

**THE PSYCHOLOGICAL EFFECTS OF SINGLE PARENTING ON
CHILDREN IN OLOMORO COMMUNITY, DELTA STATE**

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**BEING A PROJECT SUBMITTED TO THE DEPARTMENT OF SOCIAL
WORK IN PARTIAL FULFILLMENT OF THE AWARD OF BACHELOR
OF SCIENCE (B.Sc.) DEGREE OF SOCIAL WORK IN THE FACULTY
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BENIN CITY.**

SEPTEMBER, 2023

CERTIFICATION

We hereby certify that this project was carried out by Ubafe Marvelous Uyoyo in the Department of social work, Faculty of Social Sciences in requirement of the award of Bachelor of Science (B.Sc.) in Social Work, University of Benin, Benin City, under my supervision.

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DEDICATION

This study is dedicated to God Almighty for his Love, Grace and Blessing over my life through the period I spent in University of Benin.

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ABSTRACT

The study sets out to investigate the psychological effects of single parenting on children. It examined the causes of single parenting and social work interventions to ameliorate the living standards of children who have been affected negatively. Existing literature on single parenting and its psychological effects on children are mostly linked to the individualistic perception of a phenomenon without considering the outcome and psychological, and social imbalance in children. A structured questionnaire was administered in the secondary school in the Olomoro community based on access to road and the population available in the area. The sample size of the study consisted of 218 students through stratified proportionate sampling technique. Evidence from the findings shows that single parents and their children are faced with economic, emotional, social, and psychological problems, which makes it difficult to meet basic needs and personal expenses. Recommendations were made based on the findings which can have a positive ripple effect on not only the single parents but the children, society, and the nation at large.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The family is an important unit in the society. It is the first socializing agent the child interacts with and it has great influence on the child's physical, mental, moral and social development (Roska & Potter, 2011; Cavanagh & Fomby, 2012). The family's most outstanding responsibility is to train and bring up the child in the norms and values of the society. Hence, Davis (2011) observed that the foundation of what the person becomes in the society is laid in the home at the initial stage of life. However, there are certain circumstances in families which require that the parenting role be left in the hands of single parents. These include divorce, denied paternity, rape, separation of various kinds, and deaths of one spouse (Nyakutse, 2006; Thwala, 2011; Falana, Bada & Ayodele, 2012). The society continues to grapple with the breaking down of family structures which adversely affect the development of children in particular.

Single parent is also refers to as solo parent it is a social phenomenon that has always been in existence, and is as old as mankind. Child development refers to the biological, psychological and emotional changes that occur in human beings between birth and the end of adolescence, as the individual progress from dependency to increasing autonomy (Achakpa, 2000).

In Nigeria, the existence of single parenthood was unknown, and where they existed, they were ignored as exceptional cases. However presently, they are fast growing family patterns both inside and outside Nigeria, and have become even more common than the so-called “nuclear family”, consisting of a mother or father and the children (Tenibiaje M.O. et al 2011). Factors such as divorce, separation, death of a parent, unintended pregnancy or birth to unmarried couples, and single parent adoption are the major causes of single parenthood in our society today (Amato, 2000). In Nigeria, among the Yoruba’s, parental roles are culturally determined and distributed. The maternal roles are that of child rearing, home training and playing of complementary roles, while the paternal roles are that of economic responsibilities and discipline of children.

The child is morally, mentally upright and emotionally balanced when the caring responsibilities are carried out by both parents. (Tenibiaje M.O, et al, 2011). When children are brought up by a single parent, it makes life more demanding and challenging on the parent. If this phase of the child’s life is not well managed, it might lead to maladjustment in life. When the subject of single parenthood is been discussed, it would almost certainly involve women since women are usually considered the primary care givers. Apart from being the primary care giver, she becomes the bread winner and head of the family. The demographics of single parenting show a general increase worldwide in children living in single parent homes (Jayson, Sharon, 2009).

Single parenting has become an accepted norm in the United States and is an accepted trend found in many other countries. Debates concerning issues bothering on single parent households, and more have risen. Recently, the numbers of single parent families have increased drastically and it is gaining a global dimension.

Though, family structures have changed enormously during the second half of the 20th century (Martin and Kats, 2003). The socialization of children is very important for the continuity of any culture basically, parenting is one of the challenging social roles in Nigeria today. The family is said to be the most important agent of socialization especially for children. Children in most communities are raised in a highly structured and disciplined manner, parent helped to instill and inculcate strong basic moral, spiritual, social, physical and ligature principles in their children (San Strock, 2002). There is no reason to think that these family forms are specific to the developed world, and have not yet evaded in the developing world or imported wholesale through globalization that corrodes cultural value.

There are different types of family structures. The structures are based on whether both parents are involved in children's training or whether only one of the parents is involved in the training of the children. African system of raising children in the extended family patterns has change greatly with the advent of industrialization and globalization in the world. Family lives have been disrupted

with the rapid social change that came with the globalization. Education of a child comes in so many ways through parents, family, neighbors, friends and relatives which are primary groups so that the child will be responsible in adulthood. It can also be through clubs, association, church and peer groups which are the secondary group. Education of the child also comes through tertiary influence such as towns, films, television, literature, nation, public opinion, radio, state and the press. These are various agents that contribute in different ways and at different level to how a child learns. The child can equally learn from his or her society about the right attitude, values and norms of the people. Parents can teach the child through literature be encouraging him or her to take in reading and discussing picture in the literature. It is the duty of parent to teach the child the roles and regulations of the society parent are without doubt, key performers in the development of children. Hoover-Dempsey, Walker, Sandler, Whetsel, Green, Wilkens and Closson (2005); Redding, (2006): and Nyarka, (2010) implied their report that the first surrounding for all learners home-based which in turn greatly influences their educational success. A situation where this task is one-sided with the mother or father alone (single parent) brings many problems in the life of the child.

There is ample research evidence that parental divorce or separation can have detrimental effects on school-age children and adolescents. National surveys (Allison & Furstenberg, 2000; Cherlin, 2003) have revealed negative associations

between divorce and children's school achievement, self-esteem, and psychological adjustment. Children from divorced families have more behavior problems, more social difficulties, more psychological distress, and poorer academic performance; adolescents from divorced families are more likely to engage in delinquent behavior, early sex and to exhibit emotional distress and academic difficulties. Divorce or parental separation is an epidemic that continues to rise each year. Divorce is believed to be "a product of social and cultural transformation, which [produces] increased societal wealth and modernity" (Toth & Kemmelmeier, 2009). The reasons for divorce range from couple to couple but the impact it has on children, in regards to their overall well-being and future relationships, is evident. Childhood is important in regards to establishing a sense of self and formulating a personality that will continue to develop throughout the lifespan. How can a person develop and form relationships when their "role models" cannot sustain a healthy relationship themselves?

1.2 Statement of the Problem

Parenthood is challenging enough even under the best of conditions. So, being a single parent in our society is tasking to say the least. This is because, with one parent, the challenges are multifaceted. Single parenting in our society has been the focus of much interest and research in recent years. (Chiemelie Ezeobi 2011). According to Funmilayo Oriyomi (2011), a communicator, "The effect of single parenting is far reaching because it does not only affect the parents,

it also affects the children. In fact, the effects are more devastating on the part of the children because it leaves them with deep scars. Many of the problems that single parents have, are similar to those of two parent's family, but these problems seem more difficult to bear or manage when the home is being tutored by only one person.

Single parenting has a negative effect on the psychological, social and economic development of children. Children under the care of mothers have no adequate time or no chance to learn from their father, which is important in socialization process of the child. This is also true for children living with a single father. Socialization is the process by which the cultural values, norms, beliefs and practices are transferred from one generation to the other (Anderson, M. L & Taylor, H. F, 2009). A single parent mostly has not got enough time to care for the child since he or she has to work and care for the child at the same time. In addition, due to high cost of living, single parents are not able to afford the needed education and basic needs for their children. This leads to poor development of children in terms of their psychological, social and economic statuses. Single parenting is one of the problems confronted by many Nigerians at large (Azuka-Obieke,U. 2013). One of the most striking changes in family structure over the last twenty years has been the increase of single parent families. In this family, there is only one parent in the household raising the children. Due to high divorce rate and adults choosing not to marry. This is currently the fastest growing family

form in America and world at large. However, more than half of all children will spend some of their lives in a single parent family. When one parent assumes the responsibility of caring for the ward it resolves into single parenting (Ajidahun, 2011).

An analysis of data by the National Association of Education Procurement (2004), indicated that third graders living with one parent score considerably lower than third grades living with both parents. It is widely believed that children from broken homes have high incidence of psychological, academic, emotional and behavioral problems than children from two parent family. Ideally, children are supposed to live with both parent in order for them to be assisted with both academic and social activities that will help them to achieve full potentials and become more than happy children in the society. However, there are situations where children live or stay with only one parent. When it happens like this, children do not get the necessary parental guidance.

1.3 Significance of the Study

Research into the psychological effects on single parenting in Olomoro, Isoko South , Delta State will eventually be of massive relevance. First, it would create awareness for policy makers to consider the necessary measures to help support children from single parents' homes towards their academic achievements. The outcome of this study will be an additional reference material to other academia's to design strategies to deal with increasing falling standards of education of

students from single parent homes. It would also make it necessary for parents to be responsible and committed to their children's socialization process towards their psychological development.

1.4 Objectives of the Study

The main objective of the study is to examine psychological effects on single parenting in Olomoro community, Delta State. The specific objectives are:

1. Investigate the causes of single parenting at Olomoro community, Delta State.
2. Identify the effects of single parenting on the education of children in Olomoro community, Delta State.
3. Explore social work interventions to ameliorate living standard of single parents in Olomoro community, Delta State.

1.5 Research Questions

- 1) What are the causes of single parenting in Olomoro community, Delta State?
- 2) What are the effects of single parenting on the education of children in Olomoro community, Delta State?
- 3) What are the social work interventions in reducing the effect of single parenting on children?

1.6 Scope of the Study

The scope of this study is limited to Olomoro community, Delta State, Nigeria. It has a population of 235,147 according to census (2006). It has an area of about 668 km², the local government has its headquarters at Oleh.

1.7 Area of the Study

This study was carried out in Olomoro community, Isoko South Local Government Area, Delta State, Nigeria. It has a population of 235,147 according to census(2006). It has an area of about 668 km², the local government has its headquarters at Oleh. The Isoko people migrated historically from the Benin Kingdom in nearby Edo state, and therefore shares some cultural similarities with this state. It was established on 23 September 1991, and the area produces a large component of oil and gas resources of Delta State.

1.8 Definition of Terms

Single-parenting: This is a situation in which one of the two individuals involved in the conception of the child is being responsible for the upbringing and welfare of the child (White & Child, 1973). In this study single parenting refers to only the mother or father of the child taking care of him or her.

Effects of single parenting: These are both the positive negative aspects that single parenting has on the lives and academic performance of children or students in this study. In this study, effects of single parenting refer to the negative impact of a single parent on the child's performance in school.

Students: People who are in school to learn and acquire knowledge and skills. For the purpose of this study, student refers to pupils in basic school (primary and secondary).

Academic performance: Is the extent to which a student, teacher or institution has achieved their short or long –term educational goals. In this study, academic performance refers to a student’s grades or marks obtained from examinations conducted in the school.

Psychological effects: Pertaining to, dealing with, or affecting the mind, especially as a function of awareness, feeling, or motivation.

Child Development: In the view of Kail, (2011) child development refers to the biological and psychological changes that occur in human beings between conception and the end of adolescence as the individual progresses from dependency to increasing autonomy.

Socialization: Lan, (2007) posits that socialization is the process of social interaction through which people acquire personality and learn the way of their society.

Parent: Browne, (2012) stressed that parent is a caretaker of the offspring in their own species, in humans; a parent is of a child.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, relevant literature related to the subject matter of the study are identified and reviewed.

2.1 Psychology

The origin of psychology dates back to 1870s. The term ‘Psychology’ is derived from two Greek words; Psyche means “soul or breath” and Logos means “knowledge or study” (study or investigation of something). The word ‘Psychology’ was not in common use before the nineteenth century, and the field of psychology did not actually become an independent science until the middle of the nineteenth century. Psychology is concerned with almost all aspects of our lives. That is why, everyone is interested to know about psychology. But, there are many misconceptions about psychology. Many people think that psychology deals with treating mad people. Some others feel that psychologists can read your mind just by looking at you or your face/forehead. They tend to equate psychologists with astrologers, gemologists, numerologists, palmists or graphologists, who claim to solve your problems of life and predict your future.

“Psychology is the scientific study of the activities of the individual in relation to his environment”. “Psychology today concerns itself with the scientific

investigation of behaviour, including from the stand-point of behaviour, much of what earlier psychologists dealt with as experience”.

Behaviour is influenced by two large sets of factors:

- i) Those belonging to the individual; and
- ii) Those belonging to the environment.

Factors pertaining to an individual can be categorized under physiological (biological needs such as hunger, thirst etc.) and psychological (ideas, opinions, attitudes etc.).

The environmental factors include physical surroundings, family and friends, the larger society and even the overall cultural and social background.

2.2 The Concept Single Parenting

According to Keller et al (2004) single parenting refers to a situation where mothers or fathers raise their children without the presence of the other spouse. Again, single parenting to Whiting and Child (2000) is a situation in which one of the two individuals involved in the conception of the child is responsible for the upbringing of the child. Dowd (2002) defined a single parent as a parent, not living with a spouse or partner, who has most of the day-to-day responsibilities in raising the child or children. In the view of Kinnear (2000), single parenting has contributed to the less performance of students academically. It has also contributed massively on the less development in our various societies, countries and the world as a whole.

Single parenting is a situation in which one of the two individuals involved in the conception of the child is being responsible for upbringing of the child (Child, 2003 and Esleman, 2005). Schaefer, (2001) defined “single parent family” as a family which is only one parent to care for the children. Salami, (2008) opined that, single parenthood may arise when either the male or female decides to produce and rear a child or children outside Wedlock. Other scholars’ studies by Nwachukwu, (2007) and Agbo, (2007) have shown that, in Nigeria alone 35% of the population constitutes single parents. This shows the rapid growing trend of single parenting in Nigeria. Since abortion is not legalized and there is no law against child outside marriage; divorce, separation or the death of a partner may pave way for the single parenthood. In Nigeria, the parental roles are culturally determined or inclined. Maternal role is that of child care and home making, while the paternal role is that of economic responsibilities and discipline of children. Generally, it is the responsibility of the family to train and bring up the child in the norms and values of the society. They are to be responsible for the psychological and emotional welfare of the children. Stephens, (2006) stressed that children from broken homes are usually associated with anti-social behaviors. In such a situation, the child becomes a misfit in the society. Moreover, such children are likely to suffer deprivation and denial of some rights and opportunities.

According to Ortese, (2000) Child from single parent may not be well taken care of and may not be socialized or developed in the best possible way. This is due to the fact that process of development or socialization depends on both parent playing complimentary roles in bringing up the child. A single parent connotes a parent not living with a spouse or partner, who has most of the day-to-day responsibilities in raising the child or children. A single parent is usually considered the primary caregiver, meaning the children have the majority of the time with their single parent of their sex. If the parents are separated or divorced, children live with their non-custodial parent. Historically, death of a partner was a major cause of single parenting. Single parenting can result from separation, death, child abuse/neglect, or divorce of a couple with children. Custody battles awarded by the court or rationalized in other terms; determine who the child will spend majority of their time with.

This affects children in many ways, and counseling is suggested for them. A mother is typically the primary caregiver in a single parent family structure because of divorce or unplanned pregnancy. Fathers have been the less common primary caregiver in the past, presumably due to the father working most of the day resulting in less bonding with the children. This scenario has shifted in recent years, as many fathers are taking an active parental role as a stay-at-home dad as more mothers are in the workforce and being the sole provider to the family, resulting in fathers bonding and connecting more to their children. Single parent

adoption is sometimes an option for adults who want children but do not have a partner; another option could be to foster a child. Benokraitis, (2012) conducted research with marriage and family and gender roles, defines mothers as the expressive role players, who provide the emotional support and nurturing that sustain the family unit. Because of this, she argues, mothers outshine fathers who tend to be stricter and more distant. She goes on to express that one of a woman's expressive roles is that of kin-keeper, an important communication link among family members. Children tend to drift towards preference of parent depending on how involved a particular parent is, and a common problem in society today is absentee fathers. Therefore, children are more likely to show preference for their mothers, as they are more involved with them than the fathers.

Single parent children commonly experience difficulties in identifying the role strain and stigmatization regardless of how it was obtained. As such, the children faced development and socialization problem which leads to social vices such as drugs, armed robbery, cultism, swindling (419), Prostitution, abortion et cetera. For these reasons, attention has been drawn towards the examination of single parenting and its effects on the development of children in our society.

2.3 Causes of Single Parenting

There are several causes of single parenting. However, two major demographic trends underline the rise of single parenting over the past several decades. These are increase in birth to unmarried women and increased rate of

death. Data from the US Census Bureau (2000) after the conduct of a population Survey (1990-2000) showed that one-third of all single parenting situations are attributed to unmarried women giving birth. The survey also found that death of a parent as a cause of single parenting has seen a decline in the past 50 years.

2.3.1 Divorce

Divorce is one of the main events that lead to single parenting in advanced countries (Amato 2000). Although not all single parenthood is due to divorce, marital dissolution is the largest contributor to the number of children living with one parent. Strong et al (2002) opined that as many as one couple out of every six marriages are likely to have separated for at least two days. Nwachuku, (2006) opined that divorce on its own makes the couples develop a negative attitude towards marriage and therefore lay the foundation for single parenthood. The reason commonly given by woman for leaving their husbands includes adultery, cruelty, and desertion, addiction to alcohol or drug and husband imprisonment. The death of husband or wife also causes single parenthood. Furstenberg, (2004) posited that the rising rate of single parenthood was basically due to the rising rates of divorce, he said that about half of the marriages undertaken may end up in divorce

2.3.2 Death of one parent

According to Amato (2000) single parent families were historically as result of parental death. About one-fourth of children born around the turn of

nineteenth century experience death of a parent before they reached age fifteen. Amato further stated that, the factors most commonly related present-day US single family are changing social and cultural trends, increased rate of divorce. Single parent families headed by fathers are growing in many regions of the world. This is largely due to increase rate of death or mortality. “There are nearly 3 million single parents in UK of which approximately 10% are single fathers with dependent children” (Kinnear, 2000).

Although parental status might not be directly modifiable by clinicians, single parenthood is readily ascertainable and is an important social factor that has been shown to adversely affect health. To date research on single parents largely focused on single mothers. Single mothers generally have lower socio economic status, poorer self-related health and mental health, higher level of psychological distress and more health related problems and hospital admissions than the general population resulting in death of most mothers causing single parents in UK.

2.3.3 Increase in birth to unmarried women

Some out of wedlock births are intended, but many are unintentional. Where out of wedlock births are accepted by society, they may result in single parenting. According to Kendall (2003) when women give birth to many children without marriage, she is very likely to experience single parenting because if the man realizes that the children are too many for him to cater for, he may then want

to escape his responsibilities in the home as the father by either travelling with or without coming back again to support the woman and the children. Women who give birth outside their marriage tends to be disadvantaged than their counterparts both before and after the birth. Unmarried women generally have lower income, lower educational levels and are more likely to be dependent on welfare assistance compared with married mothers. A majority of unmarried births now occur to co-habiting parents: between 2006 and 2010, 58% of unmarried births were to cohabiting parents, in 2002, the proportion was 40% (Strong et al, 2002). Children born to cohabiting parents are more likely to see their parents eventually marry than those born to non-co-residential parents. Children born to unmarried mothers are more likely to grow up in a single parent household, experience instable living arrangements, live in poverty and have socio emotional problems. As these children reach adolescence, they are more likely to have low educational attainment, engage in sex at a younger age and have birth outside of marriage (Strong et al, 2002).

2.3.4 Desertion

Desertion is one of the ways to single parenthood in our society. It is a situation whereby either the father or the mother walks away from the marriage, leaving the other party without help or support. Desertion is also known as the poor man's divorce (Kendall, 2003).

2.4 Effects of Single Parenting

This section looks at the psychological and academic achievements of children from single parent homes. Over the past number of decades, the incidence of single parent families has continued to be on the increase. According to Roger and Pryor, (2007) single parent level of education influences their children socialization. Educated parents are more likely to have conducive home than their uneducated counterparts. While Malanahan and Saudeur, (2002) found that twice as many children from single parent families compare to two parents' families drop out of high school. Jekielek, (2000) explained that children of single parents are more likely to be poor, to commit crime, to use drugs, to do poorly in school or become pregnant and drop out of school. While most experts agreed that children from single families are likely to experience problems such as poor school performance and poverty. Lye et al, (2000) concluded that children who spend part of their childhood in a step family, either because they were born to an unmarried mother or because their parents' divorces, report significantly lower quality relationship with their parents as adults and have less frequent contact with them. Levitin, (2001) also observed that a child from a single parent family in some cases became delinquent, developing inappropriate sex role attitudes and behaviors, or exhibiting other types of pathology.

While Jacobson, (2005) emphasizes that parents are expected to fulfill the needs of their children; the parent tends to serve as buffers or neutralizer in their

influence in the home. Malanahan, (2000) opined that it is erroneous to automatically assume that those difficulties are caused by the absence of one parent. Adoga, (2008) said it all, that a society with high rates of single parent families are likely to have high rate of crimes such as drug addiction, robbery, 419 (swindlers), prostitution and low standards of living, due to high levels of unemployment. According to Marton, (2005) children from single parent families do worse than children from intact families on several measures of well-being. Children from single parent families are six times as likely to be poor, they are also likely to stay poor longer. Charles, (2004) explained that twenty-two percent (22%) of children in one parent families will experience poverty during childhood for seven years or more, as compared with only two percent (2%) of children in two-parent families. While Nwachukwu, (2005) claimed that the quality of parent child relationship in single parent may be lower than the intact families of the stress associated with marital disruption.

This may interfere with the transmission of appropriate norms and values, which may interfere with the child's attachment to parents, making it more difficult to transmit values. Oams, (2002) argues that the absence of one parent alters the family's methods of making decisions and weakens parental control over the behavior of the children. It has been reported, for example, that single parent exercise less supervision over their children socialization. Idoko, (2000) explained that single mothers are less effective disciplinarian-less authoritative

and sure of themselves than two parent families. According to him, whatever their capabilities for managing their children, a couple can gang up on a child which single parent cannot. Survey by National Center for Health Statistics, (1988) found that children in single parent families are two to three times as likely as children in two-parent families to have emotional and behavioral problems. They are also more likely to drop out of high school, to get pregnant as teenagers, to abuse drugs, and to be in trouble with the law. Compared with children in intact families, children from disrupted families are at a much higher risk for physical or sexual abuse. Contrary to popular belief, Haralambos, (2008) posited that many children do not ‘bounce back’ after divorce or marriage. Difficulties that are associated with family breakup often persist into adulthood.

2.4.1 Psychological Well-Being

There is research evidence concluding that the effects on children’s psychological well-being are enormous when their parents’ divorce. Clarke-Stewart & Hayward (2001) found that children from divorced homes are emotionally affected. For example, a study by Arendell (2000) concluded that divorced women complained about the prevalence of the stereotype that their children are likely to experience most of which take place in their school environment which affects their academic outcome. However, additional research suggested that children who lived with their fathers had greater sense of well-being than those children who lived with their mothers after divorce (Biller &

Kimpton, 2000). Azuka-Obieke Uchenna (2013) also found that children from single parent homes are more likely to suffer deprivations and denials of some rights and opportunities that will have negative psycho-social impact on them in school years.

Hetherington & Stanley-Hagan (2001) did an analysis of children from single homes and those living with both parents. The study found that although children from divorced homes did experience more psychological and behavioral problems than children from intact homes, 70% to 80% of these children emerge as “reasonably competent and well-adjusted individuals” after a time of readjustment to the divorce. Downey and Ainsworth-Darnell (2003) indicated that although general statistics show that overall, children living with both parents tended to be emotionally strong and highly involved, 46%- 49% of children from single parent homes are also emotionally strong.

2.4.2 Academic Performance

Lack of parental involvement is the biggest problem in public schools (Pitman, 2001). Where parents are involved, the students have higher grades, test scores and graduation rates, better school attendance, increased motivation, better self- esteem, low rates of supervision, decreased use of drugs and alcohol and fewer instances of violent behavior. According to Pitman (2001), compared with two- parent families, children of single parents are more likely to have lower educated goals and complete fewer years of school, have lower earnings and poor

in young adulthood, marry and bear children at early an age, get divorced and become involved in delinquency, alcohol abuse and drug addiction. Again, Knox (2003) indicated that more often than not, when parents separate or divorce children often lose both financial and emotional support of their fathers, which can have a negative impact on academic performance. In contrast, there are a few studies that believe that the single parent households may not have as widespread and adverse an effect on academics as publicized. Findings suggest that conventional wisdom may exaggerate the detrimental effects on father absence (Debell, 2007).

2.4.3 The Challenges of Single Parenthood

Poor financial status is commonly experienced by families headed by a single parent with the exception of the rich ones. Being the soul bread winner of the family, you have to work full time or extra. A lot of sacrifices and adjustments are to be made in order to meet their family's basic needs.

The parent experience psychological instability: Indeed, being a Mother or a father alone is difficult; imagine doing both roles at the same time. Single parent constantly face stress when they try to play the part of being both a mother and a father to her kids. You may feel depressed, angry, frustrated and helpless among other things. Your children may also be affected and develop isolation from their parent.

Single parents tend to discard taking care of themselves: Most single parents find it a challenge taking care of the kids and working round the clock. They spend almost all their times on their kids and work that they tend to forget to take care of themselves. As a result, these parents suffer from exhaustion, malnutrition, stress and frequent

Social stigma has always been the nemesis of single parents, everywhere society usually sees single parenthood as a self-inflicted damage resulting from irresponsibility. Children from families lead by single parents are often viewed negatively as well. People expect such families to fail into everything from work to school, and basically life.

Children perform poorly at school: several factors lead to having problems at school. One factor is that they are affected with the social stigma that comes with living in a single parent family. Another is that single parents have fewer resources to support the kids financially. Also, the parent is too busy working extra for the family that no one is there to help them with school.

Children exhibit risky behaviors when they have problem at home: This is fairly common in unsuccessful single parent family. These children resort to smoking, drinking, violence delinquency, unsafe sexual activity, and even suicide attempts just to cope with the stress.

2.5 Psychological effects of single parenting on children

Children of single parents are more prone to various psychiatric illnesses, alcohol abuse, and suicide attempts than children from homes with two parents. One of the common reasons for single parenting is divorce. It's not uncommon for children to be exposed and even drawn to the conflicts between the parents during and even after divorce, which may leave children feeling lonely, abandoned, and even guilty. Single parents are more likely to experience disruptions such as moves and remarriage. Major changes can affect the children. Kids do well in a controlled environment. Any emotional turmoil and uncertainty may lead to increased psychological problems.

The overall relationship between a parent and his or her child is likely to affect the psychological and psychosocial well-being of the child. Symeon (2007) notes that children of single parents are more likely to display risky behaviors: smoking, drinking, delinquency, violence, unsafe sexual activity and suicide attempts. Numerous studies suggest that single parenting have effects on the child. Harrison-Hale, McLoyd and Smedley (2004) emphasize that single parents often have less time for general supervision and daily monitoring of their children. Parents and children from single parenting households may also communicate less about the children's needs than children in traditional two parent families (Copeland, 2010; O'Connor & Scott, 2007; Roska & Potter, 2011; Thwala, 2011; Cavanagh & Fomby, 2012). Studies on single parent families link father or

mother absent households as a causative factor in numerous social problems (Pharaoh, 2004; Symeon 2007; Waldfogel, 2010; Davis, 2011; Cavanagh & Fomby, 2012).

The overall relationship between a parent and his or her child is likely to affect the psychosocial well-being of the child. Symeon (2007) notes that children of single parents are more likely to display risky behaviors: smoking, drinking, delinquency, violence, unsafe sexual activity and suicide attempts. If a child is unhappy, he/she is more likely to smoke or drink; children need to feel secure and that may be difficult in single parenting households according to Copland (2010).

A study by Salami and Alawode (2000) found that a child from homes where the father and the mother are present will be taken care of and socialized in the best way possible. This is due to the fact that the process of socialization depends on both parents playing complementary roles in bringing up the child. Such a child is likely to achieve self-actualization later in life (Davidson, 2000; Santrock, 2006). Children from single parent homes are likely to suffer deprivation and denial of some rights and opportunities (Crosnoe, 2007). Moime's (2009) study revealed that failure on part of parent and teachers to meet the psychological needs of the child at a certain stage in his/her development may result in personality disorders, which can become a potential danger and a source of unhappiness to the individual.

Rising rates of divorce and non-marital fertility along with declining rates of marriage and re-marriage have created diversity in the structure of families (Peplau & Beals, 2004; Copeland, 2010; Scott & Lilja, 2010; Azuka-Obieke, 2013). Such diversity has been implicated in the psychosocial development of the children (Azuka-Obieke, 2013; Kelly, 2003; Waldfogel, 2010), and Reab's (2007) study found the likelihood of more substance abuse among children of single mothers than among children of two biological parents. According to Scott and Lilja (2010) a growing number of children are living in non-traditional families, mainly as a consequence of rising divorce rates. In order for children to develop psychologically and psychosocially they should have a good and solid background environment which will help them develop a positive self-image and self-identity.

2.6 Social Work Interventions and Single Parenting

Social work interventions may include individual work services as well as therapeutic services that provide parenting education, child and family counseling, and family support. Specific social service interventions may also include income or material support, institutionalization, mental health services, home health care services, supervision, education, transportation, housing, medical services, legal services, in-home support, socialization, nutrition, child care, and respite (Jeong et al., 2021).

The level and intensity of individual work, psychological treatment and practical support provided to children and single adults following domestic violence interventions is often not well documented and may vary, within and between intervention programs. As a result, similar intervention (like supportive parenting and family support programs) may provide very different types of services depending on neighborhood resources and client access (Benokraitis, 2012). Some social work services (such as parenting education and family support programs) are sponsored by government agencies but delivered by public or private organizations; others (such as those defending the rights of battered women) rely on donations from local institutions or volunteer organizations. All of these treatments are meant to meet the social support and safety needs of individuals and families, although they often have different focuses in meeting client needs.

Single parenting interventions can be done through social and behavioral programs that are designed to improve caregivers' knowledge, attitudes, practices, and abilities in order to support optimum early childhood development (Falana et al. 2012). Parenting interventions can target a variety of risks, behaviors, or aspects of parent-child relationships, such as stimulation, shared book reading, attachment and parental sensitivity, behavior management, positive discipline and maltreatment prevention, and parental mental health. These many parenting

techniques have consistently demonstrated advantages throughout a wide age range of children, particularly during early life.

2.7 Theoretical Framework

2.7.1 The Psychosocial Theory:

Psychosocial theory focus on the nature of self-understanding, social relationships, and the mental processes that support connections between the person and his/her social world. Psychosocial theories address patterned changes in ego development, including self-understanding, identity formation, social relationships, and worldview across the life span. According to the psychosocial theories, development is a product of the ongoing interactions between individuals and their social environments. Societies, with their structures, laws, roles, rituals, and sanctions, are organized to guide individual growth toward a particular ideal of mature adulthood. However, every society faces problems when it attempts to balance the needs of the individual with the needs of the group. The theory introduced the concept of normative psychosocial crises, predictable tensions that arise as a result of conflicts between socialization and maturation throughout life. Psychosocial theories explore the psychosocial crisis of adolescence, personal identity vs identity confusion. This concept highlights the need for individuals to find self-definition as well as a sense of meaning and purpose that will guide decisions as they transition into adulthood. The achievement of personal identity requires a reconceptualization of the self-concept, including an integration of past

identifications, current talents and abilities, and goals for the future. Applications of the theories include the relationship of personal identity and health, the incorporation of the concept of moratorium in college programs, ethnic and multiethnic identity, gender identity, and political identity.

Erikson's (1902-1994) theory asserts in his psychosocial theory that ego identity is reached by facing goals and challenges throughout eight stages of development over the entire life cycle. Each of the psychosocial stages is distinguished by two opposing emotional forces, known as contrary dispositions, that result in a crisis that needs to be resolved. Each crisis must be mastered as swiftly as possible, otherwise, a person's psychology is in jeopardy. Erikson's theory was chosen for the study because many developmental theories only cover up to adulthood, whereas Erikson's encompasses development throughout the entire lifespan, dividing the stages of adulthood into the experiences of young adults, middle aged adults and older adults (Heffner, 2004). Development according to Naug (2000) is an ongoing process and failure to meet psychosocial needs of a child at an early stage will result in personality disorder and unhappiness in future. Erikson's theory integrates personal, emotional and social development rather than focusing on one aspect of human growth, and thus it is called 'psychosocial development. In Erikson's theory eight stages of development unfold as people go through their life span and each stage consists of a unique development task that confronts individuals with a crisis that must be

resolved (Bosma & Kunnen, 2001). Erikson emphasizes that this crisis is not a catastrophe but a turning point of increased vulnerability and enhanced potential. The more successful an individual resolves the crisis; the healthier development will be (Santrock, 2006; O'Connor & Scott, 2007). Erikson's theory gives a clear guideline for understanding human behavior thus helping the researchers to investigate how single parenting affects the psychosocial development of children in Swaziland.

2.7.2 Social Learning Theory

Social learning theory suggests that social behavior is learned by observing and imitating the behavior of others. Psychologist Albert Bandura developed the social learning theory open in new as an alternative to the earlier work of fellow psychologist B.F. Skinner, known for his influence on behaviorism.

While behavioral psychology focuses on how the environment and reinforcement affect behavior, Bandura put forth that individuals can learn behavior through observation. The social learning theory has four mediational processes that help determine whether a new behavior is acquired:

- **Attention:** The degree to which we notice the behavior. A behavior must grab our attention before it can be imitated. Considering the number of behaviors we observe and do not imitate daily indicates attention is crucial in whether a behavior influences imitation.

- **Retention:** How well we remember the behavior. We cannot perform the behavior if we do not remember the behavior. So, while a behavior may be noticed, unless a memory is formed, the observer will not perform the behavior. And, because social learning is not immediate, retention is vital to behavior modeling.
- **Reproduction:** The ability to perform the behavior. This is the ability to reproduce a behavior we observe. It influences our decision about whether to try performing the behavior. Even when we wish to imitate an observed behavior, we are limited by our physical abilities.
- **Motivation:** The will to emulate the behavior. This mediational process is referred to as vicarious reinforcement. It involves learning through observing the consequences of actions for other people, rather than through direct experience.

Social learning theorists (O'Connor & Scott, 2007; Moime, 2009; Ajidahun, 2011; Falana et al. 2012) stress that people acquire a wide range of such behavior, thoughts and feelings through fit or incompatibility between the child and the environment. Social learning theory is suitable for our study because it views behaviour as a learned phenomenon. It assumes that children learn behaviour when they see their parents or other significant others behaving in a particular manner. So if children see their parents acting irresponsibly, they too may decide to act in like manner, and if the parents do not have good relationships

with the children, the children too may not have good relationships with the people they stay with or the people they interact with even outside of the home (Scott & Lilja, 2010; Fletcher & Stenberg, 2004; Mwamwenda, 2004).

2.7.3 The Functionalist Theory:

The functionalist perspective, also called functionalism, is one of the major theoretical perspectives in sociology. It has its origins in the works of Emile Durkheim, who was especially interested in how social order is possible or how society remains relatively stable. Functionalism interprets each part of society in terms of how it contributes to the stability of the whole society. Society is more than the sum of its parts; rather each part of society is functional for the stability of the whole society. The different parts are primarily the institution of society, each of which is organized to fill different needs and each of which has particular consequences for the form and shapes of society.

The parts all depends on each other for the effective functions of the society as a whole. For example, the government, or states, provides education for the children of the family, which in turn pays taxes on which the states depends to keep itself running. The family is dependent upon the school to help children grow up to have good jobs so that they can raise and support their own families. In the process, the children become law-abiding, taxpaying citizens, who in turn support the states. If all goes well, the parts of society produce order, stability, and productivity. If all does not go well, the parts of society then must adapt to

recapture a new order, stability, and productivity. Functionalism emphasizes the consensus and order that exist in society, focusing on social stability and shared public values. From this perspective, disorganization in the system, such as deviant behavior, leads to change because societal components must adjust to achieve stability. When one part of the system is not working or is dysfunctional, it affects all other parts and creates social problems, which leads to social change. The functionalist perspective achieved its greatest popularity among American sociologists in the 1940s and 1950s.

While European functionalists originally focused on explaining the inner workings of social order, American functionalists focused on discovering the functions of human behavior. Among these American functionalist sociologists is Robert K. Merton, who divided human functions into two types: manifest functions, which are intentional and obvious, and latent functions, which are unintentional and not obvious. The manifest function of attending a church, for instance, is to worship as part of a religious community, but its latent function may be to help members learn to discern personal from institutional values. With common sense, manifest functions become easily apparent. Yet this is not necessarily the case for latent functions, which often demands a sociological approach to be revealed. Functionalism as the product of structural functionalism was postulated by Auguste Comte, Malinowski and developed by Durkheim, (2001).

Structural functionalism reaffirms the early evolutionary concepts of the society as a system with different parts, each which perform a specific function to endure the continuity or survival of the whole system. Functionalist theory postulates that the society is a system which has parts, each functioning for the survival of the whole system and that the parts affect the effectiveness of the other sub-systems. In essence, where one part fails, the other struggles to bring it back to normal and this survives the whole system. The expected role from the parents to their children is supposed to be performed by parents to their children (that is a father and mother). This role according to Shaffer, (2002) includes socialization of the child, provision of needs and support among others. Family, religion, schools, state and the economy, each of these institutions are interrelated and interdependent (Thompson and Hickey, 1998). The foundation of functionalism is the family and the family fulfills vital functions for instance culture, support, and status. According to Odumosu, (1997) homes that are headed by one parent will have to care for the need of the children alone. More so, it will affect the child socialization process leaving a great impact on their behavior, personality and their aspiration diversity. According to Hickey, (1998) functionalism encourages marriage and does not take into account the reason why there are single parent families. Functionalist theories focused on family members and recognized their “ability to adjust and recognize, rather than the need for social change at the macro and extra family level” (Adams, 2003). In the views of Coser, (1997)

structural functionalisms do not see the single family as a family, but rather they ignore it and believe that kind of institution to be dysfunctional. He further posited that, “the family is the most elementary social unit and the prototype of all other human association, for these evolves from family and kinship group”. Functionalists believe that power is the background of the whole theory; power demonstrates authority but no one group (Government, religious, or business) can dominate the entire system. Talcott, (2008) explained that in the family, a powerful person (Mainly the male), can make the family into a learning, and cultural institution. Functionalism leaves no room to challenge this paternal power, because that would give rise to conflict.

Chapter 3

Research Methodology

3.1 Introduction

This chapter focuses on the ways and manner in which the research study was carried out. The chapter highlights the study research design, population of the study, sample size, sample method, method of data collection, the research instrument, as well as the data analysis techniques.

3.2 Research Design

The research design used in this study is the Survey Research Design. This research design is one in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be a representative of the entire group. It also involves the use of instruments such as test, questionnaire, observation etc. As a result of the large population of the area of study, the survey research design is the best suited for the research.

3.3 Study population

The approximated population of secondary school students in Olomoro Community is '480' in Isoko South Local Government Area, Delta State.

3.4 Sample Size and Sampling Technique

The sample size is arrived at by the use of number estimation formula as suggested by Taro Yamane 1967 as calculated below. The sample size for this study is 218 and it was justified by Taro Yamane 1967.

$$n = \frac{N}{1 + N(e)^2}$$

Where n = sample size

N = Population size

(e) = The percentage of level of significant

$$\text{Therefore } n = \frac{480}{1 + 480(0.05)^2}$$

$$n = \frac{480}{1 + 480(0.0025)}$$

$$n = \frac{480}{1 + 480 \times 0.0025}$$

$$n = \frac{480}{1 + 1.2}$$

$$n = \frac{480}{2.2}$$

n = 218.181 approximately 218

Therefore n = 218

3.5 Research Instrument

The instrument used for data collection was the questionnaire as this enables the researcher get to more respondents within a shorter time. The structured questionnaire was used to save time, guide the respondents and limit vagueness.

3.6 Validity and Reliability of the Research Instrument

For the validity of this instrument to be ascertained in this research, Content Validity was used in which experts and persons with relevant knowledge

in the area of interest satisfied the content validity. In this study, the Research Supervisor as well as other professionals in the field was used to satisfy content validity. Furthermore, in order to test the reliability of the instrument, the instrument was subjected to the Test-retest Reliability.

3.7 Method of Data Collection

The method of data collection for this research is the questionnaire. The questionnaire was distributed personally to the respondents. The researcher was also guided the respondents with regards to filling questionnaires and the questionnaire was collected immediately to avoid mutilation. The respondents were informed that their responses would be treated with utmost confidentiality.

3.8 Method of Data Analysis

This study adopted the simple percentage and Kendall's measure of concordance and it was presented in frequency distribution tables. These techniques are used because they are easy to comprehend and considered adequate for the analysis.

CHAPTER FOUR DATA PRESENTATION AND ANALYSIS

4.0 INTRODUCTION

This chapter contains the data presentation, analysis and interpretations of the various data collected for this study. Consequently, it entails the application of both mathematics and statistical techniques to provide the basis for analyzing the research objectives listed in chapter one. Hence, it is a vital part of this study since it forms the basis for conclusion and policy recommendations.

4.1 Data Presentation and Analytical Techniques

Tables and percentages were used in this chapter in this research work; the use of table was the most appropriate means of interpreting information for easy understanding. In analyzing the data, judgment was based on the number of favorable or unfavorable responses received on each statement in the questionnaire. Generally, the favorable responses are, “Yes” while the unfavorable responses are “No” and the neutral answer is “Not Sure”. The results of the data collected are analyzed below based on each research questions.

Section A:

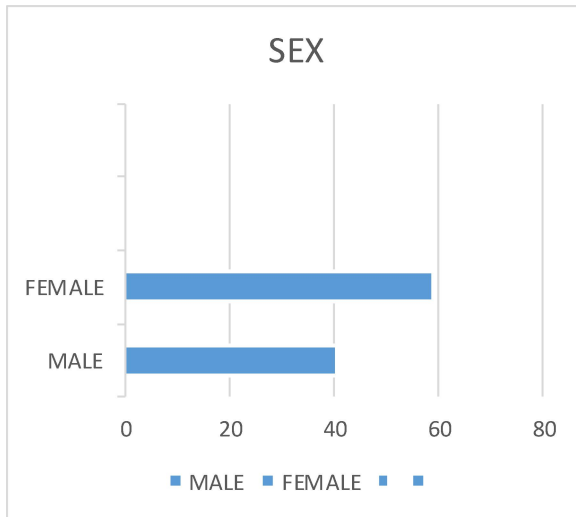
4.2 Socio-Demographic Characteristics of the Respondents

(N=218)

Table 4.1 demographic of respondent

1	Gender	Frequency	Percent
	Male	89	40.8%
	Female	129	59.2%
	Total	218	100%
2	Age		
	15-20 years	78	35.8%
	21-30 years	111	50.9%
	31 years and above	29	13.3%
	Total	218	100
3	Marital Status		
	Single	24	11.0%
	Married	77	35.3%
	Divorced	117	53.7%
	Total	218	100%
4	Religion Affiliation		
	Christians	137	62.8%
	Muslim	69	31.6%
	Traditional Worshippers	12	5.5%
	Total	218	100%
5	Occupation		
	Trader	89	40.8%
	Farmer	16	7.3%
	Civil Servant	64	29.4%
	Public Servant	49	22.5%
	Total	218	100%
6	Educational Level/Background		
	Primary	37	17.0%
	Secondary	33	15.1%
	Vocational	41	18.8%
	Tertiary Degree	107	49.1%
	Total	218	100%

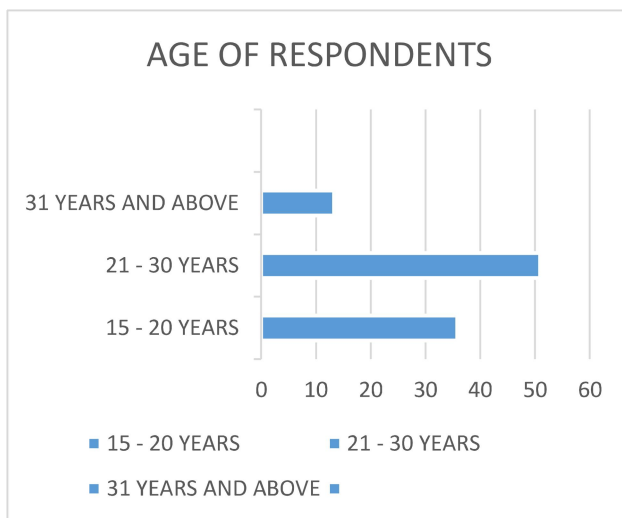
Source Field work 2023



Source Field work 2023

FIG 1 : Sex of the Respondents

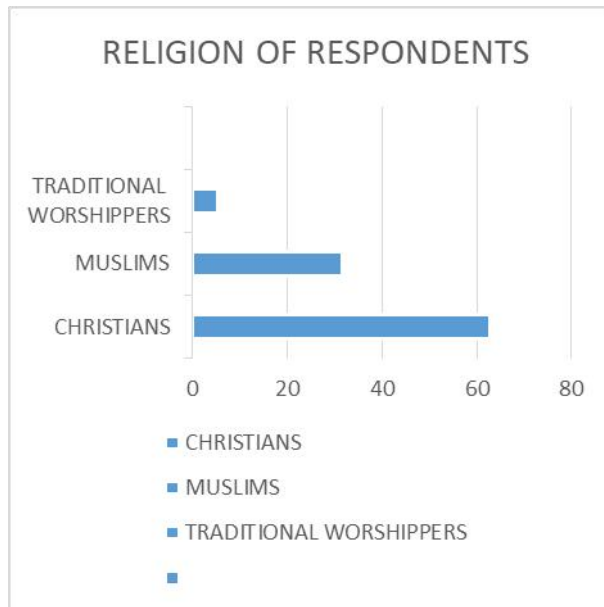
The figure above showed that 89 of the respondents representing 40.8% of the responses were male, while 129 of the respondents representing 59.2% of the responses were female.



Source Field work 2023

FIG 2 : Ages of the Respondents

The figure revealed that 78 of the respondents representing 35.8% of the responses were 15-20 years, 111 of the respondents representing 50.9% of the responses were 21-30, while 29 of the respondents representing 13.3% of the responses were 31 years and above.



Source Field work 2023

FIG 3: Religion of the Respondents

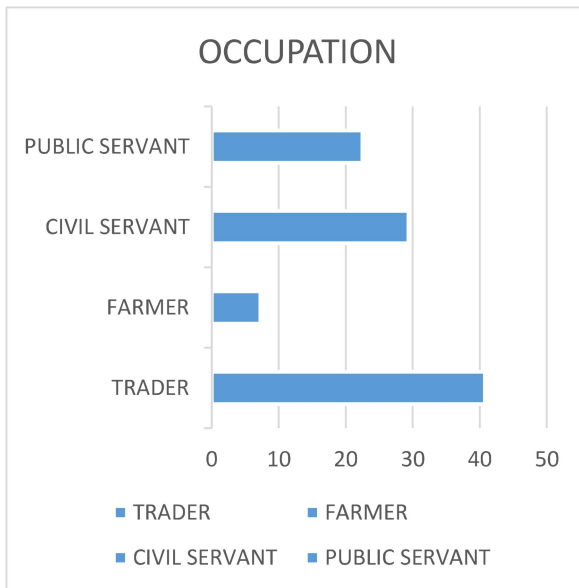
The above result showed that 137 of the respondents representing 62.8% of the responses were Christians, 69 of the respondents representing 31.6% of the responses were Muslim, while 117 of the respondents representing 53.7% of the responses were traditional religion.



Source Field work 2023

Fig 4: Marital Status of the Respondents

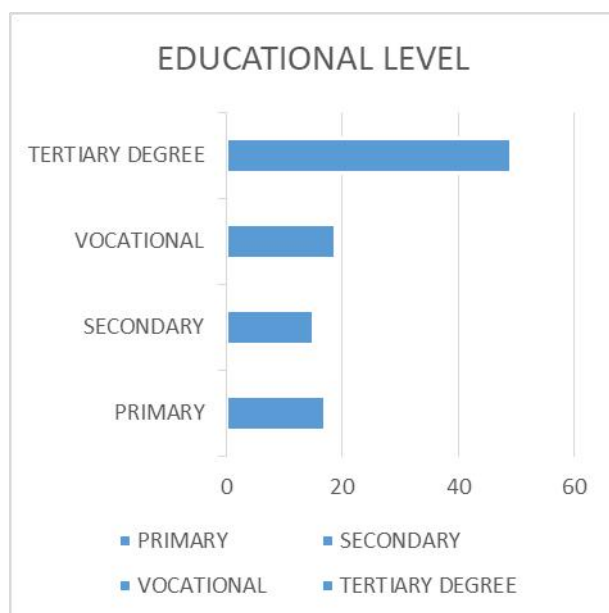
The result above indicated that 24 of the respondents representing 11% of the responses were single, 77 of the respondents representing 35.3% of the responses were married, while 117 of the respondents representing 53.7% of the responses were divorced.



Source Field work 2023

Fig 5: Occupations of the Respondents

The result above indicated that 89 of the respondents representing 40.8% of the responses were trader, 16 of the respondents representing 7.3% of the responses were farmers, 64 of the respondents representing 29.4% of the responses were civil servant, while 49 of the respondents representing 22.5% of the responses were public servants.



Source Field work 2023

Fig 6: Educational Level of the Respondents

The result above revealed that 37 respondents representing 17% of the responses had primary education, 33 respondents representing 15.1% of the responses had secondary education, 41 respondents representing 18.8% of the responses had vocational education, while 107 respondents representing 49.1% of the responses had tertiary education.

The analysis above demonstrated that table 4.1 and the bar charts contain and show the socio-demographic characteristics of the respondents. Accordingly, 40.8% of the total respondents are male while 59.2% present of the total respondents are female. This implies that we had more female respondents. 35.8% of the total respondents are between the age brackets of 15 - 20 years; 50.9% of the total respondents are between the age brackets of 21 – 30 years; and 13.3% of the total respondents are between the age brackets of 31years and above. It also shows that 11.0% of the total respondents are Single; 35.3% percent of the total respondents are married and 53.7% of the total respondents are divorced. This implies that the majority of the respondents are divorced. It also indicated that 62.8% of the respondents are practicing Christianity; 31.6% of the respondents are practicing Islam and 5.5% are Traditional worshippers. This implies that the majority of the respondents are Christians. It also shows that 40.8% of the total respondents are traders; 7.3% of the total respondents are farmers; 29.4% of the total respondents are civil servants and 22.5% of the total respondents are public servants. It also shows that 17.0% of the total respondents have only primary education; 15.1% of the total respondents have only secondary education; 18.8% of the total respondents have only vocational education and 49.1% of the total respondents have tertiary degrees.

SECTION B

4.3 Presentation of Data from the Questionnaire

Research Question one: What are the causes of single parenting in Olomoro community?

Table 4.2: Has untimely death caused lots of children to be left with one parent?

Reponses	Frequency	Percentage
YES	110	50.5%
NO	97	44.5%
NOT SURE	11	5.0%
Total	218	100.0%

Source: Field Survey, 2023

Table 4.2 above revealed that 50.5% of the total respondents agreed that untimely death caused lots of children to be left with one parent and 44.5% of the total respondents disagreed that untimely death caused lots of children to be left with one parent, and 5.0% were not sure untimely death caused lots of children to be left with one parent. This implies that the majority of the respondents agree with the question.

Table 4.3: Is pre-marital sex a major cause of single parenting?

	Frequency	Percent
YES	108	49.5%
NO	99	45.4%
NOT SURE	11	5.0%
Total	218	100.0%

Source: Field Survey, 2023

Table 4.3 above, it revealed that 49.5% of the total respondents agree that pre-marital sex a major cause of single parenting and 45.4% of the total respondents disagree that pre-marital sex a major cause of single parenting, and 5.0% of the total respondents were not sure pre-marital sex a major cause of single parenting and 45.4% of the total respondents. This implies that the majority of the respondents agreed with the question.

Table 4.4: Lots of children are born out of wedlock due to the infidelity of their parents?

	Frequency	Percent
YES	152	69.7%
NO	44	20.2%
NOT SURE	22	10.1%
Total	218	100.0%

Source: Field Survey, 2023

Table 4.4 above, it revealed that 69.7% of the total respondents agree that Lots of children are born out of wedlock due to the infidelity of their parents and 20.2% of the total respondents disagree that Lots of children are born out of wedlock due to the infidelity of their parents, and 10.1% of the total respondents were not sure Lots of children are born out of wedlock due to the infidelity of their parents. This implies that the majority of the respondents agreed with the question.

Table 4.5: Some children have a single parent as a result of adoption?

Reponses	Frequency	Percentage
YES	141	64.7%
NO	66	30.3%
NOT SURE	11	5.0%
otal	218	100.0%

Source: Field Survey, 2023

Table 4.5 above, it revealed that 64.7% of the total respondents agree that some children have a single parent as a result of adoption and 30.3% of the total respondents disagree that some children have a single parent as a result of adoption, and 5.0% of the total respondents were not sure some children have a single parent as a result of adoption. This implies that the majority of the respondents agreed with the question.

Research Question two: What are the effects of single parenting on the education of children in Olomoro community?

Table 4.6: Do children from single parent homes perform very badly in school?

Reponses	Frequency	Percentage
YES	189	86.7%
NO	5	2.3%
NOT SURE	24	11.0%
Total	218	100.0%

Source: Field Survey, 2023

Table 4.6 above, it revealed that 86.7% of the total respondents agree that children from single parent homes perform very badly in school and 2.3% of the total

respondents disagree that children from single parent homes perform very badly in school, and 11.0% of the total respondents are not sure children from single parent homes perform very badly in school. This implies that the majority of the respondents agreed with the question.

Table 4.7: Due to lack of full attention from their single parent they rarely finish or do their assignments?

Reponses	Frequency	Percentage
YES	176	80.7%
NO	34	15.6%
NOT SURE	8	3.7%
Total	218	100.0%

Source: Field Survey, 2023

Table 4.7 above, it revealed that 80.7% of the total respondents agree that due to lack of full attention from their single parent they rarely finish or do their assignments and 15.6% of the total respondents disagree that due to lack of full attention from their single parent they rarely finish or do their assignments, and 3.7% of the total respondents are not sure due to lack of full attention from their single parent they rarely finish or do their assignments. This implies that the majority of the respondents agree with the question.

Table 4.8: Does single parenting lead to late payment of fees?

Reponses	Frequency	Percentage
YES	181	83.0%
NO	16	7.3%
NOT SURE	21	9.6%
Total	218	100.0%

Source: Field Survey, 2023

Table 4.8 above, it revealed that 83.0% of the total respondents agree that single parenting lead to late payment of fees and 7.3% of the total respondents disagree that single parenting lead to late payment of fees, and 9.6% of the total respondents are not sure single parenting lead to late payment of fees and 7.3% of the total respondents disagree that single parenting lead to late payment of fees,. This implies that the majority of the respondents agreed with the question.

Table 4.9: Children from single parent homes are more easily distracted?

Reponses	Frequency	Percentage
YES	34	15.6%
NO	26	11.9%
NOT SURE	158	72.5%
Total	218	100.0%

Source: Field Survey, 2023

Table 4.9 above, it revealed that 15.6% of the total respondents agree that children from single parent homes are more easily distracted and 11.9% of the total respondents disagree that children from single parent homes are more easily

distracted, and 72.5% of the total respondents are not sure children from single parent homes are more easily distracted. This implies that the majority of the respondents not sure about the answer of the question.

Research Question three: What intervention should the government and social workers employ in reducing the effects of single parenting in the society?

Table 4.10: Should the government provide funding to assist single parents?

Reponses	Frequency	Percentage
YES	189	86.7%
NO	5	2.3%
NOT SURE	24	11.0%
Total	218	100.0%

Source: Field Survey, 2023

Table 4.10 above, it revealed that 86.7% of the total respondents agree that the government provide funding to assist single parents and 2.3% of the total respondents disagree that the government provide funding to assist single parents, and 11.0% of the total respondents were not sure the government provide funding to assist single parents. This implies that the majority of the respondents agreed with the question.

Table 4.11: Should the government ensure all schools have a school social worker to assist the children in anyway possible?

Responses	Frequency	Percentage
YES	198	90.8%
NO	0	0%
NOT SURE	20	9.2%
Total	218	100.0%

Source: Field Survey, 2023

Table 4.11 above, it revealed that 90.8% of the total respondents agree that the government should ensure all schools have a school social worker to assist the children in anyway possible and 0% of the total respondents disagree that the government should ensure all schools have a school social worker to assist the children in anyway possible, and 9.2% of the total respondents were not sure the government should ensure all schools have a school social worker to assist the children in anyway possible This implies that the majority of the respondents agreed with the question.

Table 4.12: Should scholarship opportunities be provided for children willing to do well in school?

Reponses	Frequency	Percentage
YES	213	97.7%
NO	5	2.3%
NOT SURE	0	0%
Total	218	100.0%

Source: Field Survey, 2023

Table 4.12 above, it revealed that 97.7% of the total respondents agree that scholarship opportunities be provided for children willing to do well in school and 2.3% of the total respondents disagree that scholarship opportunities be provided for children willing to do well in school, and 0% of the total respondents were not sure. This implies that the majority of the respondents agreed with the question.

Table 4.13: Should social workers join forces with other professional to advocate for human rights while providing psychosocial and psychological support and counselling to the parents and children?

	Frequency	Percent
YES	152	69.7%
NO	44	20.2%
NOT SURE	22	10.1%
Total	218	100.0%

Source: Field Survey, 2023

Table 4.13 above, it revealed that 69.7% of the total respondents agree that social workers join forces with other professional to advocate for human rights while providing psychosocial and psychological support and counselling to the parents and children; 20.2% of the total respondents disagree that social workers join forces with other professional to advocate for human rights while providing psychosocial and psychological support and counselling to the parents and children, and 10.1% of the total respondents were not sure scholarship opportunities be provided for children willing to do well in school. This implies that the majority of the respondents agreed with the question.

4.4 Discussion of Findings

The findings revealed that 50.5% of the total respondents agreed that untimely death caused lots of children to be left with one parent and 44.5% of the total respondents disagreed that untimely death caused lots of children to be left

with one parent, and 5.0% were not sure. This implies that the majority of the respondents agree with the question. The results showed that 49.5% of the total respondents agree that pre-marital sex a major cause of single parenting and 45.4% of the total respondents disagree that pre-marital sex a major cause of single parenting, and 5.0% of the total respondents were not sure. This implies that the majority of the respondents agreed with the question. This finding is in line with the study by Blurmmmer (2007), social service to be given to single parents enhance their socioeconomic condition.

The result also revealed that 69.7% of the total respondents agree that Lots of children are born out of wedlock due to the infidelity of their parents and 20.2% of the total respondents disagree that Lots of children are born out of wedlock due to the infidelity of their parents, and 10.1% of the total respondents were not sure. This implies that the majority of the respondents agreed with the question. The findings indicated that 64.7% of the total respondents agree that some children have a single parent as a result of adoption and 30.3% of the total respondents disagree that some children have a single parent as a result of adoption, and 5.0% of the total respondents were not sure. This implies that the majority of the respondents agreed with the question. The findings showed that 86.7% of the total respondents agree that children from single parent homes perform very badly in school and 2.3% of the total respondents disagree that children from single parent homes perform very badly in school, and 11.0% of the

total respondents are not sure. This implies that the majority of the respondents agreed with the question. This finding support the study by Jekeilek (2011) found the children from single parenting hone Performs poorly in their academic achievement .

The result revealed that 80.7% of the total respondents agree that due to lack of full attention from their single parent they rarely finish or do their assignments and 15.6% of the total respondents disagree that due to lack of full attention from their single parent they rarely finish or do their assignments, and 3.7% of the total respondents are not sure. This implies that the majority of the respondents agree with the question. The findings indicated that 83.0% of the total respondents agree that single parenting lead to late payment of fees and 7.3% of the total respondents disagree that single parenting lead to late payment of fees, and 9.6% of the total respondents are not sure. This implies that the majority of the respondents agreed with the question. This findings supports the study by Azuka-Obieke (2013), single parenting should be encouraged through provision of household needs.

The result revealed that 15.6% of the total respondents agree that children from single parent homes are more easily distracted and 11.9% of the total respondents disagree that children from single parent homes are more easily distracted, and 72.5% of the total respondents are not sure. This implies that the majority of the respondents not sure about the answer of the question. The

findings revealed that 86.7% of the total respondents agree that the government provide funding to assist single parents and 2.3% of the total respondents disagree that the government provide funding to assist single parents, and 11.0% of the total respondents were not sure. This implies that the majority of the respondents agreed with the question, this was corroborated by Falana et al, (2012),

The result revealed that 90.8% of the total respondents agree that the government should ensure all schools have a school social worker to assist the children in anyway possible and 0% of the total respondents disagree that the government should ensure all schools have a school social worker to assist the children in anyway possible, and 9.2% of the total respondents were not sure This implies that the majority of the respondents agreed with the question.

The findings indicated that 97.7% of the total respondents agree that scholarship opportunities be provided for children willing to do well in school and 2.3% of the total respondents disagree that scholarship opportunities be provided for children willing to do well in school, and 0% of the total respondents were not sure. This implies that the majority of the respondents agreed with the question. The findings revealed that 69.7% of the total respondents agree that social workers join forces with other professional to advocate for human rights while providing psychosocial and psychological support and counselling to the parents and children; 20.2% of the total respondents disagree that social workers join forces with other professional to advocate for human rights while providing

psychosocial and psychological support and counselling to the parents and children, and 10.1% of the total respondents were not sure. This implies that the majority of the respondents agreed with the question. This findings supports the study by Azuka-Obieke (2013), single parenting should be encouraged through provision of household needs.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Summary

Based on the research questions and objectives, the following represent the summary of the study, which include; the findings on “the psychological effects on single parenting in Olomoro community, Isoko south, Delta state.” was structured into five chapters to effectively carry out this research. The study raised three objectives that guided the study. Based on these objectives, research questions and hypotheses were formulated, the assumptions and significance of the study were highlighted, and area of study and scope were also discussed. Chapter two reviewed literature related to the research topic. The review critically examined and analyzed the views of some concerned scholars on the concepts, types and theories of the main variables; psychological effects on single parenting.

The theoretical frame work used in the study was psychosocial theory and Social learning theory. In chapter three the design and methodology of the study were discussed. The research design was a cross-sectional survey design. A total of 218 persons were sampled using simple random sampling procedure. One instrument was used for data collection, the questionnaire. The returned questionnaires were analyzed using simple percentage table for the demographic response collected from the respondents through the questionnaire. Chapter four presented the analysis of the data collected which were analyzed through the use of descriptive and inferential statistics.

5.1 Conclusion

The study concludes that single parenthood to a large extent affects child development and socialization. The study concluded that majority of single parents are faced with economic, emotional and social problems thereby, finding it difficult to meet the basic needs of their children such as food, clothing, school fees, and other personal expenses. And failure to provide financial support accounts for the child greater risk of indulging in dangerous behaviors such as prostitution or commercial sex business, drugs, alcohol and criminal activities.

5.2 Recommendations

Based on the findings of the study, the following recommendations are imperative:

The problems or difficulties faced by single parents can be eliminated or curtail by maintaining their two parents home; hence two loving parents may offer guidance, protection and support for the growth and development of their children. Religious group and Social Workers should provide counselling and assistance to single parents on how best to cope with their difficulties.

The government should create more jobs opportunities and increase wages as such, single parent can also benefit in order to cope with the problems face as single parents. Also government should subsidized or ensure that school fees and

educational materials are affordable. This will drastically or tremendously curtail crime rate in our dear macrocosm.

The government, Non-governmental Organizations (NGOs), and well-wishers should provide scholarship and welfare packages to children from single parents home to enable them with their educational pursuit, rather than constituting deviant's behaviors to the society. Single parents should seek for medical and professional help from psychologists and sociologists in case of depression and stress, so that the difficulties of stress and frustration will not affect the child or children in any way. More so, single parent should engage in savings such as local contribution, that no matter how small their incomes may be, they may be able to satisfy the required needs of their household.

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APPENDIX
QUESTIONNAIRE
DEPARTMENT OF SOCIAL WORK
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EDO STATE.

LETTER OF INTRODUCTION

I am a student of the above named institution and department I am conducting a research on the psychological effects on single parenting in Olomoro community as a case study and this research is purely academic and will be used for this purpose, I would highly appreciate you for your honest response to the question as it will be treated with utmost confidentiality, this is why your name is not needed, thank you in advance for your time.

SECTION A

SOCIAL-DEMOGRAPHIC CHARACTERISTIC OF THE RESPONDENTS

1. Sex: Male () Female ()
2. Age: 15-20 (), 21-30 (), 31 and above ().
3. Religion: Christian () Muslim () ATR () Others ()
4. Marital Status: Single () Married () Separated () Divorced () Others ().

Section B; Research questions

Nos	What are the causes of single parenting in Olomoro community?	Yes	No	Not sure
1	Has untimely death caused lots of children to be left with one parent?			
2	Pre-marital sex is a major cause of single parenting?			
3	Lots of children are born out of wedlock due to the infidelity of their parents?			
4	Some children have a single parent because they were adopted by that person?			
Item	What are the effects of single parenting on the education of children in Olomoro community?	Yes	No	Not sure
5	Children from single parent homes perform very badly in school?			
6	Because of the lack of full attention from their single parent they rarely finish or do their assignments?			
7	Does single parenting lead to late payment of fees?			
8	Children from single parent homes are more easily distracted?			
Item	What measures should the government take in	Yes	No	Not

	reducing the effects of single parenting on children?			sure
9	The government should provide funding to assist single parents			
10	The government should ensure all schools have a school social worker to assist the children in anyway possible.			
11	Scholarship opportunities should be provided for children willing to do well in school.			
12	social workers should join forces with other professional to advocate for human rights while providing psychosocial and psychological support and counselling to the parents and children.			