INFLUENCE OF DISTANCE PARENTING ON STUDENTS' ACADEMIC PERFORMANCE IN EGOR LOCAL GOVERNMENT AREA OF EDO STATE

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A PROJECT WRITTEN IN THE DEPARTMENT OF EDUCATION, FACULTY OF ARTS AND EDUCATION, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF POSTGRADUATE DIPLOMA IN EDUCATION (PGDE), OF BENSON IDAHOSA UNIVERSITY, BENIN CITY, EDO STATE. NIGERIA.

AUGUST, 2026

DECLARATION

I, EVBOSARU, Cynthia Onaghama, do hereby declare this project is entirely my work and composition. The work embodied in this project has not been submitted in candidature for any degree and is not concurrently being submitted for any other degree. All references made to works of other persons have been duly acknowledged.

_____ _____

EVBOSARU, Cynthia Onaghama **Date**

CERTIFICATION

We certify that this work is adequate in scope and content for the award of Postgraduate Diploma in Education (PGDE) in the Department of Education, Faculty of Arts and education, Benson Idahosa University Benin City, Edo State, Nigeria.

_____ _____

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_____ _____

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DEDICATION

This project is dedicated to Almighty God who gave me the strength and grace to complete the work.

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ABSTRACT

This study examined the influence of distance parenting on the academic performance of junior secondary school students in Egor Local Government Area of Edo State, Nigeria. Specifically, the study sought to: ascertain the level of distance parenting among secondary school students; examine the influence of distance parenting on students' academic performance; investigate the influence of distance parenting on academic performance based on sex, age and school location. Five research questions and five null hypotheses were formulated and tested at 0.05 alpha level of significance. The study adopted a descriptive survey research design. The population comprised 2,972 Junior Secondary School Two (JSSII) students across fourteen schools in Egor LGA. A sample of 140 students was selected using simple random sampling. Data were collected using a self-structured questionnaire with a reliability coefficient of 0.71. Data were analysed using descriptive statistics (mean, standard deviation) and inferential statistics (one-sample t-test and independent samples t-test). Findings revealed that distance parenting is experienced at a significantly high level among students, with frequent reports of loneliness, sadness, and negative thoughts. There is a significant influence of distance parenting on students' academic performance, particularly affecting concentration, homework completion, and motivation. Significant differences were found based on age, with younger students (below 10 years) being more adversely affected, and based on school location, with rural students experiencing greater negative impact. However, no significant difference was found based on sex, indicating that both male and female students are equally affected. The study concluded that distance parenting exerts a strong negative influence on academic performance, especially among younger students and those in rural schools. Recommendations include implementing psychosocial support programmes, establishing parent-school digital communication platforms, and designing age-sensitive intervention strategies to mitigate the adverse effects of parental absence.

CHAPTER ONE

INTRODUCTION

Background to the Study

It is very important to realize that the quality of human life seems directly proportional to quantifiable knowledge which a person acquires and how much of this knowledge is deployed in developing oneself, the country and the world at large. What one acquires from school is knowledge which plays a great part in future life evidently helps the individual to understand the happenings around him or her which may result in performance in future endeavours.

Academic performance is how well a student achieves his/her educational goal. It is the measure of how much students have learned and how well they apply it. For this study, it is the test and examination scores of the students. This academic performance can be used to track student progress and identify students who need support. Good performance in academics increases self-esteem or confidence, which also means that the student will continue to study well. This gives opportunity for the students to be well prepared for their futures with an improved education system. Success at a high school level may also build one confidence and determination which in turn obviously inspire the student to keep on working even harder not only to succeed but generally better him/herself than what he/she was before. There may be a myriad of factors that influences academic performance. These may include the level of education and income of parents, the availability of knowledgeable teachers to teach school subjects, truancy, textbooks availability and accessibility, libraries, laboratory for practicals or workstations arrangements (students need practical knowledge in addition to theoretical studies), meals for students in boarding schools, among others, which may include the relationship between parenmts and children in a home. It is unfortunate that many parents are seldom available to their children as they operate from distant places from home.

Distance parenting, involves a parent who does not live in the same household as the children due to geographic separation and but ensures that the children are taken care of. This kind of families transmit money to the caregivers, maintain contact with his/her children and return home on a regular basis. People from global South and least developed countries from all around the world migrate to the mostly urbanised and industrialised areas as elder care workers, nurse aides, doctors, nannies, nurse or domestic work (Parreñas, 2021). In addition to economic migration, families may also split for reasons related to marriage or partnership formation and dissolution, housing, education and training or the desire to pursue interests. New family formation like marriage, may give rise to families that are split when the children are left with relatives.

The common practice of children being left with relatives like grandparents, uncles and aunts when their parents leave home for whatever reason or start new families, may result in distance parenting. Similarly, the formation of partnerships may also be important in that new partners can play definite roles in promoting partnerships between parents and children (Bennett, Hosegood, Newell & McGrath, 2014). New partners might help or hinder the contact between parents and their children who remain in the care of surrogate caregivers. Parenting appears to be an uphill task, even with parents sharing the same roof as their child. It might be tougher when a mom is parenting a child who does not live full-time in the home, but it can happen. It is actually an opportunity to come up with new means of communication. Parenting is the medium through which parents relate with their their children, bearing in mind that they (parents) are the primary teachers of their children. There is therefore, the need for both parents to live together in harmony for the proper upbringing of the child.

However, there are several sources like economy, job, education and status which may drive a parent to stay away or have long distance relationship. In this situation, parents have various challenges such as distance to care or direct children and stimulate them in the

right way. They lack communication with each other and demand that their children be perfectly developed while it needs, more than ever before, all of the attention and affection of a parent. The distance parents may not have the time to unite. In such conditions, one of the parents (father), as the head of family may not be able to render the services in an acceptable manner. Typically, they are the long-range relationships that parents tolerate because they have to keep their jobs or businesses. For educating, nurturing and stimulating children's development, living apart in distance relationship is less of an option than cohabitating. This method may be contrasted with the style of other parents because they are conditioned to apply specific methods based on their habits or patterns in implanting character and fostering all facets of child development. The parenting that is used by parents appears to be very important for the future of the children. Successes that children achieve cannot solely be seen in terms of the quality of educational institutions but rather on how parents prepare their children for schooling. Parents have an obligation to care, educate, nurture and protect the welfare of, and increasing the ability and quality of children in the growing process.

Besides distance parenting, there are other variables that can affect the students academic performance and one of these is sex. The fact that boys and girls tend to perform differently is something many researchers are convinced of. Despite considerable research about the contribution of many individual and contextual factors to academic performance, the sex effect on academic performance is still an important focus of scientific interest due mainly to equivocal results reported in the literature.

Another factor that might be impacting the students performance is age. It is also often said that the older the child gets, the more inflexible he/she becomes and learning new ideas and behaviours may become increasingly difficult. With experience comes knowledge and discretion, so a little selectivity in what we learn and how we use it as the years advance becomes imperative. Based on Johns, Jackson and Simiyu (2015), the age of the students had been observed by some researchers to play an important role in such that a younger student

was able to out perform an older one in the teacher-made test. However, age was insignificant for students' academic achievement while being showed that age as the stronger predictor of the academic achievement.

Location of school is another factor that may also influence the student performance in academic. Perhaps the biggest factor when it comes to how well students will do, academically, is incumbent in where that school sits. In Nigeria, a school in rural area might have challenges such as shortage of teachers, inadequate and poorly equipped laboratories, and this may reduce the morale and performance of students. On the other hand, urban schools could have these facilities and this might boost the academic performance of the students.

Flowing from above, therefore, it must be stressed that good performance in academic may not only empower a student but, it may also present him/her with many job opportunities. In the same manner, success in academics may become a passway to numerous great opportunities across several fields and organisations offering attractive remuneration packages. But high rates of student failures, especially at secondary level have been reported. The objective of this study is, therefore, to assess the influence of distance parenting on students' academic performance in secondary school in Egor Local Government Area of Edo State.

Statement of the Problem

The lack of child immediate parental protection due to separation by distance, could be so devastating as negative emotions could be piled up in the children's minds to disrupt their learning abilities and life skills that could have helped them cope with life-changing events and all that adulthood offers. Children tend to feel scared and desperate when left to explore life without parental guidance and support. The psychological consequence of distance parenting exerts significant stress on the young brain to traumatise the child, making him/her intellectually inferior in adolescent years. Researchers have broadly expressed

concern over the pernicious trend of low student academic performance in the junior secondary schools. To mitigate this problem, some researchers have looked at teachers' factors while others explored students' factors. However, the problem continues to exist. There is a need to look in other dimensions of home factor- which is distance parenting which could affect students' academic performance. It may be obvious that if parents have good relationship with their children, it may likely affect how the children perform in school. The parent-child relationship is interactive, making learning more active, and this could produce the best student academic results as it is possible that children who have a good relationship with their parents are more likely to perform well at school. The problem statement therefore is, "could distance parenting influence the academic performance of public secondary school students in Egor Local Government Area of Edo state?

Purpose of the Study

This study examines influence of distance parenting on academic performance of students in Egor Local Government Area of Edo State. Specifically, it addressed the following:

1. to ascertain the level of distance parenting of secondary school students in Egor local Government area of Edo State;
2. examine the influence of distance parenting on students' academic performance in Egor local Government area of Edo State;
3. investigate the influence of distance parenting on academic performance among students of Egor Local Government Area of Edo State based on sex;
4. examine the influence of parental neglect on students' academic performance in Egor Local Government Area of Edo State based on age; and
5. determine the influence of distance parenting on students' academic performance in Egor Local Government Area of Edo State based on school location

Research Questions

To guide this study, the following research questions were raised

1. What is the level of distance parenting of students in Egor local government area of Edo state?
2. What is the perception of the influence of distance parenting on students' academic performance in Egor local Government area of Edo state?
3. What is the difference in the perception of influence of distance parenting on students' academic performance in Egor local government area of Edo state based on age?
4. What is the difference in the perception influence of distance parenting on students' academic performance in Egor local government area of Edo state based on sex?
5. What is the difference in the perception influence of distance parenting on students' academic performance in Egor local government area of Edo state based on school location?

Hypotheses

The following hypotheses were formulated and were tested at 0.05 alpha level of significance

1. The responses on the levels of distance parenting of students in Egor local Government area of Edo State are not significantly different.
2. There is no significant perception of the influence of distance parenting on students' academic performance in Egor local government area of Edo state
3. There is no significant difference in the perception of the influence of distance parenting on students' academic performance based on age
4. There is no significant difference in the perception of the influence of distance parenting on students' academic performance based on sex

5. There is no significant difference in the perception of the influence of distance parenting on students' academic performance based on school location

Significance of the study

The findings of this study would be significant to the students, parents, teachers and educators. The findings of this study would be significant to the students to know the importance of parents and their relevance. The finding of the study holds significant relevance for parents as it would unveil the importance of parent-child relationship in enhancing the overall academic performance of the students. For teachers and educators, the finding of this study offers a comprehensive understanding of the factors contributing to distance parenting. This can inform them the development of other strategies to foster a smooth teaching and learning process.

Scope of the study

This study covers the influence of distance parenting on junior secondary school students' academic performance in the thirteen (13) junior secondary schools in Egor Local Government Area of Edo State. Moderating variables of interest to the researcher were sex, age and school location. These variables were examined alongside the independent variables to ascertain their influence on the dependent variable.

Definition of Terms:

The following terms are operationally defined as used in the study.

Distance parenting: refers to parents who do not physically reside with their children, but have made arrangements for substitute caregivers to provide day-to-day care.

Parents: a person's father or mother

Parenting: is the process of raising a child and teaching them how to become a functioning adult member of society.

CHAPTER TWO

LITERATURE REVIEW

In this chapter, the review of related literatures is discussed. The reviews were done under the following sub-headings: Conceptual framework, theoretical frame work, empirical review and summary of literature reviewed.

Conceptual Framework

Figure 1 showed the influence of distance parenting on academic achievement of junior secondary school students with the independent variable, dependent variable and moderating variable.

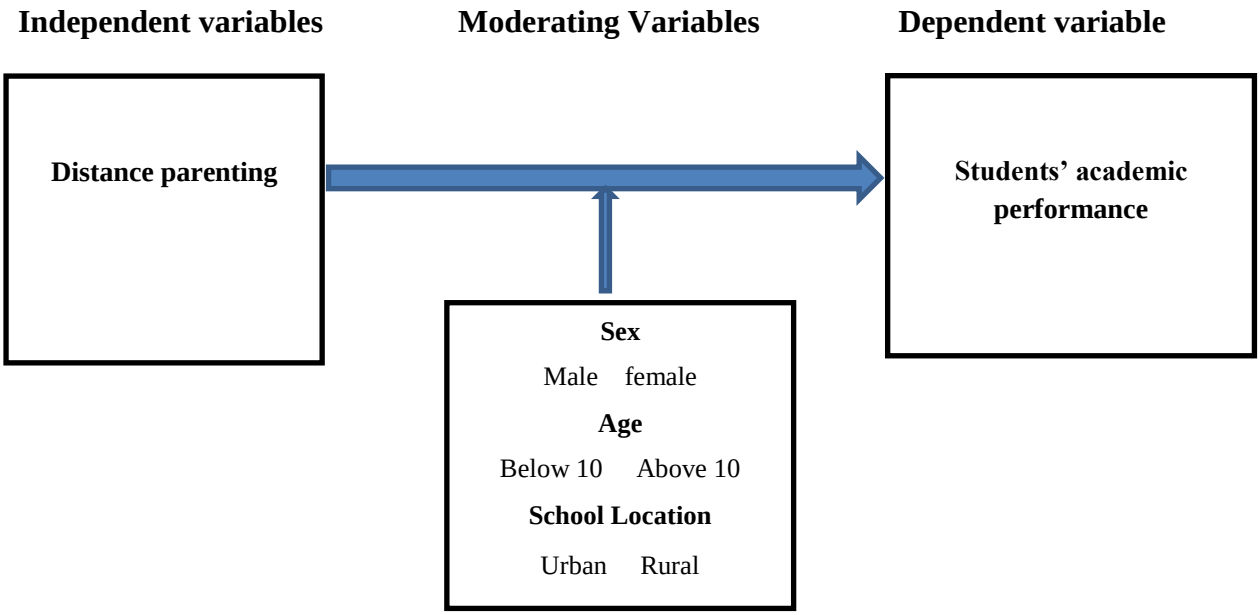


Fig. 1: Conceptual Model

Source: Agboola (2015), modified by the researcher

Figure 1 shows how the variables under study are related. The study is of one independent variable (distance parenting) and one dependent variable (students' academic performance). There are three moderating variables for the study. These include sex, age and school location). From the figure, it is believed that distance parenting could lead to students' academic performance. However, there are possible factors that could moderate academic

performance. These factors are deliberately studied alongside the independent variable to examine their influence on the dependent variable.

Concept of Distance Parenting

Distance parenting is a situation that arises when one or both parents find themselves living a significant distance away from their child, often propelled by the demands of work, the pursuit of education, obligations of military service, or the intricate tapestry of personal circumstances. As stated by Zulu (2025), parenting is one of the most rewarding yet difficult hassles that many individuals undertake in life. Distant Parenting is when distance, work commitment or life conditions prevent parents from being together with their children so that the parents need a way to connect. This one task, however, can still be fraught with emotional, logistical and relationship challenges.

Distance parenting happens when one parent must live far from the other after a divorce. This may be due to a job change, military service, cost-of-living differences, or new family commitments. In these situations, staying emotionally present is essential for a child's well-being.

The Emotional View of Distant Parenting

Zulu (2025) reminded us that distance parenting may be emotionally tasking for both the parent and child. Typically, a lot of parents residing apart because of their youngsters frequently carry that burden associated with shame or even impotent problems. It is feelings bred from fear of loss, or growing that connect to experiencing significant life milestones with their child. Conversely, children may feel deserted, or malicious towards their parents if they do not comprehend the exertions surrounding the division. They can also contemplate their friends living with their parents who also seem to have more love from them. Now the key here is recognizing these feelings and dealing with them, as this is your first step in making sure the parent-child relationship continues to withstand the test of time. Other

examples on the emotional toll of distance parenting on children include: Loss: The sadness or worry that comes with missing one parent because you do not see them routinely.

There is also loyalty conflict as children may feel torn between parents' wishes or guilty about enjoying time with one parent over the other. Another aspect of emotional impact is adjustment challenge. Here, milestones like holidays or school events may now be experienced differently sometimes virtually, sometimes apart altogether.

The Impact of Distant Parenting

Children of Distant Parents Self-Parent: Children parent themselves in a process called parentification, where they act as pseudo parents to themselves or their siblings. It takes away from the childhood of these children pushing them to mature at an age not suitable for them. Statistics prove that children of distant parents spend 20% more time on screens than those who live with their parents, thus; screens become the new babysitters. Certain children fall under the media`s easy paws as these imaginary lines become their lay of the land. (Zulu, 2025).

Causes of Distance Parenting

Distant parenting, caused by work duties, migrations and divorce or other factors in life causes parents to seek a way to get involved with their kids lifestyle on regular basis. Even this task can be emotionally, logistically and relationally painful.

Difficulties of Long Distance Parenting

Rahul (2025) points out that children turn out to be better off when there is a healthy relationship between the parents. Just like plants, relationships with your children require regular nourishment. That is the form of nourishment that comes naturally at house and with better regularity, in your interactions along with your children. But this is harder to do while you are away. Kelly and Lamb (2003) found that residing more than one hour from a parent can damage parent-child ties. It may be hard to sustain a healthy relationship with your parent, but it is so important for both sides.

Distance parent-child relationships test the mettle of even the strongest family bonds. Older children do come with some advantages as adults may be more prepared to cope with some of the emotional challenges of long-distance co-parenting. But most children, I suspect, may struggle with being kept away from one of their parents for long stretches and having far less chance of spontaneous moments when the custodial parent and child is near each other in a typical normal day. Another point is, the distant parent typically does not show up for school events or other cocurricular activities.

Making Distance Parenting Work

The secret to long-distance parent-child relationships that are both successful and healthy is preparation. Long-distance relationships are much more varied, flexible and imaginative than other parenting setups. Below are the four areas needing more focus (Zhou, Sun, Huang, Zhang, Kenny, Xue, Auden & Rozelle 2018)

Planning

A long distance parenting plan can be the best thing parents do for their children, ensuring that children have access to two loving parents despite one living in another town, state or even country. The key ingredient in distance parenting is the other parent (the local parent) who must work together with you as the distant parent to create benefit of the kids. For more serious discussions, use a form of communication you are both comfortable with and decide what details about the child/ren will be shared and how.

Communication

Parents and children have many ways to be connected around the world. Multiroling – so not to get bored, to fit the mood of child and also to enable attendance at important episodes from a distance. Some of the amenities are: Calling each other; video messaging similar to FaceTime or Skype; text via iMessage or WhatsApp, for example; instant

messaging through social media like Instagram or Facebook messenger and writing each other letters by e-mail or regular mail.

Consistency

The family are structured to ensures that the kids are prepared and able to flourish with long-distance parenting. Scheduling a standard telephone call or video chat, certainly offers kids something to sit up for while also giving them clear indication of when they will see their long distance parent next. The pressure of separation can be alleviated for both parents and children alike when they have a set schedule on how often to reach out to each other. Planning must be consistently followed by execution, though. These are conversations that both parents need to really try to have without incident on a continuous and regular basis. A last minute change of plans from either parent shall only hever be made in the most extreme circumstances, if at all. (Antia, Boucsein, Deckert, Dambac, Račaitė Šurkienė & Jaenisch Horstick & Winkler 2020)

Creativity

Telling your children that they are on your mind at all times can help you and them heal. Of curse, antonym example their safety viatech bo take heed for school and work schedules, time differences and that you are not donating items mentioned Evaluating France ages. They are some creative ways, touch their heart

1. Leave them a message on video that they can play whenever;
2. Send them a spur-of-the-moment gift
3. Online Play games or movies and/or sporting events
4. Go through a story (must be virtually or must be recorded).
5. Sing silly songs

Every moment with your child must be meaningful as a parent. No matter if it is across the street or on the opposite side of the world, your kid deserves to feel you,feel loved and have your attention. Long distance parent-child relationships would not be ideal. They take effort

and advance planning to be a win-win for deepening parents-child connections. The fact that parents must go through this hardship is very well worth it in the end (Yao, Zhang & Yao, 2016).

Teamwork

When children have connections with both parents, they feel better even if the communication comes from far away. Distance connections make it more difficult to maintain links of co-parenting, but they are crucial. Parents should cooperatively bring up their child to a responsible adult.

Create a Precise and Adaptable Parenting Plan

Distance parenting needs adequate preparedness. When children travel long distances, parents must formulate a plan that addresses communication, timing, expenditures, and expectations. From your parenting plan, ensure that you can effectively respond to the inquiries that will inevitably arise when your child is far from home (Weaver & Schofield., 2015)

Consistency is Important

It helps if there is structure and clear rules; kids will adapt to distance. For instance, scheduling a phone call or video chat might give children something to look forward to next time they talk with their parent that lives far away. But for consistency in communication and planning, there is a need to have consistency in implementation. It is thus imperative that both co-parents strive to plan these routine talks accordingly so as to avoid them having an ugly blow up.

Protect and Inspire your Child

If protocols are in place from the beginning, it is simpler to assist children in coping with distance separation. Parents have to be persistent and always available to support their children on distance parenting. Parents who have already gone through the same issue have shared their suggestions for bridging the long-distance gap in parent-child interactions

through the internet. Through the internet, communication is real-time, and you will know when your child is in need.

Relative Consequences of Distance Parenting

Carrie (2020), highlighted some effects and consequences of long-distance parenting

Effects on the child

Family separation is one of the stressful experiences that threaten the solid connection you have with your child. However, long-distance parenting cannot be due to separation alone. Whichever the case, the child's neurological and behavioral development is not spared. The major problem that affects your child with long-distance parenting is early-life stress. Over 20,000 migrant children were forced to separate from their parents at the border between the United States and Mexico in the past years. The practice stopped due to the policy implementation and the effects that the population noted with long-distance parenting on their children. Parent-child separation for long-distance parenting causes early stress, anguish, guilt, despair, and worse of it all, depression (Antia, Boucsein, Deckert, Dambach, Račaitė Šurkienė, Jaenisch, Horstick & Winkler, 2020). When the child lacks immediate parental protection, negative emotions will pile up in their minds to disrupt their learning abilities and life skills that help them cope with life-changing events and all that adulthood offers. No parent wishes to leave their children to thrive on their own. On the other hand, children tend to feel scared and desperate when left to explore life without parental guidance and support. Unfortunately, long-distance parenting is sometimes unavoidable. Luckily, there is a way you can maintain closeness and emotional presence for your child despite the long distance *(*Li, Liu & Zang, 2015)

In children, early-life stress related to long-distance parenting is the primary risk factor that predisposes children to depression and suicidal behaviors. It also affects brain development. Such is prone to happen because, as you know, children entirely depend on their parents to meet their needs. When they miss any basic need, and there are no ways to

help them communicate adequately to the facilitators, they start feeling emotionally unwell, and suicidal thoughts set in. Parents play a crucial role in providing a supportive and nurturing environment for children. That helps brain development. The psychological consequence of long-distance parenting exerts significant stress on the young brain to traumatize the child, making them intellectually inferior in adolescent years.

What Growing Up With Cold Parents Does to Who We Become

Growing up with emotionally unavailable parents can have a lasting and indelible effect on the mental, emotional and psychological well-being of a child. All families are different but many parents who are emotionally distant do not provide warmth, attention and emotional care that children need to be able to thrive. Maybe this emotional gap contributes to the many challenges developed adults face, such as higher rates of issues with emotional wellbeing, relationships, and quality of life. This blog will also discuss how this nurtures anxiety, PTSD, emotional abuse, relations problems and low self-confidence and depression growing up with emotionally distant parents (Zhang 2025).

Emotional Stress and Anxiety

Children who are not given an emotional safe haven grow up to be adults who have internalised insecurity and fear. Parents who emotionally distance themselves are unavailable for comfort and assurance when things go wrong. Consequently, children learn how to cope with such feelings independently, which leads them feeling constantly stressed and anxious (Suri & Chauchan 2025). Stress can be shown through continual worry, the inability to concentrate or just a significant sense of doom. Similarly, children of emotionally cold parents may also become hypersensitive in their awareness, expecting every eventuality to take a bad turn because they have become accustomed to emotional neglect. That increased level of anxiety can go on into adulthood, impacting their work life, relationships and mental health.

PTSD and Trauma

We usually hear about post trauma stress disorder (PTSD) in relation to physical or sexual abuse, but emotional neglect is also a form of trauma. This is a type of emotional neglect of children with emotionally distant parents that creates a lasting sense of abandonment. Although they may come from parents who never intended to do any harm to their kids (Jaremka & Luecken, 2021), these children can feel invisible, unloved or undeserving. This negligence can inflict emotional trauma and cause post traumatic stress disorder like symptoms which include flashbacks, emotional detachment or increased anxiety. The absence of emotional validation lays down an internal monologue of being worthless that can follow someone far into adulthood. Emotional neglect can be as destructive and harmful as any other type of trauma, their scars invisible but every bit as painful.

Emotional Control and Emotional Abuse

Parents who are emotionally distant may be unable to teach their children how to experience, manage or express emotions in healthier ways. Children who are not appropriately guided or shown how to manage their emotions do not learn to modulate them on their own: this can lead to a lack of emotional regulation. That emotional control—or lack thereof could mean having trouble dealing with emotions later in life. Sometimes emotionally distant parents can resort to emotional abuse, which is when love and attention (or lack thereof) are used in a way that manipulates or controls the child's emotional health. For instance, when parents continuously dismiss their child's needs, they may start to feel as though the emotions are unimportant or invalid. This emotional neglect over time can develop into a disordered self-image and an inability to access or process emotions in grown-up life (Shaver & Mikulincer, 2024).

Relationship Challenges

Individuals who had emotionally distant parents are deeply affected in how they relate to others, and form relationships as adults. Disabled parents face barriers in accessing necessary support It can be especially challenging if you feel disconnected with the other parent. Without a solid foundation of intimacy, vulnerability and communication in childhood they might struggle with emotional regulation. People who had parents that were uncomfortably removed or distant may enter into relationships already feeling like they are more than a few paces away from connecting, although inadvertently, with their partner. They may have issues with trusting people and difficulty expressing their needs or emotions, react avoidantly (by running away) when it comes to any intimate bonding. Not developing emotional bonds results in feelings of loneliness even when being surrounded by those who care. (Song, 2018).)

Depression

And yet, depression is also a prevalent outcome of being raised by emotionally absent parents. A child who feels that his parents are not loving him, caring for, or supporting him may have deep sadness and hopelessness. In the end, this neglect becomes clinical depression when the individual believes that he is consumed by emptiness, feeling worthless and disengaged. Clinical depression due to emotional neglect commonly appears as a depressed mood, loss of interest in life or activities and inability to experience pleasure. It can also, accompany guilt or self-blame may because the person wonders what was wrong with themselves that they never got to be loved and cared for when they needed it. It can be understood as a related but separate source of emotional pain, initiated by the inability to develop healthy coping strategies in dealing with negative emotions (Van der Kolk, 2024).

Low Self-Esteem and Self-Worth

One of the most prominent lasting impacts that growing up with emotionally unavailable parents can have is low self-esteem. Children who are not emotionally validated

or positively reinforced by their parents internalize that they are unworthy. They may think that they are not deserving of love or attention, causing them to feel as if they are less valuable and not as needed. That leads one onto the path of low self-esteem and that permeates every aspect of life, such as career choices, friendships and romantic relationships. They may have low self-confidence, feel entirely unworthy or fail to stand their ground. They can also cause you to self-sabotage and think its okay to disrepect yourself because they do not deserve the success or happiness. This feeling of not being enough is unshakable in many, and to work through it may take a lifetime along with therapeutics with self-love (Cheng & Sun, 2015).

Healing from Emotional Neglect & Moving Out of Your Parents' Home

Growing up with emotionally unavailable parents has a lasting impact, but it will not last forever. Change can happen if you stick with it but recovery from emotional neglect takes time, and the right conditions must be in place to make the emotional bond strong again. Cognitive-behavioural therapy (CBT), trauma-focused therapy, and dialectical behavior therapy (DBT) can be useful in addressing the emotional scars of not feeling heard or supported by emotionally distant parents. The journey to recovery may include exploring how to identify and cope with feelings, growing self-compassion, creating more functional relationships, etc. Having the right support and being equipped with the appropriate resources, every individual is able to move beyond the limiting patterns acquired in childhood and create a more positive and fulfilling life. ((Antia et al., 2020))

The negative effects of long-distance parenting on parents

The study of Wu and Zhang (2019) revealed that parents will feel stress-free after reuniting with their children, but before that, as they practice long-distance parenting, blame, guilt, and despair will hunt their ways. All the powerful emotions will disrupt your peace, and you will always be anxiously trying to know how your child is doing on the other side. Well, parents can get depressed with long-distance parenting. Still, according to the research done

at Stanford University, depression in long-distance parenting is more in children, especially if t he period is prolonged. In addition, children have difficulty recovering from stressors, unlike their parents. Anything happening around your child has the effect of manipulating their emotions and eliciting adverse reactions. Is there a positive effect on a child with long-distance parenting?

Theoretical Framework

This study is hinged on Attachment Theory (1969) by John Bowlby. Attachment Theory posits that these bonds are important for child's survival and emotional development and also serve as the building blocks for future relationships. Bowlby believed that children are wired to make attachment bonds, which ultimately untie the child from the mother and help him feel safe in order to navigate their surroundings.

John Bowlby has formulated a broad theory about how children come into the world biologically pre-programmed to form attachments with others, because this will assist survival. Furthermore, Bowlby also managed to theorise that a child has many relationships and attaches but the most important is qualitatively different. He referred to this as monotropy or primary attachment.

Similarly Bowlby proposes that there is a sensitive period for the development of attachment (2-5 years). If an attachment has not formed in that window of time frame, then it just might NOT occur at all. Subsequently, Bowlby suggested a sensitive period up to 5 years. Bowlby emphasised that the child had to stay in close contact with its primary caregiver, since in principle humiliating disruption of this attachment process could lead to intellectual, social and emotional impairment later on in life.

An internal working model according to Bowlby is a cognitive framework consisting of mental representations for understanding the world, self, and others based on the relationship with a primary caregiver which becomes a blueprint for all later social

relationships and enables people to predict their interactions with other human beings and manipulate or control them.

This theory is relevant to this study as it highlights that at the level of caregiving, consistently sensitive and responsive caregivers develop a sense of trust in their child. This security gives the child the freedom to explore their environment, knowing that they have a safe harbor to independence come back to. The caregiver availability also acts as a "safe base" for promoting and confidence in the child, which when exploring away from the secure base (caregiver) ensures careful monitoring with empathic responsiveness. A familiar and comforting figure restores the child's emotional equilibrium— each cycle of exploration enhances confidence and mastery. This attachment theory can certainly explain the bond between mother and child and unavoidably disputes that must be valid in reality especially the embrace of a mother with an infant is biological therefore it follows that this psychosocial bond amongst them would affect to be thriving towards academic success as well as emotional wellbeing.

Empirical Review

Distance Parenting and Students' Performance

Mao, Zang and Zhang (2020) on the effects of parental absence on children development: Evidence from left-behind children in China, analysed the immediate effect of parental absence specifically on their educational performance during compulsory school stage and long-term effect on their attainment post-primary education. The study adopted a descriptive survey design. Two research questions with their respective hypotheses were raised. Target Population of this study was children and adolescents in China, particularly those with parental migration. Two national datasets that were used to extract the sample size consisted of nearly 4000 students from the China Education Panel Survey (CEPS) and about 2500 children from the China Family Panel Studies (CFPS). A multi-stage probability sampling strategy (a design that is standard for large population national surveys to guarantee

representative samples) was used. Data were collected using a secondary method, and the CEPS and CFPS datasets were both applied. This study depended on the existing constructs of CEPS and CFPS surveys which are developed based on protocols with rigorous content validity. The findings found that the absence of a parent had an inverse relationship with the formation of left-behind children. Left-behind children scored lower in the cognitive test as well as the academic test, and were also less likely to attend a degree-awarding college. A particularly pernicious influence appears to be the absence of a mother; mothers especially seem to be important to children. Mechanism analyses indicated that absence of parents may have a negative impact on mental status among children and mothers reduced effort in class for her children. But they found only weak evidence that in-school outcomes for children were dampened by being exposed to left-behind children in class.

Research conducted by Hlanze, Makondo, Silvane and Makondo (2024) examined the knowledge of adolescent learners who were distance parented in the Shiselweni Region of Eswatini. As such, this study was conceptualised as a qualitative research design. The target population of your study was adolescent learners from the high schools in the Shiselweni region parental. A total of 15 distant parented adolescent learners from three schools were sampled for data collection. The selection of the schools was done by purposive sampling method. Having said this, our sample only consisted of schools which had adolescent learners that parents were distant parented. Data was collected through semi structured interviews and focus group discussions. The results revealed that the biggest factors were performance at school, meaning many of the adolescent learners with distant parents taking part in this study had performed poorly because of a range of issues brought about by their parents absence. A lot of them nursed feelings of abandonment, anxiety and depression which led to the rejection of adult authority and turned deviant in nature which deteriorated to their educational performance. Therefore, the primary finding is that distant parenting influences adolescents academic outcomes.

Using data covering the period before October 2023, Qin, Li and Yang (2024) studied the space–emotion gap of parents and children on human capital of rural boarding kids. A stratified, multi-stage probabilities proportional to size (PPS) sampling method was employed and self-report questionnaires by 2397 rural boarding children (54.2% males; ages 12-18, M = 14.66, SD=1.30). Control variables included children's background, family, and school and teacher characteristics. OLS regression model (model 1) which looked at the effects of parent–child spatial and emotional distance on human capital among rural boarding children, and a CMP–OLS regression model which helped to account for endogeneity by using parents' self-assessed family economic conditions as instrumental variables between the Chinese panel study of income dynamics were used for data analysis. The results indicated that parent–child spatial distance positively predicted but emotional distance negatively predicted cognitive and non-cognitive including academic ability development of rural boarding children.

Yusuf, Okanlawon and Oladayo (2020) studied the determinants of students academic performance in tertiary institutions at Osun State. The research design used was descriptive survey approach. Two research questions were posed and their hypotheses were tested. The following defines the Subject/Cohort: Two hundred (200) undergraduates randomly selected from four (4) randomly selected universities in Osun State. The structured questionnaire, Factors affecting Students Academic Performance Questionnaire (FASAPQ) was developed and validated. The data collection methodology includes administering the structured questionnaire by hand to the selected sampled undergraduate respondents. Cronbach's alpha internal consistency coefficient of 0.82 was gotten, meaning a high level of reliability. Frequency counts, simple and percentage and ANOVA were used for analysing data. The study results indicated that students' academic performance in tertiary institutions was affected by age. The results also showed that the peer group influenced student's academic performance in tertiary institutions.

Comparison of Distance Parenting and Academic Achievement by Age

Nalova and Etomes (2019) investigated the influence of age on pupils performance in mathematics and english among public and private primary schools in Fako Divion, South West Region of Cameroon Two hypotheses guided the study based on the objective. The research design was a cross – sectional survey. The study population was comprised of a sample of 297 class two and three pupils purposively selected in this manner: 163 from private schools and 134 public school pupils who had spent at least two years in the selected schools. Examinations carried out were on a 20-point scale keeping in view the class syllabus as well. Methods: Data were analyzed by using mean, standard deviation as well as spearman's rho and Kruskal Wallis Test. The results yielded a strong association between age and pupils achievement in both Mathematics and English, as well as a statistically significant moderation of this relationship by school type with the stronger performance occurring in private schools compared to those from public.

Wambugu and Emeke (2019). Age-Related Differences in Academic Performance of Undergraduate Science Courses at the University of Nairobi, Kenya. In this paper, the researchers explored the relationship between age and academic performance by comparing the performance of third year students in the Bachelor of Education (Science) on-campus mode of learning relative to those enrolled in the Open and Distance Learning (ODL) mode at the University of Nairobi. This study employed a correlational survey design where simple random sampling design was used to select 50 ODL and 131 on-campus students from a population of 57 ODL and 195 on-campus third year B.Ed. (Science) students respectively. The main instrument of data collection was document analysis guide. Mean, standard deviation and Chi-square were used for analysis. The result shows that in Chemistry, the mean score performance for the ODL students aged between 25-29 years was higher (M=56.92) than in the other age groups. In Biology and Physics, older students in the 35-39 age brackets had a higher mean score of M=49.07 and 55.00 respectively. In contrast, the

result also shows that in the on-campus mode, the students in the 20-24 age brackets had a higher mean score in Chemistry and Biology. In Physics, the 25-29 age brackets had a higher mean score (M=54.85). However, Results indicated that there was no significant relationship between age and academic performance. This indicates that both the young and the old have the capability to learn and perform well in all the three sciences

Comparison of Distance Parenting and Academic Achievement by Gender

Çelikkol (2023) study examined effects of gender and age on the percentiles of newly graduated eighth grade students in central high school entrance exams in 2020. The study was conducted using two research questions and tested two hypotheses. It was a decision instrument which collected demographics for participants and their official records to extract examination score percentiles. This study was causal-comparative, and the sample of this study consisted of 6,039 students from secondary schools in Isparta who took the national high school entrance examinations in 2020. The data source was the secondary data discovered from Isparta Directorate of National education. With regards to validity, the data from Directorate of National Education reflects an official demographic and examination scores that adds to its accuracy and authenticity. To ensure reliability, data were obtained directly from official government records which are some of the most consistent reliable information sources. Data were obtained from the chart showing gender, age, types and durations of education on demographic information and examination scores (percentiles) of all participants by the Isparta Directorate of National Education. The results showed substantial differences in examination performance between students starting school at 60-65,66-68 and 69-71 months as opposed to those with a starting age of ≥72 months. From this perspective, students starting school at a younger age (60-71 months) had poorer Liselere Gecis Sistemi (high school transition system in Turkey) achievement than their counterparts commenced schooling later (72 month and above). Furthermore, there was a significant

difference in the students' results in that examination according to gender. The success in LGS was also significantly higher among the female students than that of male ones.

In a related study by Attah and Ita (2017), they studied the gender influence on academic achievement in English Language of senior secondary school students in Calabar metropolis, Cross River State. It was designed around one research question and tested in a single hypothesis. Another researcher developed an instrument called "English Language Academic Achievement Rating Scale"(ELAARS) as a tool for data collection. The study utilized survey design by the researchers. Sample for this study is 660 Senior Secondary School two (SSS II) students sampled from a total of 22 public secondary schools, consisting 15 and seven (7) public secondary schools in Calabar Municipality and Calabar South Local Government Area respectively in Cross River State using stratified random and purposive sampling techniques. Data Collection and Analysis — The data from students that were sampled was collected through ELAARS. In terms of validity, face and content validation were performed by educational measurement and evaluation experts. The instrument was pilot tested for its reliability and Cronbach's alpha for the internal consistency yielded a 0.75 reliability index which means that there is an acceptable level of reliability. Separate recordings were generated through the established "English Language Academic Achievement Rating Scale" (ELAARS). Using Cronbach's Alpha, a reliability index of 0.75 was achieved. Data were generated and analysed using Independent t-test at 0.05 level of significance. The results of the analysis indicateded that gender had no significant influence on academic performance in English Language among senior secondary school students in Calabar metropolis.

Another study by Parajuli and Thapa (2017) looked at variations in the academic performance of students based on their gender. The study was guided by two research questions and associated hypotheses. The data were collected from grade nine students in public and private schools in Lekhnath Municipality, Kaski, Nepal who had passed the

district level standard examination of grade eight conducted by the Centre for Education and Human Resource Development (CEHRD), Kathmandu,2016 [12]. A structured questionnaire was used to gather data from both the students, and their parents, and teachers about characteristics of students, their parents, students behaviour/perceptions/family environment/school environment. This includes measures of the student's academic performance as data on student's results and divisions scored by students, which was collected from the District Education Office (DEO) of Kaski. The results revealed notable gender disparities in students' academic achievements. The female students were outperforming the males. The joint study also showed that an overwhelming majority of students secured first division or higher although private schools outperformed public ones by quite some margin. Well, the private school students seem to excel in tasks completion as well as attendance and assertiveness.

Distance Parenting, Academic Performance by School Region

The study conducted by Abamba (2021) investigated the impact of school type on students achievement in Physics using the 5E learning cycle among secondary school students. To answer the research problems, four hypotheses were formulated at 0.05 level of significance and tested through research questions. As a tool for collecting data, the researchers created PAT (Physics Achievement Test), which is meant to measure students' comprehension of Physics before and after learning using conventional methods. The study design was a non – randomized pre-test, post-test control group quasi experimental study design. There were a total of 66,345 people in study population. A total of 243 students were selected from the six schools. The process of data collection consisted of a pre-test for both groups prior to the intervention, two classes of 5E learning cycle, and then a final post-test in order to measure achievement gains. In terms of validity, the Physics Achievement Test (PAT) was presented to a panel of experts in Physics education and measurement and evaluation for face and content validation to ensure that the items were relevant,

representative, and level-appropriate. To ensure the reliability between its items either using a sample that is not related to main study or appropriateness of each item(using test-retest method or internal consistency using Kuder-Richardson formula 20 (KR-20) which was 0.78, hence it indicates a high level reliability. It has performed a test at 0.05 level of significance for four hypotheses. Statistical Analysis of the data was done by using mean, SD and ANCOVA test to test the formulated hypotheses. The result, among other things, indicated that there is no significant difference between of achievement of rural and urban students taught through 5E learning circle (Fcal. (113) = F crit (0.005), $p > 0.05$).

Owoeye and Yara (2011) on examination of school location based on Academic performance of Ekiti state secondary schools: A case study of Ekiti State secondary schools in the years 1990-1997. Data were recruited from the results of West African School Certificate Examinations (WASCE) between 1990 and 1997 in a cohort of prospective study conducted in rural and urban secondary schools across the state. Students Location Questionnaire (SLQ) which is valid and reliable was used. Only a Hypothesis was made and which has been answered. Mean and t – test were used to analyse data. The findings indicated significant difference in students academic achievement between rural and urban secondary schools of senior school certificate examinations ($t=2.73$, $p<0.05$). Until now, research has validated that urban students performed better academically than their rural counterparts.

Ovat, Nwogwugwu and Idika (2021) study on effect of school location and class size on academic performance of Upper Basic Nine students in Cross River State, Nigeria. Two esearch questions and two ypotheses guided the study. Academic Performance Test (APT), comprising of standardized objective questions from Mathematics and Basic Science syllabi for Upper Basic Nine was used as instrument. The type of research design adopted for the study was ex-post facto research design. The study employed a cross sectional, quantitative design with sample size of 1600 students randomly selected. The instrument was administered to the sampled students in their schools. With respect to validity, the instrument

was face- and content-validated by seven experts in educational measurement and evaluation, four Mathematics education specialists, and three Basic Science education specialists respectively for relevance of items testing (whether each item measured what it meant to measure) taking into consideration clarity and coverage of the subject content. In order to make the instrument reliable prior to data collection, a pilot study of the item analysis was conducted on a sample that did not include students used in the main study and reliability coefficients were established using Kuder-Richardson formula 20 (KR-20); KR-20 values were high with 0.81 for Mathematics and 0.79 for Basic Science. Data analysis techniques used were independent t-test and one-way analysis of variance. Results showed that school location had a significant impact on Upper Basic Nine students' academic performance: students in urban areas performed significantly better than those in rural areas, particularly for core subjects such as Mathematics and Basic Science. Once more, class size had a meaningful impact on the academic achievement of upper basic nine students.

Summary of Literature Review

The literature review of this study was initiated by producing the conceptual route of the study in a diagrammatic form depicts the relationship between different variables under investigation. The following concepts were determined and discussed: In distance parenting, the conceptualization of distance parenting, emotional perspective on distant parenting as well as consequences of distant practice, reasons for distance guarding. The review also covered challenges of long-distance parenting, how to make long distance parenting work, relative implications of distance parenting, child outcome and damaging impact of distance parenting on parents. This study was grounded in John Bowlby’s attachment theory (1969). This theory placed a high importance on the strength of early emotional attachments formed between child and parents. It also suggested that these bonds are essential for survival and emotional development. Reviews were written about this research. However, from the review of the empirical studies on this area within the coverage of this researcher it was seen that,

there was a limited literature in this field, most of them were old and out-of-date –including, none of these studies were conducted to investigate the impact distance parenting has over students' academic performance in Oredo local Government Area of Edo State. So, this is the gap which was molded by the study.

CHAPTER THREE

METHODOLOGY

This chapter describes the techniques that were utilized in conducting this research. It talks about research design, population of the study, sample and sampling technique, research instrument, validity of the instrument, reliability of the instrument, method of data collection method of data analysis.

Research Design

Descriptive survey research design was used for this study. This was considered appropriate because it would help the study establish direction of influence between variables and there was no need to manipulate any of the variables being studied.

Population of the Study

The population of the study consisted of all the two thousand, nine hundred and seventy- two (2,972) junior secondary school two (JSSII) students in the fourteen junior secondary schools in Egor Local Government Area of Edo State (Source: Ministry of Education, Iyaro, Benin City). These students were chosen for this study because it was assumed that the natural biological bond between them and their parents may be robust and relatively free of environmental influences, enabling them to provide the appropriate feedback needed in this study.

Sample and Sampling Technique

The study sample size was one hundred and forty (140) junior secondary school two (JSSII) students representing 5% of the total students in the study. Simple random sampling of balloting was used to select the desire sample for the study. The researcher purposively excluded the single sex schools from the other remaining public schools and by using equal proportion technique, fourteen (14) students equally distributed as seven (7) males and seven (7) females were selected for each of the remaining ten (10) co-educational public schools up to a total of one hundred and forty (140) students used as sample for the study. These

procedures were implemented to ensure that the population was adequately represented and that each subject had an equal opportunity of being chosen.

Research Instrument

This study used a questionnaire created by the researcher titled: Influence of Distance Parenting on Students Academic Performance Questionnaire(IDPSAPQ). The instrument was divided into three parts which include section A, the demographic data of the respondents, section B included (10) items on distance parenting level and section C included (8) items on how distance parenting influence academic performance of students. The items were based on a 5-point Likert scale of Always (A), Often (O), Sometimes (S), Rarely (R) and Never (N) response formats valued as 5,4,3,2 and 1 respectively.

Validity of the Instrument

The first draft of the instrument was designed by the researcher and presented to the project supervisor who made some inputs and then to two experts (one in Guidance and Counseling, one in Educational Administration and Planning) from the Department of Education, Benson Idahosa University, Benin City for for face and content validity. The final version of the instrument was obtained from fusion with suggestions and corrections provided by the supervisor.

Reliability of the Instrument

Internal consistency reliability procedure was used to assess the instrument reliability. This was done by administering 30 copies of the instrument to thirty (30) students outside the proposed sample but within the confine of population of study. Reliability was established using Cronbach Alpha statistics and the instrument test yielded a reliability coefficient of 0.71, indicating it was reliable.

Method of Data Collection

The researcher obtained permission from the school authority and thereafter, administered the instrument to respondents, each study respondent was given a copy of this

instrument. To avoid any kinds of loss, all the administered copies of the instrument were collected at the completion point by the researcher.

Method of Data Analysis

Descriptive statistics (mean, standard deviation, and mean difference) was used to answer all research questions. Hypotheses one and two were tested with a one sample t-test while hypotheses three to five were tested with an independent sample t-test. Hypotheses were tested at 0.05 alpha level of significance.

CHAPTER FOUR

ANALYSIS OF DATA AND PRESENTATION OF RESULTS

In this chapter the summary of the analysis of the data collected from the respondents drawn from the area of study is presented. The results are presented in relation to the research questions and the hypotheses stated in chapter one. These are as follows:

Table 1: Demographic Characteristics of the Respondents

S/N	Variable	Category	Frequency (f)	Percentage (%)
1	Living with Parent	Yes	85	60.7%
		No	55	39.3%
2	Gender	Male	72	51.4%
		Female	68	48.6%
3	Age	Below 10 years	12	8.6%
		10 years and above	128	91.4%
4	School Location	Urban	92	65.7%
		Rural	48	34.3%

The data in Table 1 shows that a majority (60.7% or 85 students) of the sampled junior secondary school two (JSSII) students in Egor Local Government Area live with their parents. However, a significant proportion (39.3% or 55 students) do not live with their parents. Male students constitute 51.4% (72 students) and female students constitute 48.6% (68 students). Therefore, the gender distribution in the study was balanced. The data shows that the overwhelming majority (91.4% or 128 students) of the JSSII students are 10 years of age and above. Only a small fraction (8.6% or 12 students) are below 10 years. Majority of the students (65.7% or 92 students) attended schools in urban areas of Egor Local Government, while a smaller number (34.3% or 48 students) attended schools in rural areas.

Research Question 1: What is the level of distance parenting in Egor local government area of Edo state?

Research question one was answered using the descriptive statistics of mean and standard deviation as presented in Table 2:

Table 2: Descriptive of Level of Distance Parenting in Egor Local Government Area of Edo State

S/N	Items	N	Mean	SD	Remark
1.	Loneliness	140	3.16	1.07	High
2.	Sadness	140	3.19	1.02	High
3.	Fear	140	2.81	1.02	Low
4.	Happiness	140	3.29	1.09	High
5.	Depression	140	2.74	1.16	Low
6.	Negative thoughts	140	3.24	1.09	High
7.	Feeling of rejection	140	3.21	1.16	High
8.	Unwelcomed	140	2.96	1.13	Low
9.	Inferiority complex	140	2.85	1.03	Low
10.	Feeling of freedom	140	3.46	1.12	High
	Grand Mean		3.09		High

Criterion Mean = 3.00

Table 2 shows the mean response of the sampled JSSII students in Egor Local Government Area on the level of distance parenting. Out of the ten items measuring the level of distance parenting, six of them showed a high level as follow: loneliness, sadness, happiness, negative thought, feeling of rejection and feeling of freedom with a mean of 3.16, 3.19, 3.29, 3.24, 3.21 and 3.46 respectively. While four items showed a low level as follow: fear, depression, unwelcomed and inferiority complex with a mean of 2.82, 2.74, 2.96 and 2.85 respectively. The standard deviation ranges from 1.02 to 1.16**,** indicating variability in students' experiences. The grand mean of 3.09 also show that the indicators put together showed a high level of distance parenting in Egor local government area of Edo state.

Research Question 2: What is the perception of the influence of distance parenting on students' academic performance in Egor local Government area of Edo state?

The summary of the descriptive statistics of the perception of the influence of distance parenting on students' academic performance in Egor local Government area of Edo state is presented in Table 3

Table 3: Descriptive on the perception of the influence of distance parenting on students' academic performance in Egor Local Government Area of Edo State

SN	Items	N	Mean	SD	Remark
1	I find it hard to concentrate on my schoolwork because I feel lonely or sad.	140	3.85	1.15	High
2	My homework is often incomplete or not done because no one is at home to remind me.	140	4.10	1.05	High
3	I feel less motivated to study hard because my parents are not here to encourage me.	140	3.95	1.20	High
4	I have seen a drop in my test scores or grades since my parent(s) have been away.	140	3.40	1.35	High
5	I find it difficult to ask for help with difficult school subjects.	140	3.70	1.10	High
6	Negative thoughts make it hard for me to focus during lessons.	140	3.65	1.25	High
7	The feeling of freedom leads me to play or relax when I should be reading.	140	4.25	0.95	High
8	I worry about my family situation so much that it affects my learning in school.	140	3.55	1.40	High
	Grand Mean		3.81		

Criterion Mean = 3.00

Table 3 statistics show that the mean response of the sampled JSSII students in Egor Local Government Area on the influence of distance parenting on their academic performance ranges from 3.40 to 4.25 on a 5-point scale. The standard deviation ranges from 0.95 to 1.40**,** indicating variability in students' experiences. The consistently high mean scores (all above the scale midpoint of 3.0) demonstrate that students frequently experience negative academic consequences due to parental absence. The highest mean score (4.25) is for the item linking the "feeling of freedom" to neglecting studies, indicating this is the most pervasive academic challenge. Items related to concentration, motivation, homework completion, and seeking help all show mean scores well into the often range. The average score of 3.81 shows that the influence is also high.

Research Question 3: What is the difference in the perception of influence of distance parenting on students' academic performance in Egor local government area of Edo state based on age?

The summary of the descriptive statistics of the difference in the perception of the influence of distance parenting on students' academic performance in Egor local Government area of Edo state based on age is presented in Table 4

Table 4: **Descriptive of the Difference in the Perception of Influence of Distance Parenting on Students' Academic Performance in Egor Local Government Area of Edo State Based on Age**

Age Group	N	Mean	SD	Mean Diff.	Remarks
Below 10 years	12	4.12	0.68		
				0.47	Positive
10 years and above	128	3.65	0.92		

Table 4 presents the mean scores, standard deviations, and mean difference regarding the influence of distance parenting on academic performance between the two age groups. The mean score for younger students (below 10 years) is 4.12 (SD = 0.68)**,** while for older students (10 years and above) it is 3.65 (SD = 0.92)**.** The mean difference is 0.47**.** The data shows that younger students report a higher average level of negative academic influence. The standard deviations indicate that responses among the older group (SD = 0.92) are more spread out or varied compared to the younger group (SD = 0.68), whose experiences are more clustered around their higher mean. Therefore, the influence of distance parenting on academic performance is greater among the younger JSSII students, with older students showing a wider range of experiences.

Research Question 4: What is the difference in the perception of the influence of distance parenting on students' academic performance in Egor local government area of Edo state based on sex?

The summary of the descriptive statistics of the difference in the perception of the influence of distance parenting on students' academic performance in Egor local Government area of Edo state based on sex is presented in Table 5

Table 5: Descriptive of the Difference in the perception of Influence of Distance Parenting on Students' Academic Performance in Egor Local Government Area of Edo State Based on Sex

Sex	N	Mean	SD	Mean Diff.	Remarks
Male	72	3.55	0.85		
				0.12	Negative
Female	68	3.67	0.91		

Table 5 shows the mean scores, standard deviations, and mean difference in the influence of distance parenting on the academic performance of JSSII students in Egor Local Government Area based on sex. The mean score for male students was 3.55 (SD = 0.85**)**, while the mean score for female students was 3.67 (SD = 0.91**)**. The calculated mean difference was 0.12**.** This small positive difference indicated that, on average, female students reported a slightly higher negative influence of distance parenting on their academic performance compared to male students. However, given the minimal size of the difference (0.12) and the overlapping standard deviations, this suggests that while female students may experience a marginally greater impact, the influence of distance parenting was substantial and broadly similar for both sexes in the sample.

Research Question 5: What is the difference in the perception of influence of distance parenting on students' academic performance in Egor local government area of Edo state based on school location?

The summary of the descriptive statistics of the difference in the perception of influence of distance parenting on students' academic performance in Egor Local Government area of Edo state based on school location is presented in Table 6

Table 6: Descriptive of the Difference in the perception of Influence of Distance Parenting on Students' Academic Performance in Egor Local Government Area of Edo State Based on School Location

School Location	N	Mean	SD	Mean Diff.	Remarks
Urban	92	3.48	0.88		
				0.38	Negative
Rural	48	3.86	0.89		

Table 6 presents the mean scores, standard deviations, and mean difference in the influence of distance parenting on the academic performance of JSSII students in Egor Local Government Area based on school location. The mean score for students in urban schools was 3.48 (SD = 0.88) while the mean score for students in rural schools was 3.86 (SD = 0.89). The calculated mean difference was 0.38. This positive difference indicated that, on average, students attending rural schools reported a moderately higher negative influence of distance parenting on their academic performance compared to their peers in urban schools. The similar standard deviations suggested a comparable spread of experiences within each group. Therefore, school location appears to be a differentiating factor, with students in rural areas experiencing a greater academic impact from parental absence, potentially due to factors such as fewer academic support services, limited access to tutors, or stronger community reliance on familial daily support.

Hypothesis 1

The responses on the levels of distance parenting of students in Egor local Government area of Edo State are not significantly different.

The summary of the one-sampled t-test statistics of the levels of distance parenting in Egor Local Government Area of Edo State is presented in Table 7

Table 7: One-sampled t-test Statistics of the Levels of Distance Parenting in Egor Local Government Area

	N	Mean	SD	t-cal	df	p-value	Decision
Distance Parenting	140	30.93	10.52	31.42	139	0.000	Reject H_0

Test Value = 3

Table 7 shows a calculated t of 31.42 and a p-value of 0.000 testing at an alpha level of 0.05. Since the p-value is less than the alpha level, the null hypothesis, which states that, "the responses on the levels of distance parenting in Egor Local Government Area of Edo State are not significantly different is rejected. Consequently, levels of distance parenting are significant.

Hypothesis 2

There is no significant perception of the influence of distance parenting on students' academic performance in Egor local government area of Edo state

The summary of the One-sampled t-test statistics of perception of the influence of influence of distance parenting on students' academic performance in Egor Local Government Area of Edo State is presented in Table 8

Table 8: One-sampled t-test Statistics of the perception of the Influence of Distance Parenting on Students' Academic Performance in Egor Local Government Area of Edo State

	N	Mean	SD	t-cal	df	p-value	Decision
Distance Parenting	140	30.45	9.78	29.24	139	0.000	Reject H_0

Test Value = 3

Table 8 shows a calculated t of 29.24 and a p-value of 0.000 testing at an alpha level of 0.05. Since the p-value is less than the alpha level, the null hypothesis, which states that, "there is no significant influence of distance parenting on students' academic performance in Egor Local government Area of Edo state is rejected. Consequently, distance parenting influences students' academic performance in Egor Local government Area of Edo state.

Hypothesis 3

There is no significant difference in the perception of the influence of distance parenting on students' academic performance based on age

The summary of the Independent Samples t-test Analysis of the Difference in the perception of the influence of distance parenting on students' academic performance based on age in Egor Local Government Area of Edo State is presented in Table 9

Table 9: Independent Samples t-test Analysis of the Difference in the perception of the **Influence of Distance Parenting on Students' Academic Performance Based on Age**

Variable (Group)	N	Mean	SD	t-cal	df	p-value	Decision
Below 10 years	12	4.12	0.68				
				2.187	138	0.030	Reject H_0
10 years and above	128	3.65	0.92				

The results of the independent samples t-test in Table 9 revealed a difference in how distance parenting influenced students' academic performance between the two age groups. Students below the age of 10 reported a higher average influence score of 4.12, while students aged 10 and above reported a lower average score of 3.65. The statistical test produced a t-value of 2.187 and a p-value of 0.030. Since this p-value is less than the predetermined alpha level of 0.05, the finding is statistically significant. This means the observed difference in scores between the younger and older students is unlikely to have occurred by chance. Therefore, the null hypothesis, which stated there was no significant difference based on age, is rejected.

Hypothesis 4

There is no significant difference in the perception of the influence of distance parenting on students' academic performance based on sex

The summary of the Independent Samples t-test Analysis of the Difference in the perception of the influence of distance parenting on students' academic performance based on sex in Egor local Government area of Edo State is presented in Table 10

Table 10: Independent Samples t-test Analysis of the Difference in the perception of the Influence of Distance Parenting on Students' Academic Performance Based on Sex

Variable (Group)	N	Mean	Std. Deviation	t-cal	df	p-value	Decision
Male	72	3.55	0.85				
				-0.821	138	0.413	Accept H_0
Female	68	3.67	0.91				

The results of the independent samples t-test in Table 10 revealed a minimal difference in how distance parenting influenced students' academic performance between male and female students. Male students reported a slightly lower average influence score of 3.55 while female students reported a slightly higher average score of 3.67. The statistical test produced a t-value of -0.821 and a p-value of 0.413. Since this p-value was greater than the predetermined alpha level of 0.05, the finding was not statistically significant. This meant that the small observed difference in scores between male and female students was likely due to random chance. Therefore, the null hypothesis, which stated that there was no significant difference based on sex, was accepted.

Hypothesis 5

There is no significant difference in the perception of the influence of distance parenting on students' academic performance based on school location

The summary of the Independent Samples t-test Analysis of the Difference in the perception of the influence of distance parenting on students' academic performance based on school location in Egor local Government area of Edo State is presented in Table 11

Table 11: Independent Samples t-test Analysis of the Difference in the Perception of the Influence of Distance Parenting on Students' Academic Performance Based on School Location

Variable (Group)	N	Mean	Std. Deviation	t-cal	df	p-value	Decision
Urban	92	3.48	0.88				
				-2.418	138	0.017	Reject H_0
Rural	48	3.86	0.89				

The results of the independent samples t-test in Table 11 revealed a difference in how distance parenting influenced students' academic performance based on school locations. Students in urban schools reported a lower average influence score of 3.48 while students in rural schools reported a higher average score of 3.86. The statistical test produced a t-value of -2.418 and a p-value of 0.017. Since this p-value was less than the predetermined alpha level

of 0.05, the finding was statistically significant. This meant that the observed difference in scores between urban and rural students was unlikely to have occurred by chance. Therefore, the null hypothesis, which stated there was no significant difference based on school location, was rejected.

Summary of Findings

1. The data showed that the level of distance parenting experienced by junior secondary school students in Egor Local Government Area is high. The responses on the level of distance parenting experienced by junior secondary school students in Egor Local Government Area were significantly different, with students frequently experiencing a combination of negative states such as loneliness, sadness, and negative thoughts, alongside feelings of freedom and occasional happiness.
2. The findings revealed that the perception of the influence of distance parenting on students' academic performance in Egor Local Government Area is high and significantly different. Students reported frequent challenges with concentration, homework completion, and motivation, indicating a strong adverse impact on their learning behaviours and outcomes.
3. The analysis indicated that there was a significant difference in the perception of the influence of distance parenting on academic performance based on age. Younger students (below 10 years) experienced a significantly higher negative influence compared to their older peers (10 years and above).
4. The study found that there was no significant difference in the perception of the influence of distance parenting on students' academic performance based on sex. Both male and female students reported a similarly high level of negative academic impact due to parental absence.
5. The results established that there was a significant difference in the perception of the influence of distance parenting based on school location. Students in rural schools

experienced a significantly higher negative influence on their academic performance compared to students in urban schools.

Discussion of Findings

The first finding of this study showed that distance parenting is experienced at a significantly high level among JSSII students in Egor LGA of Edo State. Students reported frequent and varied emotional states, including loneliness, sadness, and feelings of both freedom and neglect. Therefore, emotional distress and lack of supervision stand out as the most prominent features of distance parenting for these students. The findings of this study could be attributed to the socio-economic context in Egor LGA, which may see many parents seeking employment far from home, leaving children under the care of extended family or guardians who may lack the capacity for effective academic supervision. Additionally, limited access to reliable communication technology in some households may restrict consistent emotional support from absent parents. Finally, the developmental stage of JSSII students makes them particularly susceptible to the emotional impact of separation, which can overshadow their academic focus. This finding is in contrast to that of Esperanza (2014), who explored long-distance parenting among Filipino adolescents and found they were not significantly disadvantaged academically, having developed resilience and coping strategies. The finding, however, supports that of Hlanze, Makondo, Silvane and Makondo (2024), who investigated distant-parented adolescents in Eswatini and concluded that parental absence leads to feelings of abandonment and anxiety that negatively affect school performance.

The second finding in this study revealed that distance parenting has a significant, influence on students' academic performance. A high level of distance parenting directly result in poorer academic outcomes. Therefore, parental absence is a critical factor undermining academic achievement. The findings of this study could be attributed to the erosion of daily academic routines such as homework supervision and progress monitoring, which are often absent in distance parenting arrangements. Additionally, the emotional

burden of loneliness and anxiety consumes mental energy that would otherwise be directed towards learning. Furthermore, the lack of immediate parental encouragement may diminish a student's motivation to excel in schoolwork. This finding is in contrast with that of Esperanza (2014), whose study suggested minimal academic impact due to strong familial and technological support systems. The finding strongly supports that of Mao, Zang and Zhang (2020), who examined left-behind children in China and found parental absence was negatively associated with cognitive test scores and long-term educational attainment, and Qin, Li and Yang (2024), who highlighted the detrimental effects of parent-child spatial and emotional distance on the academic abilities of rural boarding children.

The third finding in this study found a significant difference in the influence of distance parenting on students' academic performance based on age, with younger students (below 10 years) being more adversely affected than their older peers. Therefore, younger children are more vulnerable to the academic disruptions caused by parental absence. The findings of this study could be attributed to the greater dependency of younger children on direct parental guidance for establishing basic study habits and emotional security. Additionally, older students may have developed better coping mechanisms and self-regulation skills. The structured environment of secondary school might also provide a more stable routine for older students, somewhat buffering the impact of an unstable home environment. This finding is in contrast with that of Wambugu and Emeke (2019), who explored age and performance in university students and found no significant relationship, and Imlach et al. (2017), who found age did not influence academic performance in older adults. The finding, however, supports that of Nalova and Etomes (2019), who found a significant relationship between age and pupil achievement in mathematics and English in primary schools, and Yusuf, Okanlawon and Oladayo (2020), who reported that age influenced the academic performance of undergraduates.

The fourth finding in this study found no significant difference in the influence of distance parenting on academic performance based on the sex of the students. Therefore, the negative academic consequences of parental absence are a universal challenge affecting both male and female students equally. The findings of this study could be attributed to the fact that the core academic needs for structure, encouragement, and a supportive home environment are fundamental for all adolescents, regardless of gender. In the context of Egor LGA, both boys and girls likely share similar caregiving arrangements and face comparable challenges when parents are absent. The school environment and societal expectations for academic success may also apply similar pressures on both sexes. This finding is in contrast with that of Çelikkol (2023) and Parajuli and Thapa (2017), who found female students outperformed males in certain examinations, and Tsaousis and Algamdi (2022), who reported gender differences in facets of general academic ability. The finding, however, strongly supports that of Attah and Ita (2017), who examined senior secondary students in Calabar and concluded that gender has no significant influence on academic achievement in English Language.

The fifth finding in this study found a significant difference based on school location, with students in rural schools experiencing a greater negative influence of distance parenting on their academic performance compared to students in urban schools. Therefore, locational disadvantages exacerbate the academic risks associated with parental absence. The findings of this study could be attributed to the compounded challenges in rural Egor LGA, where schools may have fewer resources, less access to qualified tutors, and limited extracurricular academic support. Additionally, rural communities might have weaker infrastructure for communication technology, making sustained contact with absent parents more difficult. The lack of alternative educational stimuli and support networks in rural areas leaves students more isolated with their academic struggles. This finding is in contrast with that of Abamba (2021), who found no significant location-based difference in Physics achievement when a

specific teaching method (5E learning cycle) was employed. The finding, however, supports that of Isemede (2021), who also studied Egor LGA and found that school location influenced achievement in Basic Technology, and Owoeye and Yara (2011) and Ovat, Nwogwugwu and Idika (2021), who consistently reported that urban students outperformed their rural counterparts in national examinations.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The purpose of this study was to investigate the influence of distance parenting on students' academic performance in Egor Local Government Area of Edo State. Specifically, the study sought to:

1. examine the level of distance parenting on students' academic performance in Egor local government area of Edo State;
2. investigate the influence of distance parenting on students' academic performance in Egor local Government area of Edo State;
3. find out the influence of distance parenting on students' academic performance in Egor Local Government Area of Edo State based on sex;
4. investigate the influence of distance parenting on students' academic performance in Egor Local Government Area of Edo State based on age; and
5. find out the influence of distance parenting on students' academic performance in Egor Local Government Area of Edo State based on school location.

To address the study's purpose, the following research questions were posed:

1. What is the level of distance parenting of students in Egor local government area of Edo state?
2. What is the perception of the influence of distance parenting on students' academic performance in Egor local Government area of Edo state?
3. What is the difference in the perception of influence of distance parenting on students' academic performance in Egor local government area of Edo state based on age?
4. What is the difference in the perception influence of distance parenting on students' academic performance in Egor local government area of Edo state based on sex?

5. What is the difference in the perception influence of distance parenting on students' academic performance in Egor local government area of Edo state based on school location?

Similarly, the following null hypotheses were formulated and tested at 0.05 level of significance:

1. The responses on the levels of distance parenting of students in Egor local Government area of Edo State are not significantly different.
2. There is no significant perception of the influence of distance parenting on students' academic performance in Egor local government area of Edo state
3. There is no significant difference in the perception of the influence of distance parenting on students' academic performance based on age
4. There is no significant difference in the perception of the influence of distance parenting on students' academic performance based on sex
5. There is no significant difference in the perception of the influence of distance parenting on students' academic performance based on school location

This study is quantitative research that employed a descriptive survey research design. The population of the study comprised all two thousand, nine hundred and seventy-two (2,972) Junior Secondary School Two (JSSII) students in the fourteen schools in Egor Local Government Area of Edo State. The sample size used was one hundred and forty (140) JSSII students, representing 5% of the total population, selected using a multi-stage sampling technique that ensured equal representation of males and females from ten co-educational public schools. The instrument used for data collection was a self-structured questionnaire titled "Influence of Distance Parenting on Students' Academic Performance Questionnaire (IDPSAPQ)". The validity of the instrument was established through expert review by specialists in measurement and evaluation, educational psychology, and educational

management. Reliability was determined using the Cronbach Alpha method, which yielded a coefficient value of 0.87, indicating high reliability. Data collected were analysed using descriptive statistics (mean, standard deviation, frequency counts, and percentage) and inferential statistics, of the one-sample t-test and independent samples t-test, all tested at a 0.05 alpha level of significance.

The results obtained showed that:

1. The level of distance parenting experienced by JSSII students in Egor LGA is significantly high, with students frequently reporting emotional and behavioural challenges.
2. There is a significant influence of distance parenting on students' academic performance.
3. There is a significant difference in the influence of distance parenting on academic performance based on age, with younger students (below 10 years) being more adversely affected.
4. There is no significant difference in the influence of distance parenting on academic performance based on sex.
5. There is a significant difference in the influence of distance parenting on academic performance based on school location, with rural students experiencing a greater negative impact.

Educational Implications

From the findings, it could be deduced that:

1. Schools in Egor LGA need to implement structured psychosocial support programmes such as counseling services and peer support groups, to help students cope with the emotional distress associated with distance parenting.

2. There is need for educators to develop targeted academic intervention strategies such as supervised homework sessions and mentoring programmes, to provide the academic supervision and encouragement that absent parents cannot offer.
3. Special attention needs to be focused on younger students (below 10 years) in schools, as they are most vulnerable to the negative effects of parental absence.
4. School administrators and teachers must ensure that pedagogical and emotional support strategies are applied equally to both male and female students as both genders are similarly affected by distance parenting.
5. Parents engaged in distance parenting need to be encouraged, through community workshops, to establish consistent communication routines and remote academic monitoring practices to stay involved in their children's education.

Conclusion

This study concludes that distance parenting is a prevalent and significant phenomenon in Egor Local Government Area of Edo State, exerting a strong negative influence on the academic performance of JSSII students. While the impact is uniformly significant across genders, it varies significantly with age and school location, with younger students and those in rural schools being more adversely affected.

Contribution to Knowledge

This study has contributed to knowledge by establishing empirically that distance parenting has a significant negative influence on the academic performance of junior secondary school students in Egor LGA, Edo State. It further identifies age and school location as critical moderating variables while revealing that gender does not significantly moderate this influence within the studied context.

Recommendations

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

1. The Edo State Ministry of Education, in collaboration with school management, should integrate socio-emotional learning (SEL) into the curriculum of schools in Egor LGA to help students manage loneliness, anxiety, and other emotions linked to parental absence. Guidance services should be made available in all secondary schools in Egor LGA.
2. Schools should establish "Parent-School Digital Bridges", structured platforms (scheduled virtual check-ins, digital progress reports) to facilitate consistent academic involvement of absent parents.
3. Educational policymakers should design and implement age-sensitive intervention programmes, with a particular focus on providing additional academic and emotional support to students below the age of 10 in distance parenting situations.
4. Government and non-governmental organizations should invest in improving the quality of education in rural Egor LGA by providing modern teaching resources, training for teachers in rural schools, and incentives to retain qualified staff.
5. Community awareness campaigns should be organized to educate guardians and extended family members on effective strategies for providing academic supervision and emotional support to male and female children in the absence of their biological parents.

Suggestion for Further Research

This study was conducted in Egor Local Government Area of Edo State, focusing on JSSII students. Therefore, further research is suggested:

1. A Comparative Analysis of Distance Parenting and Student Academic Outcomes Across Local Government Areas in Edo State, Nigeria.

2. Beyond the Grade: A Mixed-Methods Investigation into the Lived Experiences and Academic Coping Mechanisms of Students Under Distance Parenting Arrangements.
3. The Digital Mediator: Examining the Role of Communication Technology in the Relationship Between Distance Parenting and Academic Performance.
4. Long-Term Educational Trajectories of Children in Distance Parenting Arrangements: A Study of Secondary School Performance and Transition to Tertiary Education.

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APPENDIX I

QUESTIONNAIRE

INFLUENCE OF DISTANCE PARENTING ON STUDENTS' ACADEMIC PERFORMANCE

Department of Education,
Faculty of Arts and Education,
Benson Idahosa University,
Benin City.

Dear Respondent,

INTRODUCTORY LETTER

I am a postgraduate student in the above named department and institution. As part of the requirements for graduation, I am conducting a research on the above topic. In this regard, you have been duly selected as a member of the sample for the study. I also wish to assure you that your answers will be treated in strict confidence and used for the stated academic purpose only.

Yours faithfully,

EVBOSARU, Cynthia Onaghama
Researcher

SECTION A: PERSONAL DATA

1. Do you live with your parent? Yes ☐ No ☐
2. Gender: Male ☐ Female ☐
3. Age: Below 10 ☐ Above 10 ☐
4. School Location: Urban ☐ Rural ☐

SECTION B – INLUENCE OF DISTANCE PARENTING

Instruction: Please tick [√] to indicate the level of your experience on the items below due to physical absence of your parents

Key: Always (A), often (O), sometimes (S), Rarely (R), Never (N)

S/N	Items	A	S	O	R	N
1	Loneliness					
2	Sadness					
3	Fear					
4	Happiness					
5	Depression					
6	Negative thoughts					
7	Feeling of rejection					
8	Unwelcomed					
9	Inferiority complex					
10	Feeling of freedom					
11	I find it hard to concentrate on my schoolwork because I feel lonely or sad.					
12	My homework is often incomplete or not done because no one is at home to remind me.					
13	I feel less motivated to study hard because my parents are not here to encourage me.					
14	I have seen a drop in my test scores or grades since my parent(s) have been away.					
15	I find it difficult to ask for help with difficult school subjects.					
16	Negative thoughts make it hard for me to focus during lessons.					
17	The feeling of freedom leads me to play or relax when I should be reading.					
18	I worry about my family situation so much that it affects my learning in school.					

APPENDIX II

RELIABILITY OUTPUT

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0.71	18