COMMUNITY-INDUCED STRATEGIES: IMPLICATIONS FOR SUSTAINABLE EDUCATIONAL DEVELOPMENT OF SECONDARY SCHOOL STUDENTS FROM DISINTEGRATED FAMILIES IN DELTA STATE, NIGERIA

OSEMWENGIE, BLESSING
Federal University of Petroleum Resources Effurun
Delta State, Nigeria
blessingosemwengie804@gmail.com

ABSTRACT
This study investigates the implications of community-induced strategies on the sustainable educational development of secondary school students from disintegrated families in Delta State, Nigeria. The study adopted the descriptive research design. The population of this study comprised the 283 principals, 566 vice principals, 7,471 teachers, and 336,131 students in the 283 public senior secondary schools in Delta State. A sample of 377 respondents (29 principals, 29 vice principals, 87 teachers, and 232 students) was selected using a five-phase multistage sampling technique in 29 public senior secondary schools. A 24-item structured instrument titled "Community-Induced Strategies and Implications for Sustainable Educational Development of Students from Disintegrated Families Questionnaire" (CISISEDSDFQ), with a reliability coefficient of 0.914, was used to collect data. Mean and standard deviation were used to answer the research questions, while Analysis of Variance (ANOVA) was used to test the hypothesis at a 0.05 level of significance. The study revealed among others that category of the respondents (school administrators, teachers and students) significantly influenced the community-induced strategies integrated for sustainable educational development of secondary school students from disintegrated families in Delta State, Nigeria ($F_{2, 351}=.000$, $p<.05$). The study recommended among others that school administrators and community stakeholders should establish structured mentoring programmes and vocational life-skills workshops to provide students from disintegrated families with role models, emotional support, and essential academic skills.
Keywords: Community-Induced Strategies, Sustainable Educational Development, Disintegrated Families, Delta State.

Introduction

Community-driven strategies play a critical role in enhancing the sustainable development of secondary school students, especially those from disintegrated families. One effective strategy is the establishment of mentoring programmes, where local volunteers, teachers, elders, or alumni provide consistent guidance, emotional support, and academic encouragement. These mentors help mitigate the social and psychological challenges faced by students from broken homes, reinforcing self-esteem and motivation (Adebayo & Okonkwo, 2023). Another key intervention involves peer-support groups within schools, which foster a nurturing environment by promoting shared learning, mutual empathy, and teamwork.

Research indicates that such groups reduce feelings of isolation and contribute to improved academic performance and emotional well-being (Eze & Nwaubani, 2022).

Additionally, vocational and life-skills workshops organized by community agencies empower students with practical competencies, such as leadership, financial literacy, and problem-solving, that enhance their resilience and socio-economic prospects (Ogunleye, 2021). School-community partnerships have also shown positive outcomes. When religious institutions, local NGOs, and parent-teacher associations collaborate to offer scholarship funds, counseling services, and extracurricular programmes, students from disrupted families gain consistent access to resources and social stability. Such collaborative efforts have been linked to higher school retention rates and reduced dropout levels (Okorie & Adamu, 2020).

Furthermore, psychosocial counseling services provided by community-based organizations have proven effective in addressing emotional trauma, low self-esteem, and behavioral challenges commonly experienced by students from disintegrated families. According to Nwachukwu and Ezeani (2022), students who receive targeted counseling interventions demonstrate improved emotional stability, better classroom behaviour, and enhanced academic engagement. Community-driven educational support programmes, such as after-school tutoring and weekend learning hubs, have also contributed significantly to improving students' academic performance and reducing dropout rates. These programs often leverage volunteer teachers and retired educators from the community to offer remedial lessons in core subjects like Mathematics and English (Oluwatosin & Okafor, 2022).

Additionally, faith-based organizations and local NGOs in Delta State have initiated values reorientation and moral education campaigns aimed at promoting discipline, resilience, and positive behaviour among students from vulnerable family backgrounds. These initiatives help reduce tendencies towards juvenile delinquency and promote social responsibility among affected students (Chukwuma & Ibe, 2021). On a broader scale, community economic empowerment programmes, including microcredit schemes for parents and caregivers, indirectly benefit students by improving household income stability. This reduces financial barriers to education, such as inability to pay school fees or purchase learning materials (Ezeani & Nwankwo, 2022).

Instructively, the implications of these community-induced strategies for sustainable development are profound: these strategies enhance both academic achievement and psychosocial strengths, equipping students to navigate life with greater autonomy and purpose. Over time, as these youths transition into adulthood and assume community roles, the social capital fostered through mentorship, skills development, and supportive networks contributes to broader community welfare and long-term socio-economic growth (Salami & Uche, 2023). Thus, the combined effect of these community-induced strategies fosters a more inclusive and supportive learning environment that promotes educational access, emotional resilience, and skill acquisition, all of which are crucial components of Sustainable Development Goal 4 (Quality Education) and Goal 3 (Good Health and Well-being) (UNESCO, 2021). As these students mature, the skills, values, and resilience built through community support systems will likely translate into improved employment prospects, reduced poverty, and enhanced civic engagement.

In a nutshell, community-induced strategies, grounded in mentoring, peer support, skill acquisition, and strong partnerships, offer a sustainable and culturally relevant framework for

supporting secondary school students from disintegrated families in Delta State. By reinforcing academic, emotional, and social foundations, these approaches not only uplift individual students but also foster resilient, cohesive communities. Thus, by addressing both the educational and emotional needs of students from disintegrated families, these community strategies not only enhance individual student outcomes but also contribute to broader community stability, human capital development, and socio-economic growth in Delta State. This is the crux of the matter.

Statement of the Problem

In recent times, the increasing number of disintegrated families in Delta State, Nigeria, has created significant obstacles to the educational, emotional, and social development of secondary school students. Family disintegration, resulting from factors such as divorce, separation, parental death, financial hardship, or domestic violence, has rendered many students vulnerable to academic underachievement, emotional distress, behavioural problems, and school dropout. Students from such backgrounds often grapple with neglect, low self-esteem, and inadequate parental support, all of which negatively impact their academic motivation and general well-being. Without timely and targeted interventions, these issues not only hinder their personal growth but also diminish their ability to contribute meaningfully to community development and national progress, thereby undermining the broader objectives of sustainable development.

In response to these challenges, various communities across Delta State have initiated local strategies, such as mentorship programmes, peer support networks, faith-based counseling, and educational support schemes, to address the emotional and academic needs arising from family disintegration. However, there remains a lack of empirical evidence on the effectiveness, coverage, and sustainability of these community-induced interventions in meeting the needs of affected students. This knowledge gap raises the necessity for investigation into the implications of community-induced strategies on the sustainable development of secondary school students from disintegrated families in Delta State, Nigeria.

This prompted the articulation of the following questions that guided this research.
1. What are the community-induced strategies integrated to enhance the sustainable educational development of secondary school students from disintegrated families in Delta State?
2. How do community-induced strategies influence the sustainable educational development of secondary school students from disintegrated families in Delta State?

Aim and Objectives of the Study

This study aimed to examine the implications of community-induced strategies on the sustainable development of secondary school students from disintegrated families in Delta State, Nigeria. The specific objectives are to:
1. Determine the community-induced strategies integrated to enhance the sustainable educational development of secondary school students from disintegrated families in Delta State.
2. Ascertain how the community-induced strategies influence the sustainable educational development of secondary school students from disintegrated families in Delta State.

Hypothesis

H$_{O1}$: There is no significant difference in the mean rating of administrators, teachers, and students on the influence of community-induced strategies on the sustainable educational development of secondary school students from disintegrated families in Delta State.

Significance of the Study

1. The study would enhance policy and programme development by providing evidence-based recommendations for policymakers, educational stakeholders, and community leaders to design and implement targeted support programmes for students from disintegrated families.
2. By identifying effective community-based interventions, the research would help enhance students' academic performance, emotional well-being, school retention, psychosocial improvements, and behavioural adjustment.
3. The findings would promote stronger partnerships between schools, community organizations, religious bodies, NGOs, and families to deliver holistic and inclusive support for affected students, aligning with Sustainable Development Goals (SDGs). The attainment of this would help to strengthen community and school collaboration.
4. The study would inform teacher and counselor training programmes, encourage community participation, and contribute to academic literature on education, family welfare, and sustainable educational development in Nigeria.

Methodology

Research Design: The study adopted the descriptive research design. Nwankwo (2016) stated that the descriptive research design is used when a researcher systematically samples a subset from a population with similar characteristics, then generalizes the findings to the entire population.

Area of the Study: The study was conducted in Delta State, South-South, Nigeria. Delta State, with a total of 25 Local Government Areas, is one of the thirty-six (36) States of Nigeria. It is populated by Ijaw, Isekiri, Urohobo, and Igbo-speaking people. Delta State is besieged by a high concentration of oil exploration and production activities, and even water bodies or rivers in virtually all areas. This is responsible for the beehive of oil exploration, industrial, commercial, administrative, health, maritime, technological, construction, educational (primary, secondary, and tertiary) institutions, among others, that make Delta State a highly urbanized, cosmopolitan, and industrial State in Nigeria.

Furthermore, the highly urbanized, commercial, industrialized, and technological nature of the State enables it to host a series of government-owned primary, secondary, and tertiary educational institutions, like Delta State University, Abraka, University of Delta, Agbor, Dennis Osadebe University, Asaba, and Federal University of Petroleum Resources, Effurun. In addition, Delta State has 283 existing public secondary schools that are unequally distributed across the 25 local government areas. This makes the study apt.

Population of the Study: The population of the study comprised all 283 principals, 566 vice principals, 7,471 teachers, and 336,131 students in all 283 public senior secondary schools in Delta State, Nigeria (Delta State Senior Secondary Schools Board, 2022). This gave a total population of 344,451 persons. The principals, vice principals, teachers, and students in the

public senior secondary schools in Delta State, Nigeria were considered, given their knowledge and experience, as well as being susceptible or at the receiving end of the issues on how community-induced strategies: implications for sustainable educational development of secondary school students in the study area (i.e., Delta State).

Sample and Sampling Techniques: A sample of 377 respondents (comprising 29 principals, 29 vice principals, 87 teachers, and 232 students) in 29 public senior secondary schools in Delta State participated in the study. The sample was selected using a five-phase multi-stage sampling approach. In the first phase, proportionate stratified sampling was applied to select 29 public senior secondary schools from the total of 283 in Delta State. Secondly, purposive sampling was used to select one principal from each of the 29 proportionately chosen schools within the study area.

Thirdly, a random sampling technique was used in the selection of 1 out of the 2 vice principals in each of the 29 selected public senior secondary schools in Delta State. Fourthly, a proportionate sampling technique was used in the selection of 87 teachers (3 teachers per school) in each of the 29 selected public senior secondary schools in Delta State. In the fifth phase, quota sampling was used to select eight students from each of the 29 selected public senior secondary schools in Delta State, totaling 232 students. This equal allocation ensured even distribution of the sample across all participating schools for balanced representation in the study. Thus, the end of the sampling process constituted a sample of 29 principals, 29 vice principals, 87 teachers, and 232 students, totaling 377 respondents that were utilized for the study.

Instrument for Data Collection: The instrument for data collection was a 24-item self-structured instrument titled "Community-Induced Strategies and Implications for the Sustainable Educational Development of Students from Disintegrated Families Questionnaire" (CISISEDSDFQ). The CISISEDSDFQ instrument was patterned after a four-point rating scale of "Strongly Agree" (SA, 4 Points), "Agree" (A, 3 Points), "Disagree" (D, 2 Points), and "Strongly Disagree" (SD, 1 Point). Furthermore, the CISISEDSDFQ instrument consisted of three sections. Section A elicited the demographics of the respondents (school administrators, teachers, and students), Section B comprised sixteen (16) items on the variables of community-induced strategies. Section C comprised eight (8) items on the variables of sustainable educational development of secondary school students from disintegrated families.

Validation of the Instrument: The face and content validity of the CISISEDSDFQ instrument was determined by two (2) educational experts from the Department of Foundation and Arts Education at Ignatius Ajuru University of Education. The topic, objectives, research questions, and questionnaire items were presented to validators for reviewing language clarity, readability, and the CISISEDSDFQ instrument's suitability in measuring the intended variables. Thereafter, the validators' comments and suggestions were incorporated to improve the CISISEDSDFQ instrument's quality, accuracy, and reliability in effectively measuring variables to achieve the study's stated objectives.

Reliability of the Instrument: The reliability or internal consistency of the CISISEDSDFQ instrument was ascertained using the Cronbach Alpha (r_a) method. To achieve this, 50 copies of the CISISEDSDFQ instrument were administered to 50 respondents (comprising 5 principals, 5

vice principals, 15 teachers, and 25 students) in 5 public senior secondary schools in Abia State (which was not used for the study) for reliability or pilot study. Then, the 60 administered copies of the CISISEDSDFQ instrument were retrieved, coded, and analyzed upon the completion of their responses using the Cronbach Alpha (r_a) method to obtain a reliability coefficient of 0.914. This reliability coefficient justified using the CISISEDSDFQ instrument for administration.

Method of Data Collection: The data of this research was obtained from the primary and secondary sources. The primary sources of data comprise the responses extracted from the structured questionnaire (i.e., CISISEDSDFQ instrument) that was administered to the respondents. Whereas the secondary data source was obtained from textbooks, journals, articles, newspapers, magazines, lecture notes, internet materials/publications, maps, among other sources.

Furthermore, the face-to-face direct delivery technique was the method to collect the primary data in the selected 29 public senior secondary schools. Thus, the face-to-face direct delivery technique enabled the researcher and research assistants to effectively explain and make clarifications (where necessary) during the process of administering the CISISEDSDFQ instrument to all 377 respondents (29 principals, 29 vice principals, 87 teachers, and 232 students) considered in this study. Out of the 377 copies of the serially numbered CISISEDSDFQ instrument that were administered to the respondents, only 354 copies (representing approximately 94% return rate) were validly retrieved and subsequently used for the analysis in this study.

Method of Data Analysis: Data collected from the CISISEDSDFQ instrument was coded and analyzed using mean and standard deviation to answer the research questions, while Analysis of Variance (ANOVA) was used to test the hypothesis at a 0.05 level of significance. All statistical computations were done using the Statistical Package for Social Science (SPSS) 26.0.

Results

Research Question 1: What are the community-induced strategies integrated to enhance the sustainable educational development of secondary school students from disintegrated families in Delta State?

Table 1: Mean and Standard Deviation on the community-induced strategies integrated to enhance the sustainable educational development of secondary school students from disintegrated families in Delta State

S/N	The community-induced strategies integrated to enhance the sustainable educational development of secondary school students from disintegrated families in Delta State include:	Administrators N = 51		Teachers N = 78		Students N = 219		N = 354	
		Mean	SD	Mean	SD	Mean	SD	Group Mean	Decision
1	Establishment of mentoring programmes	3.83	.37	3.82	.38	3.67	.47	3.74	**SA**
2	Organizing vocational and life-skills workshops	3.56	.50	3.53	.54	3.56	.52	3.55	**SA**

3	Community-driven educational support programmes	3.67	.47	3.73	.45	3.63	.53	3.66	**SA**
4	Integrating psychosocial counseling services	3.57	.50	3.52	.52	3.55	.53	3.55	**SA**
5	School-community partnerships	3.57	.50	3.54	.50	3.57	.52	3.56	**SA**
6	faith-based organizations	3.65	.48	3.64	.48	3.62	.54	3.63	**SA**
7	Community economic empowerment programmes	3.58	.50	3.47	.57	3.58	.52	3.55	**SA**
8	Involving peer-support groups within schools	3.57	.50	3.61	.50	3.52	.54	3.55	**SA**
Grand Mean		**3.63**	**0.48**	**3.61**	**0.49**	**3.59**	**0.52**	**3.60**	**SA**

SA (Strongly Agree) = ≥ 2.50 while SD (Strongly Disagree) < 2.50.

Table 1 presents the mean ratings and standard deviations from administrators, teachers, and students on various community-induced strategies integrated to enhance the sustainable educational development of secondary school students from disintegrated families in Delta State. The findings indicate that all the listed strategies were rated positively across all respondent groups, with mean values ranging from 3.55 to 3.74. This suggests a high level of agreement on the relevance and effectiveness of these strategies in addressing the educational needs of students from disintegrated families. Among the strategies, the establishment of mentoring programmes received the highest overall mean score (3.74), showing strong consensus that mentoring plays a vital role in supporting the academic and personal development of affected students. This was closely followed by community-driven educational support programmes (3.66) and faith-based organization support (3.63), reflecting the perceived importance of community involvement and spiritual support structures.

Other strategies, such as vocational and life-skills workshops, psychosocial counseling services, school-community partnerships, community economic empowerment programmes, and peer-support groups within schools, also recorded mean scores above 3.50 across the three groups. This highlights that stakeholders recognize the multifaceted nature of support needed, spanning emotional, social, economic, and skill-development interventions. The standard deviation values, which range from 0.37 to 0.57, suggest a relatively low level of variability in responses across the three groups, indicating consistency in perception among administrators, teachers, and students. The grand mean of 3.60 further confirms that respondents collectively perceive the integration of these community-induced strategies as highly effective in enhancing the sustainable educational development of students from disintegrated families in the state.

Research Question 2: How does community-induced strategies influence the sustainable educational development of secondary school students from disintegrated families in Delta State?

Table 2: Mean and Standard Deviation on how community-induced strategies influence the sustainable educational development of secondary school students from disintegrated families in Delta State, Nigeria

S/N	How community-induced strategies influence the sustainable educational development of secondary school students from disintegrated families in Delta State, Nigeria include:	Administrators N = 51 Mean	SD	Teachers N = 78 Mean	SD	Students N = 219 Mean	SD	N = 354 Group Mean	Decision
1	Encouraging couples to improve their relationships	3.51	.52	3.48	.54	3.58	.53	3.54	**SA**
2	Providing families with materials resources	3.62	.50	3.59	.49	3.59	.55	3.60	**SA**
3	Providing social supports to families	3.68	.47	3.50	.56	3.59	.54	3.59	**SA**
4	Ensuring that parents effectively play their nurturing roles	3.66	.48	3.53	.60	3.61	.52	3.60	**SA**
5	Quickly intervening in family conflicts	3.59	.50	3.56	.53	3.57	.58	3.57	**SA**
6	Encouraging couples to embark on outings	3.57	.52	3.51	.51	3.58	.56	3.56	**SA**
7	Organizing workshops on effective communication in families	3.60	.49	3.62	.49	3.62	.50	3.62	**SA**
8	Organizing workshops on effective parenting strategies	3.60	.50	3.43	.54	3.52	.54	3.52	**SA**
	Grand Mean	**3.60**	**0.50**	**3.53**	**0.53**	**3.58**	**0.54**	**3.58**	**SA**

SA (Strongly Agree) = ≥ 2.50 while SD (Strongly Disagree) < 2.50.

Table 2 presents the responses of administrators, teachers, and students regarding the influence of community-induced strategies on the sustainable educational development of secondary school students from disintegrated families in Delta State, Nigeria. The analysis is based on a total of 354 respondents, comprising 51 administrators, 78 teachers, and 219 students. The overall results show a high level of agreement across all respondent groups, with mean scores for all items ranging between 3.52 and 3.62, indicating that participants "Strongly Agreed" (SA) on the positive influence of these strategies.

Among the listed strategies, organizing workshops on effective communication in families recorded the highest overall mean score of 3.62, reflecting a strong perception that improved family communication significantly contributes to students' educational stability and growth. This was closely followed by providing social supports to families (3.59), ensuring that parents effectively play their nurturing roles (3.60), and providing families with material resources (3.60), showing that both emotional and material support are considered essential in fostering a stable educational environment for these students. Other strategies, such as

encouraging couples to embark on outings (3.56), quick intervention in family conflicts (3.57), and organizing workshops on effective parenting strategies (3.52), also received favorable ratings, suggesting that community efforts aimed at improving family relationships and parenting skills are seen as beneficial.

The standard deviation values, ranging from 0.47 to 0.60, indicate relatively low variability in responses, reflecting a general consistency in perception among administrators, teachers, and students. The grand mean of 3.58 further confirms that, collectively, respondents strongly believe that community-induced strategies play a vital role in addressing the challenges faced by students from disintegrated families, thereby promoting their sustainable educational development in Delta State, Nigeria.

Hypothesis 1: There is no significant difference in the mean rating of administrators, teachers and students on the influence of community-induced strategies on the sustainable educational development of secondary school students from disintegrated families in Delta State.

Table 3: Summary of Analysis of Variance (ANOVA) on the difference in the mean rating of administrators, teachers, and students on the influence of community-induced strategies on the sustainable development of secondary school students from disintegrated families in Delta State, Nigeria

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	.618	2	.309	7.005	.001	S
Within Groups	38.392	351	.044			
Total	**39.010**	**353**				

Decision Rule: *if p<.05 reject H_o, else retain H_o. NS= Not Significant, p>.05, S= significant, p<.05*
Source: *SPSS Output*, 2024.

Table 3 shows that the category of respondents (school administrators, teachers, and students) has significantly influenced the community-induced strategies for sustainable educational development of secondary school students from disintegrated families in Delta State, Nigeria ($F_{2, 351}$=.001, p<.05). The null hypothesis was rejected. This indicated that the category of the respondents influenced their rating on how community-induced strategies influence sustainable educational development of secondary school students from disintegrated families in Delta State, Nigeria (see Table 2). Hence, the community-induced strategies influenced the sustainable educational development of secondary school students from disintegrated families in Delta State, Nigeria.

Discussion of Findings

The results from Table 1 revealed a grand mean score of 3.60, which indicated the strong consensus among administrators, teachers, and students on the importance and effectiveness of various community-induced strategies in enhancing the sustainable educational development of secondary school students from disintegrated families in Delta State. First, the establishment of mentoring programmes, with the highest mean rating (3.74), underscores the pivotal role that community-based mentorship plays in fostering students' academic motivation, resilience, and emotional well-being. This aligns with Adebayo and Okonkwo (2023), who emphasize that mentoring programmes provide role models and

psychosocial support, helping students from disintegrated families develop coping skills and a positive educational outlook.

Secondly, the high ratings for community-driven educational support programmes and faith-based organizational involvement suggest that local communities and religious bodies remain central to educational access and moral development in Delta State. These findings reflect the work of Chukwuma and Ibe (2021), who noted that faith-based interventions in Southern Nigeria provide not only academic support but also values-based education that reduces delinquency and promotes character building.

Additionally, the significant ratings for vocational and life-skills workshops, psychosocial counseling services, and school-community partnerships reinforce the idea that a holistic and collaborative approach is essential for fostering students' educational success and psychosocial health. This aligns with Ogunleye (2021), who found that life-skills education and community counseling initiatives are key in addressing emotional distress and enhancing self-efficacy among adolescents from vulnerable family backgrounds. Moreover, the support for peer-support groups within schools further emphasizes the role of student-driven initiatives in creating supportive learning environments. Eze and Nwaubani (2022) highlight that such peer-led programmes help reduce isolation, build emotional support networks, and improve classroom engagement among students facing family challenges. The inclusion of community economic empowerment programmes, with a mean of 3.55, implies that improving the financial stability of families indirectly benefits students' educational sustainability. This supports findings by Ezeani and Nwankwo (2022), who reported that economically empowered households are better positioned to meet their children's educational needs.

Overall, these findings suggest that multi-dimensional, community-driven strategies are essential for promoting inclusive and sustainable education in line with Sustainable Development Goal 4 (Quality Education) and Goal 3 (Good Health and Well-being) (UNESCO, 2021). By addressing both academic and psychosocial needs, these strategies contribute to reducing educational inequality and building human capital in Delta State. The researcher aligns with the findings of this study as the consistency of responses across all stakeholder groups (administrators, teachers, and students) suggests strong community ownership and willingness to sustain these interventions, making them viable models for policy replication in other regions facing similar challenges.

The results presented in Table 2 showed grand mean scores of 3.60 for administrators, 3.58 for students, and 3.53 for teachers, indicating that all three groups strongly agreed on the effectiveness of various community-induced strategies in addressing family disintegration and enhancing the sustainable educational development of secondary school students in Delta State, Nigeria. Specifically, strategies such as encouraging couples to strengthen their relationships, providing families with material and social support, ensuring parents effectively perform their nurturing roles, promptly resolving family conflicts, promoting couples' participation in recreational outings, and organizing workshops on effective communication and parenting skills were identified as essential interventions.

This finding aligns with the work of Okojaja (2020b), who emphasized that community-based initiatives, programmes, and activities organized by nonprofit organizations and community centers play a vital role in addressing family disintegration, which, if left unchecked, can hinder sustainable secondary education. Similarly, Okojaja (2020a) stressed that

partnerships between local community groups, associations, and schools help to complement family efforts in guiding, nurturing, and supporting their children's education and personal development. The study further agrees with the present researcher's position that community-led interventions serve as critical external support systems, providing the additional resources that many disintegrated families require. These include mentoring, tutoring, counseling, and parental education programmes that enhance students' academic progress and overall educational outcomes in senior secondary schools across Delta State.

Furthermore, the observed trend, where administrators recorded the highest mean score, followed by students and then teachers, suggests that school leadership teams may have a greater appreciation for the role of community support in sustaining student development. Despite this variation, the group's grand mean of 3.58 shows a unified consensus across all respondent categories in support of the listed strategies. Thus, this outcome is consistent with Buehler's (2016) assertion that community awareness of the need for family cohesion often leads to the development and implementation of targeted support programmes aimed at strengthening families' capacity to meet their children's emotional, moral, and academic needs. It also echoes the view of Hao and Brinton (2017), who noted that community-driven initiatives act as complementary mechanisms to family roles, helping to build essential values, life skills, knowledge, and positive behavioral orientations in children. This, in turn, prepares students to become well-adjusted, morally grounded, and academically capable learners, contributing meaningfully to sustainable educational development in the region.

The result in Table 3 showed that the respondents' categories (school administrators, teachers, and students) had a significant effect on their perceptions of how community-induced strategies address family disintegration and its impact on the sustainable development of secondary school students in South-South Nigeria ($F(2, 870) = .872$, $p < .05$). This suggests that respondents' professional roles influenced their ratings regarding the effectiveness of these strategies in promoting sustainable educational development among students in Delta State, Nigeria. This finding aligns with the study by Ezeani and Nwankwo (2022), which emphasized that the implementation of community-based initiatives and strategies plays a crucial role in equipping family members with positive values and the right knowledge needed to support the educational participation and academic performance of their children in senior secondary schools across Nigeria. Additionally, the present finding supports the view of Adetutu and Adebayo (2021), who argued that community-facilitated programmes and initiatives represent collaborative efforts aimed at empowering families to effectively nurture and provide social, economic, emotional, and moral support to their children. Such support, they noted, helps students become responsible individuals who demonstrate ethical values, proper behaviour, and positive conduct, traits that ultimately contribute to both individual growth and the broader development of society.

Conclusion

The study reveals a strong consensus among school administrators, teachers, and students on the effectiveness of community-induced strategies in promoting the sustainable educational development of secondary school students from disintegrated families in Delta State, Nigeria. The study indicated that all respondent groups strongly agreed on the relevance and necessity of interventions such as mentoring programmes, vocational workshops,

psychosocial counseling, school-community partnerships, and faith-based initiatives. Additionally, strategies like encouraging positive family relationships, providing material and social support, conflict resolution, and organizing parenting and communication workshops were widely endorsed as impactful measures. These findings emphasize the critical role of community engagement in addressing the educational and psychosocial challenges faced by students from disintegrated families, aligning with global best practices for inclusive and sustainable educational development.

Recommendations

Based on the findings of the study the following recommendations were made:
1. School administrators and community stakeholders should prioritize the establishment of structured mentoring programmes and vocational life-skills workshops within secondary schools. These programmes would provide students from disintegrated families with role models, emotional support, and practical skills needed for academic success and sustainable personal development.
2. Community organizations, non-governmental organizations (NGOs), and educational authorities should collaborate to provide both material resources and psychosocial support that would enhance the nurturing roles for students from families in distress. This would help stabilize family environments and promote students' educational attainment.
3. School management should organize joint capacity-building workshops for all stakeholders (administrators, teachers, and students) to harmonize their understanding and engagement with community-induced strategies. This would foster better collaboration and ensure that everyone works towards the shared goal of improving educational outcomes for students from disintegrated families.

References

Adebayo, L. T., & Okonkwo, C. U. (2023). Mentorship and youth resilience in Nigeria: Perspectives from Delta State communities. *African Journal of Educational Psychology, 12*(1), 45-58.

Adetutu, M. R., & Adebayo, M. A. (2021). Family challenges and academic performance of secondary school students in Rivers State, Nigeria. *International Journal of Research in Education and Sustainable Development, 1*(6), 29-41.

Buehler, C. (2016). *Understanding family process: Basics of family systems theory*. Sage Publications.

Chukwuma, A. E., & Ibe, C. J. (2021). Faith-based interventions and moral education for at-risk youth in Delta State. *Journal of Educational Development Studies, 7*(2), 62-74.

Delta State Senior Secondary Schools Board (DSSSSB, 2022). *Statistics of administrators, teachers, and students in public senior secondary schools: 2022/2023 Academic Session*. DSSSSB Publication.

Eze, M. O., & Nwaubani, S. C. (2022). Peer support and emotional well-being among adolescents from single-parent families in Southern Nigeria. *Journal of School Counseling Research, 8*(2), 123-138.

Ezeani, M. O., & Nwankwo, U. I. (2022). Community economic empowerment and its indirect impact on educational sustainability among vulnerable households in Nigeria. *Nigerian Journal of Social Development, 18*(1), 95-107.

Hao, L., & Brinton, M. C. (2017). Productive activities and the transition to adulthood: Economic dependency among youth with disabled and nondisabled fathers. *Journal of Demography, 34*(1), 75-88.

Nwachukwu, G. O., & Ezeani, C. F. (2022). Psychosocial support programs for adolescents from broken homes: Outcomes from Delta State schools. *African Journal of Child and Adolescent Mental Health, 10*(1), 41-54.

Nwankwo, O. C. (2016). *A practical guide to research writing for students in education and social sciences* (6th Edition). M & J Grand Orbit and Communication Ltd.

Ogunleye, T. A. (2021). Life-skills training in community vocational centers: Enhancing employability in Nigerian youth. *Nigerian Journal of Vocational Education, 10*(1), 22-39.

Ogunleye, T. A. (2021). Life-skills training in community vocational centers: Enhancing employability in Nigerian youth. *Nigerian Journal of Vocational Education, 10*(1), 22-39.

Oko-Jaja, C. (2020b). Family disintegration: A threat to sustainable development. International *Journal of Operational Research in Management, Social Sciences & Education, 6(*1), 360-370.

Oko-Jaja, C. C. (2020a). *Marriage, a guide to a blissful union*. Alekx Publications.

Okorie, P. I., & Adamu, I. S. (2020). Community–school collaboration and educational access: Case studies from Delta State. *Nigerian Education Review, 15*(3), 78-95.

Oluwatosin, A. O., & Okafor, B. C. (2022). Community-based educational support programmes and academic achievement of secondary school students in Southern Nigeria. *International Journal of Educational Research in Africa, 6*(2), 120-132.

Salami, A. S., & Uche, N. (2023). Community engagement and sustainable youth development: Transformative potentials in rural Nigerian contexts. *Global Journal of Sustainable Development, 9*(1), 11-27.

UNESCO. (2021). *Education for Sustainable Development: Building a better future for all*. United Nations Educational, Scientific and Cultural Organization.