4%)	63 (16.2%)	305 (78.4%)	84 (21.6%)
I am always among the top 10 performing students in my class.	127 (23.6%)	78 (20.1%)	121 (31.1%)	63 (16.2%)	205 (52.7%)	184 (47.3%)
I am resilient in my school work.	112 (28.8%)	136 (35.0%)	99 (25.4%)	42 (10.8%)	248 (63.8%)	141 (36.2%)
I have intention of attaining a bachelors' degree.	164 (42.2%)	106 (27.2%)	35 (9.0%)	84 (21.6%)	270 (69.4%)	119 (30.6%)
I have interest to pursue master's degree after my secondary education.	206 (53.0%)	99 (25.4%)	21 (5.4%)	63 (16.2%)	305 (78.4%)	84 (21.6%)
I have interest to attain highest level of education	171 (44.0%)	91 (23.4%)	42 (10.8%)	85 (21.9%)	262 (67.4%)	127 (32.6%)

Based on students' opinion on their educational advancement, 78.4% (305) of them opined that they have a strong desire in their school work and have interest to pursue higher degrees after secondary education while 21.6% (84) disagreed. In the same trend, 63.8% (248) of students are resilient in their school work and have intention of having a degree while 36.2% (141) are not. All these desires for further education can only be realised if the children receive adequate support and communication from parents.

Table 2

Adolescents' Characterisation of Parental Support and Educational Advancement

Statements	Stretched				Collapsed	
	SA	A	D	SD	SA/A	D/SD

When I have problems, my parents hardly counsel me.	57 (14.7%)	35 (9.0%)	115 (29.6%)	182 (46.8%)	92 (23.7%)	297 (76.3%)
My parents hardly guide me in my study.	36 (9.3%)	42 (10.8%)	78 (20.1%)	233 (59.9%)	78 (20.1%)	311 (79.9%)
My parents hardly encourage me to do my best.	7 (1.8%)	21 (5.4%)	86 (22.1%)	275 (70.7%)	28 (7.2%)	361 (92.8%)
When I tell my parents about my future career, they hardly motivate me.	42 (10.8%)	21 (5.4%)	80 (20.6%)	246 (63.2%)	63 (16.2%)	326 (83.8%)
My educational sponsorship lies in the hands of only one of the parents.	128 (32.9%)	70 (18.0%)	92 (23.7%)	99 (25.4%)	198 (50.9%)	191 (49.1%)
My parents hardly create time to check about my wellbeing in school.	36 (9.3%)	42 (10.8%)	92 (23.7%)	219 (56.3%)	78 (20.1%)	311 (79.9%)
My parents hardly sit with me for us to discuss about my academics in future.	44 (11.3%)	63 (16.2%)	79 (20.3%)	203 (52.2%)	107 (27.5%)	282 (72.5%)
My parents hardly monitor my academic works at home	30 (7.7%)	91 (23.4%)	106 (27.2%)	162 (41.6%)	121 (31.1%)	268 (68.9%)
Multiple Responses Set (MRS)	380 (12.2%)	385 (12.4%)	728 (23.4%)	1619 (52.0%)	765 (24.6%)	2347 (75.4%)

Based on the adolescents' characterization of parental support, 50.9% (198) of students indicated that their educational sponsorship lies in the hands of only one of the parents while 49.1% (191) disagreed. Also, 31.1% (121) of the students opined that their parents hardly monitor their academic works at home while 68.9% (268) disagreed. Furthermore, 27.5% (107) of students opined that their parents hardly sit with them to discuss about their academics in future while 72.5% (282) disagreed. Similarly, 23.7% (92) of students accepted that their parents hardly counsel them when having problems while 76.3% (297) disagreed. Also, 20.1% (78) of students indicated that their parents hardly create time to check about their wellbeing in school and guide them in their studies while 79.9% (311) disagreed. Finally, 16.2% (63) of students opined that their parents never motivate them whenever they discussed their future career plans while 83.8% (326) disagreed. In aggregate, 24.6% of students are experiencing lack of parental support while 75.4% are not.

Table 3
Parents' Opinion of Parental Support and Educational Advancement of Adolescents

Themes	Quotations
Poor results	<p>“Yes, adolescent need support educationally, due to poor performance”</p> <p>“Yes, every child needs parents support in life. If a child is not supported, he or she will fail exam”.</p>
School dropout	<p>“Schooling without parental support may result to dropout”.</p> <p>“It causes some students to dropout because educational cost and challenges are enormous”.</p>
Prevent further schooling	<p>“Yes, lack of parental support will limit the level of education. The</p>

adolescent will reach. As higher levels demand more resources”.

Among the parents interviewed, many of them opined that lack of parental support affect educational advancement of adolescents. For example, many said lack of parental support causes poor performance in students as depicted in some statements “Yes, adolescent need support educationally, due to poor performance”. “Yes, every child needs parents support in life. If a child is not supported, he or she will fail exam”. Furthermore, some parents said lack of parental support cause some students to dropout from school as narrated “I couldn’t continue my school after my parents die. Schooling without parental support may result to dropout”. Furthermore, some parents said lack of parental support prevent some students to further their education as narrated in the statement “Yes, lack of parental support will limit the level of education. The adolescent will reach. As higher levels demand more resources”.

Testing of Hypothesis One

Ha1: Parental support has a significant impact on the educational advancement of adolescents in Kupe Muanenguba Division.

Ho1: Parental support has no significant impact on the educational advancement of adolescents in Kupe Muanenguba Division.

Table 4

Relationship between Parental Support and the Educational Advancement of Adolescents

		Lack of parental support	Adolescents' educational advancement
Spearman's rho	r-value	1	-.246**
	p-value	.	.000
	n	389	389

** . Correlation is significant at the 0.01 level (2-tailed).

Finally, statistically, findings from the hypothesis results showed that parental support has a significant impact on the educational advancement of adolescents with lack of parental support seen to have a negative effect on adolescents' educational advancement (r-value = -.246** , p-value 0.000 < 0.05).

How does family communication affect the educational advancement of adolescents

Table 5

Students' Characterization of Family Communication and Educational Advancement

Statements	Stretched				Collapsed	
	SA	A	D	SD	SA/A	D/SD
My parents often hold grudges against one another.	42 (10.8%)	77 (19.8%)	78 (20.1%)	192 (49.4%)	119 (30.6%)	270 (69.4%)
We hardly dialogue as a family.	42 (10.8%)	71 (18.3%)	71 (18.3%)	205 (52.7%)	112 (29.0%)	276 (71.0%)
Silent is very common between my parents.	28 (7.2%)	49 (12.6%)	100 (25.7%)	212 (54.5%)	77 (19.8%)	312 (80.2%)
My parents are fun of shouting at one another.	14 (3.6%)	70 (18.0%)	92 (23.7%)	213 (54.8%)	84 (21.6%)	305 (78.4%)

It is very common in our family to see one of my parents blaming the other.	64 (16.5%)	56 (14.4%)	112 (28.8%)	157 (40.4%)	120 (30.8%)	269 (69.2%)
My parents hardly sit and discuss well like couples on issues affecting the family.	35 (9.0%)	21 (5.4%)	112 (28.8%)	221 (56.8%)	56 (14.4%)	333 (85.6%)
Quarrelling is very common between my parents.	35 (9.0%)	77 (19.8%)	85 (21.9%)	192 (49.4%)	112 (28.8%)	277 (71.2%)
Multiple Responses Set (MRS)	386 (11.0%)	505 (14.4%)	828 (23.7%)	1782 (50.9%)	891 (25.4%)	2610 (74.6%)

Based on adolescents' characterization of family communication, 30.8% (120) of students indicated that is common to see their parents blaming one another while 69.2% (269) disagreed. Similarly, 30.6% (119) of them indicated that their parents often hold grudges against one another while 69.4% (270) disagreed. Also, 29.0% (113) of students indicated their parents hardly dialogue together while 71.0% (276) disagreed. Similarly, 28.8% (112) also opined that quarrelling is very common between their parents while 71.2% (277) disagreed. Also, 21.6% (84) of the students indicated that their parents are fun of shouting at one another while 78.4% (305) disagreed. Finally, 19.8% (77) of students indicated that silent is very common between their parents while 80.2% (312) disagreed. In overall, 25.4% of students home is characterised by poor family communication.

Further analysis using the cross-tabulation revealed that many adolescents 54.6% having low academic outcome, zeal and aspiration are mostly those experiencing poor family communication 24.8% (p -value $0.000 < 0.05$).

Testing of Hypothesis Two

Ha2:Family communication has a significant effect on educational advancement of adolescents in Kupe Muanenguba Division.

Ho2:Family communication has no effect on educational advancement of adolescents in Kupe Muanenguba Division.

Table 8

Relationship between Family Communication and the Educational Advancement of Adolescents

		Family communication	Adolescents' educational advancement
Spearman's rho	r-value	1	-.214**
	p-value	.	.001
	N	389	389

** . Correlation is significant at the 0.01 level (2-tailed).

Finally, statistically, findings from the hypothesis results showed that family communication has an effect on educational advancement of adolescents with poor family communication seen to have a negative effect on adolescents' educational advancement (r -value = $-.214^{**}$, p -value $0.001 < 0.05$).

IV. DISCUSSIONS

Parental Support and Educational Advancement of Adolescents

This study findings are in support of (Demetriou et al., 2020) who says that Parents' involvement in adolescents increases the educational rate of academic success. So, if parental support and involvement is negativethen, the educational advancement of adolescents will also suffer in the form of drop out of school and inability to continue education in their areas of interest and limited chances of pursuing higher education. Also, parental support stands as a cornerstone in a child's educational journey, playing a pivotal role in fostering a supportive home environment that encourages learning and academic engagement (Werang, et al.,2024). When adolescents lack the parental support and supportive home environment academic success becomes nearly impossible. The is more evident in the crises-stricken regions of the North West and South West Regions of Cameroon where many families have been displaced. Many of the adolescents in these areas have the zeal to go to school and to advance academically but they lack parental support which is either by omission or commission depending on their current situations.

These findings are further supported by (Pong, et al. 2005) who opine that educational processes within school, depends no less on the circumstances that adolescence live in, on the encouragement and support they receive at home, the atmosphere in the peer group, and lifestyles of adolescents in different places. Most of the adolescents are internally displaced and are not currently living with their parents since the families are now disintegrated. Parental participation in educational matters is utmost important (Bergsten 1998) given the fact that adolescents is a period where roles and responsibilities for the future have to be put in place as supported by (Palminteri et al., 2020) adolescence is a period of physical, cognitive, emotional, and social changes that frequently result in different behavior.

The findings conform with that of Shahzad (2020) study on the impacts of parental support on academic performance of students in Islamabad and highlighted that there was a significant association among parental support and student's academic progress. Students showed higher academic performance whose parents were more supportive and involved in academic activities as compared to those whose parents were less supportive.

Allnock (2016) affirmed that if parents fail to follow up their children's studies, provide assistance where necessary, children will in turn lack commitment and motivation to pursuit their life trajectories. Eric Erickson's theory of personality development (1963), equally highlight that during adolescence, adolescents are in constant search for a sense of self, career and personal identity through an intense exploration of personal values, beliefs and goals. Thus, they are more independent as they start looking at the future in terms of career and relationships. Erickson theory established that if parents educate their children from childhood to adolescence, adolescents will be able to identify with themselves, thus, educational advancement.

Family communication and Educational Advancement of Adolescents.

The findings from the descriptive statistics and thematic results reviewed that family communication has effects on educational advancement of adolescents with poor family communication seen to have a negative effect on adolescents' educational advancement. The findings corroborate with that of Gray (2020) study on parental communication and deviant behaviors among adolescents in the United States of America and established that there was a significant negative predictive relationship between high levels of parental communication and adolescent's deviant behavior. According to her, the more parents made themselves available to communicate with their adolescents, the less deviant behaviors exhibited by adolescents and vice versa. Therefore, if parents effectively communicate the importance of education to their adolescence children, they will see the need to advance in academics and vice-versa.

Similarly, the findings are also in accordance with that of Nurani et al (2012) study on the impact of time spent in parent-child communication on children misconduct in Kuala Lumpur area, of which they established that if parents failed to allocate time in jail hectic schedule to communicate with their children, children will feel

neglected as they will have difficulties in discussing issues that disturb their minds and soul thus prone to misconduct activities.

The findings were also supported by Urie Bronfenbrenner's ecological systems theory of child development in which it is evidence that relationship at the micro system affect the child's personality development. This theory helps parents to know their roles to play in order to ensure proper development by directing, controlling, motivating and supervising assigned task or duties to their developing children through effective communication. Bronfenbrenner emphasized strong nurturing relationship between parents and their children if healthy personality must be ensured. In this connection, if parents within the micro-system listen to their adolescence children, direct and advised them on the advantages of pursuing education, adolescents will advance educationally.

Implications of the Study

The findings of this study underscore the significant influence that parental support and family communication has on the educational Advancement of students. Understanding the interconnectedness of these factors opens avenues for targeted interventions and strategies aimed at enhancing student success. Policymakers, counsellors, educators, and parents can collaborate to develop comprehensive support systems that foster a conducive learning environment. Investing in programs that bolster parental support, improve family communication, could substantially contribute to improving overall academic outcomes and progress.

V. Conclusion

The study was designed to investigate family disintegration and its effects on the educational advancement of Adolescent in Kupe Muanenguba Division, South West Region of Cameroon. Three research objectives guided the study and they included: To find out the effects of parental support on educational advancement of adolescents in Kupe Muanenguba Division, to investigate the effects of family ties on the educational advancement of adolescents in Kupe Muanenguba Division, and to determine the effects of communication on the educational advancement of adolescents in Kupe Muanenguba Division.

The researcher transformed the research objectives into research questions which further were transformed into research hypotheses. Literature was reviewed conceptually, theoretically and empirically. Using parallel convergent research design, the study sampled 389 secondary school adolescents and 12 parents using a questionnaire and interview guide respectively. Therefore, the study made use of quantitative and qualitative data. The quantitative data was analyzed using SPSS version 23 and presented descriptively using tables, frequency and percentages and the inferential results were presented using the Pearson Product Moment Correlation Coefficient. The qualitative data was analyzed thematically, using themes and sample quotations. Findings from the analysis revealed that all the null hypothesis was rejected and alternative hypothesis accepted.

It was therefore, concluded that parental support and family communication plays a very positive role on the educational advancement of adolescence. Parents should endeavour to maintain and provide a conducive learning environment for children especially adolescence since they encounter many developmental challenges. The results of this study highlight the substantial influence of these factors on educational advancement. It's essential to acknowledge that the analysis might not encapsulate all variables impacting educational advancement, and certain unexplored elements or external influences might contribute significantly which were not considered. Additionally, the study's scope and methodology might restrict the generalizability of the findings to broader populations or a conflict free context. Further research encompassing a more comprehensive array of variables could provide a deeper understanding of the intricate dynamics influencing the educational advancement of adolescents.

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