

**EFFECT OF SINGLE PARENTING ON THE PSYCHO-SOCIAL
DEVELOPMENT OF THE ADOLESCENT AND THEIR SCHOOL/CLASS
WORK PERFORMANCE IN EGOR LOCAL GOVERNMENT AREA,
EDO STATE.**

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**DEPARTMENT OF SOCIAL WORK
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UNIVERSITY OF BENIN,
BENIN CITY**

MAY, 2024

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**A RESEARCH PROJECT PRESENTED TO THE DEPARTMENT OF
SOCIAL WORK, FACULTY OF SOCIAL SCIENCE, UNIVERSITY OF
BENIN, BENIN CITY, EDO STATE. IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE (B.SC)
DEGREE IN SOCIAL WORK.**

MAY, 2024

CERTIFICATION

We certify that this project was carried out by **Eghobor Osose Stanley** with Matriculation number: **SSC1909893** of the department of Social Work, Faculty of social sciences, University Of Benin, Benin city, Edo state, Nigeria and has not been presented in part or full in any Diploma or Degree Awarding Institution.

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Date

Assoc. Prof. Sunday Ofili Ibobor
Head Of Department

Date

DEDICATION

This project is dedicated to God almighty who made everything possible.

“ACKNOWLEDGEMENT

I return all glory and adoration to God almighty, who has given me the grace to be a partaker of his divine blessings. I really appreciate Him for the gift of life and strength throughout this process.

My heartfelt gratitude goes to my project supervisor Assoc. Prof. (Mrs.) T.B.E Omorogiuwa for her encouragement and support in making this research work a success, and also to Mr. K.E. Ehigie who took out time to make necessary corrections for a perfect research work. May God almighty bless you.

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ABSTRACT

This project work is to evaluate the effect of single parenting on the psycho-social development of the adolescent in Benin city, Edo state. Five well structured research questions were formulated, and twenty five questions were administered to the respondents to collect response from them. The population of the study which includes three various schools in Egor local Government area, Benin city, Edo state. To Conduct the study, a total of 120 respondents were drawn as correspondent. The respondents were chosen using the simple random sampling techniques. From the analysis, it was found that the level of education of parents, their socio-economic status, their relationship with their children, the structure of the home a child grows in, have either negative or positive influence on the children's life and academic performance. The outcome of our analysis showed that all factors investigated have impact on the life and education success of the students in general. Some of the recommendations are: parents should provide adequate school materials for their children to study with and should pay their school fees in time.

Keywords: Psypsycho-social, Adolescent, Parenting, Relationship, Academic.”

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Single-parent households have become increasingly common in many societies, with a significant impact on family dynamics and child development. In the United States, for example, approximately 23% of children under the age of 18 live with a single mother, and about 4% live with a single father U.S. Census Bureau. (2020). Single parenting can result from various circumstances, including divorce, separation, death of a partner, or choice. Research has shown that children raised in single-parent households often face unique challenges that can affect their psycho-social development and school performance. These challenges may include financial strain, lack of parental time and attention, and limited access to resources. Additionally, the absence of one parent can impact the child's emotional well-being and social interactions. Several studies have examined the effects of single parenting on adolescents, with mixed findings. Some research suggests that adolescents from single-parent households may be at higher risk of behavioral problems, academic underachievement, and emotional distress compared to their peers from two-parent households. Amato (2001). McLanahan & Sandefur (1994). However, other studies have found that the impact of single parenting on adolescents' development varies depending on factors such as the quality of the parent-child relationship, the presence of social support, and the resilience of the adolescent (Dykstra, & Fokkema, 2011. Hetherington 1993).

In China, Single parenthood is less common compared to Western countries. According to a report by China Daily in 2018, the divorce rate in China had been steadily increasing, leading to an increase in single-parent families. The exact rate of single parenting in China may vary depending on the source, creating a form of wary in the development of the country. Understanding the effect of single parenting on the psycho-social development of adolescents and their school performance is important for developing effective interventions and support programs for single-parent families. South Africa has a high rate of single-parent households, often attributed to factors such as high levels of poverty, unemployment, and historical social challenges. In the UK, the proportion of single-parent families has been increasing over the years. According to the Office for National Statistics (ONS), in 2020, there were around 2.9 million lone-parent families in the UK, representing about 15% of all families with dependent children. According to Statistics South Africa, in 2019, approximately 35.7% of children in South Africa lived with only one parent. This study seeks to contribute to the existing literature by examining the specific factors that influence the outcomes of adolescents raised in single-parent households. Single parenting is also prevalent in Nigeria, influenced by factors such as cultural practices, economic conditions, and family structures. Exact statistics on single-parent households in Nigeria may vary, but it is generally considered to be significant in urban and rural areas. Single parenting in Nigeria is often associated with economic hardship, as single parents may struggle to meet the financial needs of their families. This can impact the well-being of both the parent and the child, affecting access to education, healthcare, and other essential services.

Impact on Psycho-Social Development

The psycho-social development of adolescents encompasses various aspects, including their cognitive, emotional, and social development. Research suggests that the quality of the parent-child relationship plays a crucial role in shaping these developmental outcomes. In single-parent households, the absence of one parent may affect the quality of parental involvement and support, which can impact the adolescent's development. For example, adolescents from single-parent households may experience higher levels of stress due to factors such as economic hardship or conflict within the family. This chronic stress can have detrimental effects on their emotional well-being and may manifest in symptoms of anxiety, depression, or behavioral problems. Grant, Compas, Stuhlmacher, Thurm, McMahon & Halpert (2006). McLoyd (1998). Additionally, the lack of a second parental figure may limit the adolescent's exposure to diverse perspectives and role models, which can influence their identity formation and social skills development. Biblarz & Gottainer (2000). Demo & Acock (1996). These challenges highlight the importance of understanding the specific mechanisms through which single parenting can impact adolescents' psycho-social development.

Impact on School Performance

School performance is another critical aspect of adolescent development that can be influenced by single parenting. Research indicates that adolescents from single-parent households may be at higher risk of academic underachievement compared to their peers

from two-parent households. Astone & McLanahan (1991). McLoyd (1990). Factors such as limited parental involvement in education, lower levels of academic support at home, and increased stressors related to family structure can contribute to these disparities. Furthermore, the economic strain often experienced by single-parent families can impact the adolescent's access to educational resources and opportunities, such as tutoring, extracurricular activities, and college preparation. Duncan, Brooks-Gunn, Klebanov & others (1998). Magnuson & Votruba-Drzal (2009). These factors underscore the need to examine the specific mechanisms through which single parenting can influence adolescents' school performance. Single parenting can have complex effects on the psycho-social development and school performance of adolescents. While some research suggests negative outcomes for adolescents raised in single-parent households, it is important to consider the diverse experiences within these families and the potential protective factors that can mitigate these effects. This study aims to contribute to a deeper understanding of these dynamics and inform interventions and support programs for single-parent families.

Factors Influencing Outcomes

While the impact of single parenting on adolescents' psycho-social development and school performance can be significant, it is essential to recognize that outcomes vary widely among individuals and are influenced by various factors. For example, the quality of the parent-child relationship, the presence of social support networks, and the resilience of the

adolescent are all factors that can mediate the effects of single parenting (Dykstra, & Fokkema, 2011, Hetherington, 1993).

Research suggests that a supportive and nurturing parent-child relationship can buffer the negative effects of single parenting on adolescents' development Dykstra & Fokkema, (2011). Similarly, the presence of extended family members, mentors, or community programs can provide additional support and resources to help mitigate the challenges faced by single-parent families. Biblarz & Gottainer (2000) Demo & Acock (1996). Furthermore, the resilience of the adolescent, which refers to their ability to adapt positively to adversity, plays a crucial role in determining outcomes. Some adolescents from single-parent households demonstrate remarkable resilience and are able to thrive despite the challenges they face Luthar (2003). Understanding the factors that promote resilience in these adolescents can provide valuable insights for intervention strategies.

The purpose for the study given the complexity of the factors influencing outcomes for adolescents raised in single-parent households, this study aims to contribute to a more nuanced understanding of the relationship between single parenting, psycho-social development, and school performance.

“1.2 STATEMENT OF THE PROBLEM

The impact of single parenting on the psycho-social development of adolescents and its correlation with their school performance. This research seeks to understand how single-parent households influence adolescents' psychological well-being, social interactions, and

academic achievement. By identifying these effects, the study aims to provide insights that can inform interventions and support systems for adolescents in single-parent families." By examining the effect of single parenting on the psycho-social development of adolescents and their school performance. Previous research Amato (2005). McLanahan, & Sandefur. (1994). suggests that children raised in single-parent households may experience higher levels of stress, lower self-esteem, and more behavioral problems compared to those in two-parent households. These psycho-social factors can significantly impact academic performance Dornbusch, Ritter, Leiderman, Roberts & Fraleigh (1985). Hetherington (1993). leading to lower grades, decreased motivation, and higher rates of school dropout. Despite these findings, there is a gap in understanding the specific mechanisms through which single parenting influences adolescents' psycho-social development and school performance. This study seeks to address this gap by exploring the mediating factors such as parenting style, parental involvement, and socio-economic status that may explain the relationship between single parenting and adolescent outcomes. Identifying these mechanisms, this study aims to provide practical recommendations for policymakers, educators, and practitioners to better support adolescents in single-parent households, ultimately promoting their psycho-social well-being and academic success." The research aims to investigate the multifaceted impact of single parenting on the psycho-social development of adolescents and their school performance, with a focus on understanding the underlying mechanisms and exploring potential interventions.

Single-parent households, defined as those in which a child resides with only one parent, have become increasingly common in contemporary society Amato (2010). Research suggests that adolescents raised in single-parent families may face a variety of challenges that can affect their psycho-social development and academic achievement.

These challenges may include economic strain, limited parental time and resources disrupted family routines, and potential conflicts between parents and children McLanahan & Sandefur (1994). Hetherington (2003). Studies have shown that these stressors can lead to negative psycho-social outcomes such as higher levels of anxiety, depression, and behavioral problems among adolescents in single-parent households Dornbusch (1985) McLanahan & Sandefur (1994). Moreover, these psycho-social factors can have a direct impact on school performance, leading to lower grades, decreased motivation, and higher rates of school dropout Hetherington, (1993) & Amato (2005). Despite these challenges, there is a lack of comprehensive understanding regarding the specific pathways through which single parenting influences adolescents' psycho-social development and school performance.

1.3 OBJECTIVE OF THE STUDY

The objective of this study is understanding how single parenting influences the psycho-social development of adolescents, exploring its impact on their school performance, identifying factors that help single parents cope with challenges, and suggesting ways to support single parents and their adolescent.

1. To Identify the causes of broken home on the psycho-social development of the child.
2. To examine how important is the role of the home to the development of the child in the and its class performance.
3. To ascertain the differences between single and double parenting on the child psycho-social development.
4. To Identify the consequences of broken home on the psycho-social development of the child.
5. To suggest possible solutions to the psycho-social development of the child.

1.4 RESEARCH QUESTIONS

1. What are the causes of broken to the on the psycho-social development of the child.
2. What are the roles and importance of the home to the development of the child.
3. What are the differences between single and double parenting.
4. What are the consequences of the broken home to the development of the child.
5. What are the possible solutions to the psycho-social development of the child.

1.5 SIGNIFICANCE OF THE STUDY

The study was intended to assess the effect of single parenting on the development of the adolescent. The specified significance include;

- The study will help identify the unique challenges faced by adolescents in single-parent households, leading to a better understanding of their needs.
- The study will lead to Findings that can inform policies and interventions aimed at supporting single-parent families and improving outcomes for adolescents.
- The study will lead to the development of targeted support services that address the specific needs of adolescents in single-parent households.
- The study will gain Insights that can enhance parenting programs to help single parents better support their children's development and academic success.
- By highlighting the factors influencing psycho-social development and academic performance, the study will help reduce stigma associated with single parenting.
- The research will seek to Understand the impact of single parenting which will lead to strategies that promote resilience and positive outcomes for adolescents.
- Findings from this study will inform educational practices to better support students from single-parent households in schools.

- This research will be used to guide the development of counseling services that address the emotional and social needs of adolescents in single-parent families.
- The study will raise awareness about the challenges faced by single-parent families and their children, fostering empathy and understanding in society.
- The study will reveal long-term effects of single parenting on adolescents, providing valuable information for future planning and support.

1.6 SCOPE OF THE STUDY

This research will examine literature and concept of single parenting on the psychosocial development of the adolescent, and to also know how it has greatly affected their class work performance. This research involves the study of Eleven thousand, six hundred and fourteen (11614) students, in a duration of two months, across three major schools, A.B Education Centre, Baptist high school and Evbareke Secondary school in Edo state. Baptist high school with a total number of three thousand seven hundred and eighty seven (3787) students (Ministry of education, Edo state, 2018;), A.B Education Centre with a total number of two thousand one hundred of forty four (2144) students (Ministry of education, Edo state, 2018;), Evbareke Secondary school with a total number of five thousand six hundred and eighty three (5683) students (Ministry of education, Edo state, 2023;)

1.7 DEFINITION OF TERMS

1. PSYCHO-SOCIAL

Psycho-social refers to aspects that combine both psychological, mental, emotional, social (interactions with others and the environment) elements. In this context encompass how being raised by a single parent influences a child's emotional well-being, behavior, relationships with others, and how they interact with society.

2. ADOLESCENT

Adolescence is a transitional stage of physical and psychological development that generally occurs during the teenage years. It is characterized by rapid physical growth, sexual maturation, and cognitive development.

3. PARENTING

Parenting is a complex and multifaceted role that involves nurturing, supporting, and guiding children as they grow and develop. Effective parenting requires patience, empathy, and understanding, as well as the ability to adapt to the changing needs of children at different stages of development.

4. SINGLE AND DOUBLE PARENTING

Single parenting typically refers to a situation where one parent, either by choice or circumstance, is primarily responsible for the upbringing of a child. Dual parenting, on the other hand, is when two parents are actively involved in raising a child together.

5. EFFECT

term "effect" refers to the result or outcome of an action, event, or situation. In this context, it would refer to the consequences or outcomes that being raised by a single parent may have on the psychological, social, and academic development of the child.

CHAPTER TWO

This chapter delves on the effects of single parenting on adolescents' psycho-social development and academic performance. Exploring various dimensions, such as the roles and importance of the home to the child, single and double parenting and its various differences, and also the consequences of broken home on the development of the child. It also examines how various theories that can be interchanged to further explain the effect. The Attachment theory and the Family system theory was practically used. The chapter also shed more light on the overall Empirical view of single parenting and its effects on Adolescent.

2.1 REVIEW OF RELEVANT CONCEPT

“2.1.1 THE ROLE AND IMPORTANCE OF THE HOME ON THE CHILD

The home is the immediate environment of the child. To a large extent, the greater part of the adolescent years is spent at home. A home is place where a family lives. It is a place of rest solace, refuge and protection. It is more than a dwelling place, in that, it offers emotional stability and security. A family is a group of interacting personalities. It is or very sentimental institutions or a social structure possessing certain essential properties. A family is composed of men, women, and children and it is expected to act in certain prescribed ways.

Adigun (1976) defined a family as a “unit of interaction personalities”. From the stand point of psychologists, family is a social system located in the larger, more comprehensive and more complex organization that he calls a society. The family as a social unit is usually recognized or its importance in many roles, the psychological roles of parent within the family needs to be understood by parents during the early years of development, a segment of many of their roles to be performed

The method of child rearing practices and possible consequences for later adjustment have been the focus of some researchers. There is also growing evidence in psychiatry that the quality of the parental care which a child receives in his earlier years is vital importance for the child’s mental health Bankole & Telebayo (1978). Parents at the initial stage are important resources from which children build up patterns of behavior prior to schooling. Children will form their first impression of the family living in homes. Parents thus have a paramount role to play in children’s behavior and usually play an important role to emotion, intellectually and self-concept development of their children.

Parents have a profoundly intense relationship with their children. They play a key role in the children’s development. Thomas & Associates. (1974). viewed the parental interaction system with its socializing function as one of the most basic aspects of the family. Parents provide a great deal of information about other social group to which the child belongs. A child’s sense of self feelings about other people and degree of competence and humanness are affected by interaction with parent. Donalf & English (1985) in stressing the socializing

and character building roles of the family claimed that the family is the first real training school in behavior or misbehavior and it is the channel through which the child becomes familiar with his culture and whether or not he is competent to live in it. Several other researchers have been carried out and theories propounded one of this is the theory of acceptance and rejection especially when they are perceived by the behavior and self-concept development of children, the research and clinical records in America support this expectation that rejection has been implicated in a wide range of psychiatric and behavioral disorder including neurosis, schizophrenia, delinquency and conduct problems, psychosomatic reaction such as different allergies, poor concept formation, academic problem, disturbed godly image, stuttering and many other(Roliner & Nelson 1978).

It is widely accepted that good relationship and strong bonds between parents and children are important in the control of aggressive behaviors. In particular, identification with parents, Hirsh (1969), Smith, & Waters (1978) and communication between adolescent with decreased aggression behavior by adolescent Andy (1960) Further research by Bandura & Water (1959) linked identification with parents' communication between adolescent. Parents can therefore, contribute to aggression as well as control it.

Summarily, the importance and the role of the home on a child cannot be overemphasized. In a situation where a child is brought up in a home devoid of love and affection, the impact on the child is always devastating Roliner & Nelson (1978). If the home, or the other hand is broken, the consequences are likely to be more grievous.

Children from broken homes are placed at a disadvantage socially, economically, psychologically. The disadvantages are likely to lead the children to receive less education, less precutting, less social support and to marry earlier than children from intact homes. For instance, Dunian & Duncan (1969). have found out that mere raised in intact families attain superior occupational achievement compared with me who are the products of divorce or separation. Perhaps, broken families (whether by divorce or death) do not provide appropriate forms of social control, personal incentives and opportunity for the utter success of their children, both because of economic resources and because of the adoption.

In parents and children's lives that familiar dissolution entails students have shown that adolescent from broken families were doing less well academically and engage more in health risk behavior. A research conducted by institute on drug abuse Miller & Cisin (1982) provided a vital base for establishing prevalence rate and trends in adolescent drug use. The study reported that most of the users have run away from home at some times in their lives. Almost one quarter of the users stated that they have suffered emotional disturbance. The users have reported significantly more psychic symptoms on the wild neurotic, aggressive, violent and borderline psychotic substrates of emotion reaction. The study also shows that the drug, using group reported significantly more family crisis situation and significantly more conflict with their parents.

- **Why is the home important to a child?**

The home is important to a child because it provides a stable environment where they can feel safe, loved, and nurtured. It is where they develop a sense of belonging, learn about their culture and values, and form strong emotional bonds with family members. The home also serves as a place where children can explore, play, and develop important life skills. The home plays a crucial role in a child's development and well-being. A stable and supportive home environment is essential for a child's overall growth and development. Research has shown that children who grow up in nurturing and stimulating environments at home tend to have better physical health, mental health, and social outcomes compared to those who do not. According to Bowlby's attachment theory Bowlby (1982). The early relationship between a child and their primary caregiver, often the mother, lays the foundation for the child's emotional and social development. This relationship, characterized by love, security, and responsiveness, forms the basis of a child's attachment style, which influences their relationships and behaviors later in life Bretherton (1992). Additionally, the home is where children first learn about their culture, traditions, and values. Through interactions with family members and exposure to cultural practices, children develop a sense of identity and belonging Super & Harkness (1986). This cultural socialization at home has been linked to positive outcomes in terms of academic achievement, self-esteem, and overall well-being Hughes (2006). Furthermore, the home environment provides opportunities for children to learn and develop important life skills. From basic skills like language and communication to more complex skills like problem-solving and decision-

making, children learn through everyday interactions with their family members Vygotsky (1978). These early learning experiences at home can have a lasting impact on a child's cognitive development and academic success Bradley et al., (2001).

- **What is the role of the home environment in a child's life**

The home environment plays a crucial role in a child's life, influencing their development and well-being in various ways. Research indicates that a nurturing and supportive home environment can have positive effects on a child's physical, cognitive, emotional, and social development.

- **Physical Development:** A safe and stimulating home environment can promote physical development. For example, providing a variety of toys and opportunities for physical activity can help develop gross and fine motor skills.

- **Cognitive Development:** The home environment is rich in learning opportunities. Parents who engage in activities such as reading, storytelling, and educational games can enhance their child's cognitive development and academic readiness.

- **Emotional Development:** A loving and supportive home environment provides a sense of security and stability, which is crucial for emotional development. Positive interactions with caregivers help build emotional resilience and empathy.

- **Social Development:** The home environment is where children first learn social skills and norms. Interactions with family members teach children how to communicate, cooperate, and resolve conflicts.
- **Academic Achievement:** Research shows that a supportive home environment, including parental involvement in education, positively affects academic achievement.
- **Behavioral Development:** The home environment significantly influences a child's behavior. Consistent discipline, positive reinforcement, and modeling appropriate behavior contribute to the development of self-regulation and social skills.
- **Health and Well-being:** A healthy home environment includes access to nutritious food, regular healthcare, and a safe living space, all of which are essential for a child's physical health and well-being.
- **Long-term Outcomes:** The quality of the home environment during childhood can have lasting effects on a child's development and future outcomes, including academic achievement, mental health, and relationships.

- **What is the role of a child at home**

The role of a child at home can include a variety of responsibilities depending on their age, family dynamics, and cultural context. Some common roles and responsibilities of children at home include:

Helping with chores: Children can contribute to household tasks such as setting the table, cleaning up their toys, or helping with laundry.

Taking care of personal hygiene: Children are typically responsible for tasks such as brushing their teeth, bathing, and getting dressed.

Following rules and expectations: Children are expected to follow household rules and behave in a manner that is respectful and considerate of others.

Completing homework and school assignments: School-aged children are responsible for completing their homework and other academic tasks.

Engaging in family activities: Children are encouraged to participate in family activities such as meals, outings, and special events.

2.1.2 SINGLE AND DOUBLE PARENTING

Bagbejo (1981) reported that the marital relationship serves as the principal support system for parents. The effects of spousal relationship on parenting has been implicated by studies of quite different development periods. Where the works Penderson (1982). Prince (1977). indicated the positive influence of husband supportiveness and positively or mothering during infancy, the work of Bagboy in 1987 documents consistent linkage of father marital communication at 1, 3, 9 and 15 months. Consisted with these results are those reported by Fieldman & Nash (1982) indicating that marital quality was one of the most consistently powerful predications of fathering observed in free and structured laboratory play situations

and those of Gibard-Wailston & Wanetersman (1987). indicating that further who felt support from their wives had a high sense of parental competence regardless of the temperamental difficulties of their infants Ikpoki. (1987). Bandura & Waters (1951) observed that mothers who were inclined to may and scold their sons felt less warm and affectionate towards their husbands, data from a study by sears. Macoby & Levin (1959). indicated that mothers professed esteem for their husbands were systematically related to the praise they directed at their preschool children. Ribble (1957) stressed that way in which the mother handles the children during nursing period determines whether the children become hyperactive or inactive. Material deprivation for instance either partial or complete has been observed to have negative effect on the child warm, intimate, continuous relationship of child with mother or mothers substitute is regarded as essential. Bowlby (1981) had also observed a child separate from its mother goes through three phases which are the protest phases, despair phases and detachment phases. The influence of the father is of equal importance. The attitude of the either towards the mother has been observed to have a child during the nursing period, mother will be supported emotionally.

The father image is of importance in child rearing. The nature of hip between the father and the mother can lead to positive or negative of a single parent faredereliable.mfail to adult member's level of functioning and that the experiencing of a father as the head of the family cause problem such as delinquency, poor school performance. Kathlee, & Hess (1986). discovered that stress of divorce or separation interferes with normal growth process by absorbing the child mental and emotional energy. Duesk & Joseph (1993) in their study

observed that father absent boys were less advanced in moral development than father present boys. Porse (1990) was of the opinion that through divorce, the children are termed into two directions and this is unhealthy for the development of the psyche. Porse went further to say that broken homes due to either divorce or separation are responsible for the onset of abnormal pattern or behaviors and poor academics work at school and also the development in later life schizophrenic disorder.

In conclusion, from the review of relevant studies, it is expected that children raised under such conditions are likely to suffer the asserted consequences. It is evidently cleared that only one of the spouse cannot adequately fulfil and satisfy the deep cravings which have been displayed where the two parents are involved in child rearing. Therefore, the importance of double parenting on the upbringing of a child cannot be overemphasized.

- **What is single parenting**

Single parenting refers to a situation where one parent is responsible for raising a child or children, without the presence of a partner or spouse. This can occur due to various reasons, such as divorce, separation, death of a partner, or choice to have a child without a partner. Single parenting can present unique challenges, including financial strain, lack of support, and balancing parenting responsibilities alone. Amat. (2005). Single parenting can have significant effects on both the parent and the child. For the parent, it often means taking on the role of both breadwinner and caregiver, which can lead to increased stress and feelings of isolation. Single parents may also face challenges in finding adequate childcare and

balancing work and parenting responsibilities. For the child, growing up in a single-parent household can impact their emotional and social development. Research suggests that children raised by single parents may be more likely to experience behavioral problems, lower academic achievement, and higher rates of delinquency compared to children from two-parent households. McLanahan & Sandefur (1994). it is important to note that not all children from single-parent households experience negative outcomes. Factors such as the quality of the parent-child relationship, the presence of a strong support network, and access to resources can all play a role in mitigating the potential negative effects of single parenting.

- **What is double parenting**

Dual parenting typically refers to a family structure where two parents are actively involved in raising their children. This involvement can include providing emotional support, financial support, guidance, and discipline. Dual parenting is often contrasted with single parenting, where one parent is primarily responsible for raising the child. Dual parenting, also known as co-parenting or shared parenting, is a family structure in which two parents work together to raise their children. This model is based on the idea that both parents play important and active roles in their children's lives, providing emotional support, guidance, and discipline. Research has shown that dual parenting can have positive effects on children's well-being, including better social and emotional development, academic achievement, and fewer behavioral problems (Ganon. & Coleman 2017).

- **What is the difference between single and double parenting**

Single parenting and dual parenting refer to the number of parents or guardians involved in raising a child. Single parenting typically involves one parent taking on the responsibility of raising a child, while dual parenting involves two parents sharing the responsibilities of childcare and upbringing. Research suggests that there are various differences between single parenting and dual parenting, including:

Financial Resources: Dual-parent families often have more financial resources compared to single-parent families, as there are two potential earners. This can impact the quality of life, access to education, and opportunities available to the children. (McLanahan & Sandefur 1994)

Parental Time and Attention: Single parents may have less time and energy to devote to each child due to the absence of another parent to share responsibilities. In dual-parent families, the workload is typically shared, allowing for more individualized attention to each child. (Amato 2005)

Role Modeling: Children in dual-parent families may have the opportunity to observe and learn from both male and female role models, providing a more diverse perspective on gender roles and behaviors. In single-parent families, the child may have limited exposure to certain gender roles, depending on the gender of the single.

Social Support: Single parents may experience greater challenges in terms of social support compared to dual-parent families. Dual-parent families can provide emotional, financial, and

practical support to each other, which can help alleviate some of the stress associated with parenting. (Amato 2005).

Parental Stress and Well-being: Research suggests that single parents may experience higher levels of stress and lower levels of well-being compared to parents in dual-parent families. The additional responsibilities and challenges of single parenting can contribute to these differences. (Amato 2005)

2.1.3 The consequences of broken home on the development of the child.

Children who are brought up in homes with one parent are more likely than other children to have problems in life. Ruth (1981) felt that it is much less certain how far the children problem stem from lack of a father (or mother) and how far from the many adverse factors that happen to be associated with the situations of having one parent. He went on to say that the three main reasons for a child being reared in a one parent home are illegitimacy, parental divorce or separation and parental death. Ecrolin (1981) show that illegitimate children at age 7 years are likely to have negative self-concept thereby he maladjusted compared with legitimate children.

It has been found that single parent household have a lower income than the two parent home. Crow & Crow (1982) stated that the home is broken because of incompatibility between the parents; the child is affected not only by the break itself but also by the parental friction that led to the break. If he has experienced constant parental disagreement and then, is deprived of one of the parent through divorce or separation, he is exposed to further

conflict without adequate emotional stability to meet it. The parent with whom the child will remain will be very bitter toward the spouse who is no longer in the home. Hence, he is almost certain to make disparaging remarks to the child concerning the other parent.

Oloruntimilehin (1992) found that in cases where the homes are broken by divorce or dissolution, husbands tend to nurse some bitterness against their former wives and they consciously or unconsciously project such bitterness to their children. Thus, the father is often not cordial.

Similarly, children who live with their mothers who have been divorced or deserted, experience the projection of the bitterness (nursed by their mothers for their father) on them. This is hard on maturing adolescents. His loyalty may be divided. Children in such situations are likely to exhibit negative attitudes such as lack of self-acceptance, lack of self-esteem, poor moral standards, depression and loneliness. Parish & Parish (1987) & Simpon (1986) have suggested that advances in moral judgement are tied to the fulfilment of various physiological and psychological needs. There seems to be a strong parallel of the needs delineated along Maslow (1964) hierarchy and advance in terms of one's level of moral development. Husubel (1993) set parental rejection as part of the cause of curti-social behavior. According to her, a rejected child is motivated to obtain social status at any cost outside the home due to his or her low prestige in the family.

The term loneliness tends to evoke through a person isolate and alone or someone who is cut off from mainstream of the society. There appears to be an agreement among several writers

that loneliness involves the human need for intimacy in interpersonal relationship, and result from the painful awareness of feeling apart from desired or wanted closed relationship with other (Journal of adolescence vol. xviii No 691983). Among college students, loneliness was negatively related to social faculty, regularity, approval and involvement are positively related to alienation, school attitude and inferiority feelings. Loneliness reflects the functional disruption of interpersonal relationship. In one study Palalizian & Ellision (1992) discovered that current loneliness was related to the remembered quality of the parent-child relationships degree of family togetherness and Gressing and Gordon (1999). According to Hoffman a child aggression by the parents or the anticipated boss of the parent's prohibitions and generally model his behavior after that of the parent. Individuals who misbehave have unsatisfied emotional needs. Such students may express their feelings of inadequacy or restoration in a variety of ways. They may break rules, take to smoking, prostitution or other negative behaviors. During the plastic and impressionable years of the child's life his or her vital contacts with other persons is largely limited to the members of his own families. If the couples who are now in disarray will no longer perform their normative functions to the child, the child becomes lonely and depressed. In these detours he comes in contact with street groups which now becomes his reference groups. Marital instability, especially broken home may not be an important determining factor. It is probable that conflict, tensions are material to the development of delinquency and the personality problem of the child. The actual separation or divorce of child as the emotional conflict which has resulted in the breakup of the family.

Nye (1997) emphasized the broken home syndrome as the cause factor of juvenile delinquency. Hirshin (1995) said parental attachment is very necessary for the upkeep and proper socialization of the child.

• **Meaning and Description of a broken home**

Many people have different definitions of what a broken home is. Every definition matters. To Colcord (1919), a broken home is a home in which one of or both parents have been removed by death, divorce, desertion, separation or prolonged absence. Polanen (1990) maintains that although a broken home is usually taken to mean a home where one parent has been by certain cause, a home can still be broken with both parents present. She argues that if there is no communication, interaction or investment in each other's lives by the couple, the home is broken and becomes a house with roommates.

From the above, it follows that a home is deemed to be broken when the couple that constitute it (i.e. husband and wife) cease to live together functionally as an integrated unit, whether or not they physically live together. In such a home, the chain of communication and interaction that should exist between the members of the family as a single, integrated unit is relatively non-existent. The parents cannot just get along, and the children live in a world of their own. This lends credence to the view of Saheed (1988) when he opined that a broken home consists of a family whose members are separated or divorced. It consists of a family sundered by divorce, separation or desertion of a parent(s). Owens (2000) maintains that a broken home may be classified either by the degree of disintegration existent in it or

by the duration of the disintegration. Under the first mode of classification, the breakup of a home may be partial or complete. Partial breakup of a home refers to a situation where the members of the family continue to cohabit although the machinery for the function of the home as a single, integrated unit has ceased to exist. Thus the members of the family physically live together while functionally, they no longer live or exist as a family. Conversely, complete breakup of a home refers to a situation where the family ceases to live together both physically and functionally. Under the second mode of classification, he argues that the breakup of a home may be temporal or permanent. Temporal breakup of a home refers to a situation where the adverse condition of the home is expected to last for a fixed or determinable period of time. This is typical of cases of judicial separation or separation by agreement simplicities. Conversely, permanent breakup of a home refers to a situation where the adverse condition of the home is expected to last in perpetuity or indefinitely. This is generally typical of cases of divorce. Margaret (1918) argues that before the home is broken, the individual members of such home are first broken or wrecked. This characterization does not necessarily mean a physical or mental wreck (although it may include same), but refers to bankruptcy in health, hopes, prospects etc for the time being. She maintains that they lack the power or will to dominate adverse conditions, allowing same to overcome them. They may not even as individuals be conscious of their own share or contributions towards the difficulties in which the family finds itself, but are aware that something has seriously gone wrong. Once this obtains, the home evolves to the stage of breaking-up.

• **Broken Home And Academic Performance**

Sociology of education makes us to know that the family is the first primary social group that the child first belongs to, come in contact with, and this group has a greater influence on the child's physical, mental and moral development. The family lays the foundation of education before the child goes to school and the personality that the child takes to school is determined by the home (family), Maduewesi & Emenogu (1997). What make up a family are the father, mother and kids, not father and mother alone. Fadeiye (1985) pointed out that both parents have their own roles to play in child's education. The father is to provide every necessary tool for the educational advancement while the mother is expected to supplement the efforts of the father. But in the case where the father is absent and the mother is not privileged enough to cater for all the necessary and basic needs as well as supervising the academic performance of the child, by checking the academic records of the child or by going through their class and lesson notes or books every day. Also giving of counseling supports when needed, these will affect the educational state or level of the child. So also, if a child is not well nurtured and mentally assisted, it will also affect his/her educational outcome. If it were to be a male child, it's likelihood for the child to be Tenibiaje (1997) 242 anti-social in nature by joining gangs, also, if it were to be a female child, there is likelihood for her to become wayward. According to Nwachukwu (1998), children from single parent homes are more hostile, hyperactive and aggressive in nature. Many of the problems that single parents have are similar as those for two parent's family, but these problems seem more difficult to bear or manage when the home is being tutored by only one person. For

example, all children feel hostile towards their parents as they grow-up and try to be independent. But in a situation, where the anger and rebellion are all directed towards one person, it may seem worse, if there is only one to bear it, not for the two to share. There are some problems that are exceptional, which are only faced by the single-parents, which make it somewhat difficult to raise children. These problems include: bitterness towards the absent spouse, loneliness, poverty and insecurity about raising children alone without a help. For these and some other reasons, single parents sometimes cling to their children or over-indulge them. It is widely believed that children from broken homes have higher incidence of academics, emotional and behavioral problems than other children from intact homes. An analysis of data by NAEP(1986)(National Association of Educational Procurement) data indicated that third graders living with one parent score considerably lower than third graders living with both parents Natriello, McDill & Pallas (1990). Ekstrom (1987) cited in Education Reforms and students at Risk: A Review of the state of the Art – January 1994, find a significant correlation between single-parent homes and dropout rates for whites and Hispanics (but not for blacks). In case of divorce, separation or death of a parent, children are at somewhat greater risk for symptoms of poor psychological adjustment, behavioral and social problems, low self-esteem and poor performance in school. Johnson & Medinans (1968) found that most medical students whose fathers had been absent while they were at ages one to five of life were more psychiatric, psychopathic and criminalistic in nature than those whose parents were present during this period. According to Ortesse (1998), a child from intact homes will be well taken care of and well socialised as possible. This is due to

the fact the process of socialization depends on both parents playing complementary roles in bringing up the child. Poverty affects a child's academic achievement. The vast majority of single parents are indeed in poverty. However, some still believe that the single parent home poses a unique threat to children due to the lack of two parents, outside the menace of poverty. Yet, many of the problems children of single parents encounter that do not at first seem to be caused by poverty are in fact caused by a lack of resources. These resources include time and money, of which the single parent has little due to their low socio-economic status Hargreaves (1991) There is no doubt that children from single parent households do in fact suffer from low academic achievement Hargreaves (1991) Children from single parent homes are much more likely to receive poor grades and eventually drop out of school Pong (1998). Furthermore, young adults who were raised in single parent homes often gain inferior education, employment, and economic status (Mueller and Cooper 1986). It is also clear that the negative educational effects of living in a single parent household are not caused by the absence of a second parent. Clearly, many if not all of the academic problems faced by children of single parents can be attributed to poverty Hargreaves (1991) Numerous investigations have proven that children from single parent homes obtain lower IQ and SAT scores. Moreover, these children have lower grade point averages and complete fewer years of schooling. However, when studies of IQ, SAT scores, GPAs, and years of schooling controlled for socio-economic status, they found the difference in academic achievement to be hardly significant Hargreaves (1991). This implies that children of the same income level, from both one and two parent homes, achieve at the

same level in school. Therefore, the factor affecting any child's achievement is their access to educational resources through wealth (Mueller and Cooper 1986).

Children of single parents must often drop out of school in order to contribute to the household income Hargreaves (1991). Then, even if adolescents seek higher education, they may not be able to afford it. An inability to seek higher education pushes children of single parents into the workforce where they stand to make much less money due to the lack of a college degree. This only furthers the cycle of poverty Krein. & Beller (1988). Some researchers believe that socio-economic status accounts for almost all of the detriment to a single parent's child (Hargreaves 1991: 40). Still, some claim that poverty only accounts for half of the adversity children from single parent households encounter Dowd (1997). The camp which believes that only half of these problems stem from poverty is incorrect. All of the disadvantage experienced by children from single parent households can be attributed to poverty because the half of problems they do not accredit to poverty are in fact problems that poverty causes. For example, the stress poverty places on the mental well-being of the single parent in turn causes them to lash out at their children. Hostility from one's parent serves as a mental distraction which can eventually affect the child's ability to concentrate on their schoolwork.

- **Causes of Broken Home**

- Divorce: Legal dissolution of marriage, often due to irreconcilable differences or other issues, leading to the separation of spouses. Amato (2010). Research on divorce: Continuing trends and new developments. *Journal of Marriage and Family*,
- Separation: Couples living apart without formally ending their marriage, which can be a precursor to divorce or a way to manage relationship issues. Hetherington & Kelly (2002). *For better or for worse: Divorce reconsidered*. Norton & Company.
- Domestic Violence: Abuse within the home, including physical, emotional, or sexual abuse, can lead to the breakdown of family relationships. Johnson (2008). *A typology of domestic violence: Intimate terrorism, violent resistance, and situational couple violence*. Northeastern University Press.)
- Infidelity: Cheating or extramarital affairs can erode trust and intimacy, leading to the breakdown of the marital relationship. Blow & Hartnett (2005). *Infidelity in committed relationships II: A substantive review*. *Journal of Marital and Family Therapy*
- Substance Abuse: Addiction to drugs or alcohol can lead to neglect of family responsibilities and emotional or physical abuse. Lander, Howsare & Byrne (2013). *The impact of substance use disorders on families and children: From theory to practice*. *Social Work in Public Health*,

- Financial Issues: Struggles with money, such as unemployment, debt, or financial disagreements, can lead to stress and conflict within a family. Dew & Dakin (2011). Financial disagreements and marital conflict tactics. *Journal of Financial Therapy*,
- Communication Problems: Poor communication, including lack of effective listening or expression of needs, can lead to misunderstandings and resentment. Halford, Markman & Stanley (2008). Strengthening couples relationships with education: Social policy and public health perspectives. *Journal of Family Psychology*,
- Mental Health Issues: Untreated mental health conditions, such as depression or anxiety, can strain relationships and lead to breakdown. Whisman & Baucom (2012). Intimate relationships and psychopathology. *Clinical Child and Family Psychology Review*.

These factors can individually or collectively contribute to the breakdown of a family unit, leading to a broken home.

• Causes of Single –Parenthood

The increase of single parenthood is not a phenomenon isolated to the western world. Even in Nigeria and other developing countries, there have been a high percentage of singleparents within the population caused by one factor or the other or a combination of more than one. As in any country, single parenthood arises because of the following major causes:

1. Divorce: The trend of increasing divorce rates has virtually continued for more than 100 years (Bumpass 1990).

2. Teenage Pregnancy: Nigeria, like other countries in the world, is currently faced with social fragmentation as women continue to suffer a high rate of teenage pregnancy. Over the years, the situation particularly among teenagers had become unabated even to the researcher owing to her years of experience as a teacher trainer. Many of the men responsible for the pregnancy deny the children of their paternal role and do not cater for the needs of the child.

3. Rural-Urban Migration: Labour (workers) migration may lead to single parenthood for a mother whose migrant husband is absent for an extended period of time. Cases where migration flow are increasing due to transfer, unemployment, or other reasons better known to the migrant, single parenthood maybe rampant. While some of the best supported single mothers (Common in this part of the world) are those with migrant husbands or male kin who send back remittances on a frequent or steady basis, for many mothers and children, the benefits of male migration is illusory. Men (and women) may initially leave home to earn wages for the family's benefit, but their commitment to sending help (in the form of money) home, or the practical possibility of doing so, sometimes fades This affects not only the family but the educational activities of their wards. With repeated day or week long absences, it weakens mothers' and children's claim to the fatherly earnings or responsibility (Mathua 1999).

• **Factors that can affect the academic performance of the child,;**

1. Structure of the family

The ideal nuclear family structure consists of father, mother and their children. Another strain of family is single parenthood, this type of families are usually on average or lower levels of income, are headed by parents with lower educational attainment and are less likely to be in the labour force, children from these families are likely to have lower academic performance Rich (2000). Other factors in single parent families that are likely to adversely affect academic outcomes of children compared to those from two-parent families are said to include:

I. The custodial parent having less time to spend with children in terms of supervision of school-work and maintaining appropriate levels of discipline;

II. The lack of an appropriate role model, especially for males; • increased responsibilities on children such as childcare roles, domestic duties which impede the time available for school work.

III. The nature of parent-child relationships in single parent families may cause emotional and behavioural problems for the child Buckingham (1999) & Rich (2000). The influence of family structure has been found to be only weakly associated with educational attainment and socialization process, which can have adverse effect on the child on the long run.

2. Socio-economic status

Socio-economic status can be defined as ‘a person’s overall social position...to which attainments in both the social and economic domain contribute Ainley (1995). Socio-economic status is determined by an individual’s achievements in: education; employment and occupational status; and income and wealth. Several comprehensive reviews of the relationship between socio-economic status and educational outcomes exist (Amato 1995 & Ainley 1995).

2.2 THEORETICAL FRAMEWORK

2.2.1 Attachment theory

Attachment theory is a psychological, evolutionary, and ethological theory concerning relationships between humans. The most important tenet is that young children need to develop a relationship with at least one primary caregiver for normal social and emotional development. The theory was formulated by psychiatrist and psychoanalyst (Bowlby 1990).

Primarily associated with the work of British psychologist John Bowlby, attachment theory is an established framework that helps understand the bonds that form between children and their caregivers. It suggests that these early relationships significantly impact a child's emotional and social development.

• Principles of attachment theory

The main principles of attachment theory are:

Attachment is Innate: Attachment is considered an innate and biologically programmed behavior. Infants are born with the instinct to form attachments to ensure their survival and well-being. Attachment Figures: Children form specific attachment bonds with one or a few primary caregivers, often their parents or guardians. These individuals are called attachment figures, and they play a central role in the child's life. Secure Base: Attachment figures serve as a secure base from which the child can explore the world. When a child feels secure in their attachment, they are more likely to explore their environment, knowing they have a safe haven to return to when needed. Internal Working Models: Children develop internal working models based on their early attachment experiences. These models serve as templates for future relationships and influence how individuals perceive and interact with others throughout their lives. Attachment Styles: Attachment theory identifies different attachment styles based on the quality of the caregiver-child relationship. Secure Attachment: Children with secure attachments feel safe exploring the world because they trust their caregiver will be responsive to their needs. They are more likely to develop positive relationships later in life. Insecure-Avoidant Attachment: Children with this attachment style may not seek comfort from their caregiver and may handle distress independently. They may have difficulty trusting others in adulthood. Therapeutic Applications: Attachment theory has influenced therapeutic approaches, such as attachment-based therapy and interventions aimed at helping individuals develop secure attachments and heal attachment-

related wounds. Attachment theory, developed by John Bowlby, is highly relevant to understanding the impact of single parenting on the psycho-social development of adolescents. The theory suggests that early relationships, particularly with primary caregivers, shape a child's beliefs about themselves, others, and the world around them.

These beliefs, or internal working models, influence their social and emotional development throughout life. While single parenting can pose challenges for adolescents, many children from single-parent households demonstrate resilience and develop effective coping mechanisms Masten & Coatsworth (1998). Factors such as social support, positive peer relationships, and individual temperament can influence how adolescents respond to the challenges of single parenting Luthar (2000). In the context of single parenting, the quality of the attachment relationship between the adolescent and the single parent can be crucial. A secure attachment, characterized by trust, comfort with intimacy, and effective emotion regulation, is associated with positive outcomes in various aspects of life, including school performance and social relationships. Research has shown that the quality of attachment in early childhood, particularly with the primary caregiver, can influence the development of emotional regulation skills in later life Bowlby (1988). Single parenting can sometimes lead to disruptions in the attachment relationship, which may affect an adolescent's ability to regulate their emotions effectively Stewart (2007). There is evidence to suggest that the quality of the parent-child attachment relationship is linked to academic achievement in children and adolescents Verschueren & Marcoen (1999). Single parenting can sometimes lead to less parental involvement in education, which may affect an adolescent's school

performance McLoyd (1990). However, the challenges of single parenting, such as limited time and resources, can sometimes impact the quality of the attachment relationship. For example, single parents may have less time to spend with their children due to work or other commitments, which can affect the development of a secure attachment. Single parents often experience higher levels of stress and mental health challenges compared to two-parent households McLanahan & Sandefur (1994). This can impact the quality of the parent-child relationship and contribute to difficulties in adolescent development Downey & Coyne (1990). parenting can pose challenges for adolescents, it's important to note that not all children from single-parent households experience negative outcomes. Factors such as the quality of the parent-child relationship, social support, and economic stability can influence long-term outcomes Demo & Acock (1996). Research suggests that children of single parents may be at a higher risk for developing insecure attachment patterns, such as anxious or avoidant attachments, which can have negative effects on their psycho-social development. Attachment theory suggests that early attachment experiences influence how individuals form and maintain relationships later in life Ainsworth (1978). Adolescents from single-parent households may face challenges in forming secure attachments with peers and romantic partners, which can impact their social development Amato (2005). It's important to note that the impact of single parenting on attachment and psycho-social development can vary depending on various factors, including the quality of the parent-child relationship, the presence of other supportive relationships, and the resilience of the child. Providing support

for single parents and promoting positive parent-child relationships are crucial for mitigating any potential negative effects on adolescent development.

2.2.2 Family system theory

Family systems theory is an approach to understand human functioning that focuses on interactions between people in a family and between the family and the context(s) in which that family is embedded. Family systems theory has been applied to a wide variety of areas including psychotherapy in general and family therapy in particular (working from a systems framework with emotional, behavioral, or relational symptoms in individual, couples, and families); school systems; community problems (e.g., working with polarized disputes and facilitating ‘difficult conversations’ as in the Public Conversations Project, peace studies, nonviolence training); organizations (consulting, leadership training, coaching); and health care (medical family therapy – tracking the emotional dynamics of illness and facilitating collaboration among patients, families, providers, and health care systems).

Psychiatrist Murray Bowen developed the family systems approach, also known as family systems therapy, in the 1950s. The underlying theme of the family systems approach is that families are an emotional unit. They are an interconnected system of interdependent individuals. Moreover, they influence one another, and their psychology cannot be understood in isolation from the system as a whole.

- **Principles of family system theory**

The eight principles of family systems theory highlight the interconnectedness of family members, shifting the focus from the “patient” to variables and circumstances affecting the family system. The eight interlocking concepts in Dr. Bowen’s family systems theory include:

Triangles: a relationship system comprised of three people. Triangles usually have one side in conflict and two sides in harmony, contributing to the development of clinical problems.

Differentiation of Self: having a sense of one’s individuality separate from the family unit. Highly differentiated people are more likely to pursue goals independently while those with a less developed sense of self may seek validation from other people and experience co-dependency.

Nuclear Family Emotional Process: how the family operates in emotional interactions. Bowen believed the nuclear family experienced issues in four main areas: marital conflict (or intimate partner conflict), dysfunction in a spouse or partner, emotional distance, and impairment of one or more children, leading to arguments, criticism, under-performance, over-performance, and/or distancing behavior.

Family Projection Process: the transmission of the parents’ anxiety, emotional concerns, and/or relationship problems onto the child, who may develop emotional issues as a result. Rather than address their own problems, parents try to fix perceived problems in their

children that remind them of their own. They treat their children as if something is wrong with them. This shapes their development such that the children grow to embody their parents' fears and perceptions.

Multigenerational Transmission Process: Bowen believed the roots of the most serious human problems are generations deep. The multigenerational transmission process determines the levels of "self" people develop. It also impacts the way they interact with others, affecting the selection of a spouse or intimate partner. People choose partners with similar levels of differentiation. Small differences in levels of differentiation between parents and offspring lead to significant ranges of differentiation among individual family members over generations.

Emotional Cutoff: distancing from the family or cutting off all contact to reduce stress or avoid conflict without resolving the issues at hand. In so doing, distancing family members may place too much importance on present and future relationships, causing undo strain and stress.

Sibling Position: the tendency of the oldest, middle, and youngest children to assume specific roles within the family relationship system. This is typically due to differences in parental expectations and parental discipline. For example, an executive who's an oldest child may work well with an assistant who's a youngest child. Likewise, people whose sibling rank positions are complementary may be less likely to divorce than if their positions are at odds.

Societal Emotional Process: Bowen treated parents in the criminal justice system and saw how external influences could affect the family system. Thus, this principle of family systems theory suggests that social and cultural forces can influence family relationships. As people experience greater anxiety during periods of societal regression..

Single parenting alters the family structure, often leading to changes in roles, routines, and dynamics. This shift can impact the adolescent's sense of stability and security, potentially affecting their psycho-social development and school performance. Parke (2006). The quality of the parent-child relationship is crucial for adolescent development. Single parents may face challenges in balancing caregiving responsibilities, work, and personal needs, which can impact the nature of their relationship with their adolescent children. Family Systems Theory emphasizes the importance of support networks. Single parents may have limited support, which can impact their ability to effectively parent and provide for their children's needs. This lack of support can affect the adolescent's psycho-social development and school performance. As a social system, a family is conceptualized as having its own characteristics, rules, roles, communication patterns, and power structure above and beyond the individual Smith (2009). Additionally, within this social system framework a family consists of subsystems including parent-child, sibling, marital and co-parenting subsystems. Family members are seen as being interdependent, directly and indirectly influencing each other and other subsystems (e.g., a child may indirectly influence the husband-wife dyad by directly influencing the behavior of either parent). Interactions between family members are also thought to be transactional Kuczynki (2003). Effective communication is essential for

healthy family functioning. Single parents may face challenges in maintaining open and supportive communication with their adolescent children, which can impact the parent-child relationship and the adolescent's psycho-social development. Cox & Paley (1997). One basic assumption of family systems theory is that pathological communication contributes to relationship problems and that feedback loops—that is, how family members respond to the behavior of another can encourage change (positive feedback) or retain the status quo (negative feedback) Smith (2009). Pathological communication refers to unclear and contradictory ways of relating to another person Smith (2009), with dysfunctional communication patterns between family members resulting in low self-esteem Satir (1972). Another important concept in family systems theory is the tendency for a family system to seek a balance between stability and change by controlling behaviors and family rules, with the inclination of the family system to maintain the status quo and resist change Smith (2009). Family cohesion is another important concept that refers to the degree of closeness or emotional bonding family members have for one another; and family flexibility refers to the ability of a family to adapt to new and or stressful situations (Olson, 2000).

Often in adoption literature, principles from family systems theories are evident but are not specified, particularly the emphasis on family processes such as the quality of family communication and family cohesiveness. Family systems theory, then, is important for understanding how factors in the environment of the adoptive family affect adoptees' psychosocial and behavioral outcomes. It expands the focus of influence on adoptee's adjustment beyond the parent-child relationship to consider other factors associated with the

family system, such as family structure (i.e., single parent, siblings) and family relational processes (i.e., family communication and cohesion). For example, Yoon (2004) found having a Korean-born adopted sibling played a significant role in lessening the level of anxiety and depression among adolescent transracial Korean-born adoptees attending a Korean heritage camp for adoptive families.

2.3 Review of empirical studies

The empirical review take a critical look at works people have already done on this topic. Since no knowledge exist in a vacuum. Every research work is built on previous work done by scholars.

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 events in families which require that the parenting role to 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 dabble with the breaking down of family structures which adversely affect the development and growth of children in particular. In Nigeria, the statistics of single-parenthood is unknown and where they existed they are ignored as exceptional cases. However, nowadays, it is a fast growing family pattern both inside and outside Nigeria. In Nigeria, among the Yoruba, the parental roles are culturally determined and distributed. The maternal roles are that of child-rearing, home training and playing of complimentary roles, while the paternal roles are

that of economic responsibilities and disciplines of children. The child is morally, mentally and emotionally balanced when the caring responsibilities are carried out by both parents Tenibiaje & Tenibiaje (2011). Fadeiye (1985) pointed out that both parents have their own roles to play in a child's education. The father is to provide every necessary tool for the educational advancement while the mother is expected to supplement the efforts of the father. In the case where the father is absent and the mother is not privileged enough to cater for all the necessary and basic needs as well as supervising the academic performance of the child, by checking the academic records of the child or by going through their class and lesson notes or books every day. Also, counseling as at when needed, these will affect the educational state and social integration of the child. If a child is not well nurtured and mentally assisted, it will also affect his/her educational outcome and social integration into the society. From the above literature, it shows that in Nigeria the ideal and cultural way of parenting is when both parent plays their parental role and anything short of this, is either perceived to have adverse effect on the children. Unless on rare cases such as death which is inevitable, imprisonment due to one offence or the other which might make the children to be raised by single parent.

Uwaifos (2008) examined the effects of family structure and parenthood on the academic performance of Nigerian university students. The results showed that significant differences existed between the academic performance students from single parent family and those from two-parent family structures which support the findings of Center for Marriage and Families (2005). The results also indicated significant differences in academic performance

of male and female students compared on two types of family structures. Contrary to the above findings, Ushie, Emeka, Ononga & Owolabi (2012) showed that there is no significant difference in the academic performance of students from single parent families and those from two parent families. This might have been so because differences exist despite the single parent's inability to give the child all the necessary care. Also, with time and adaptation of the child, He or She may be able to adjust in the environment as such the poor performance might now improve with time. From the above, single parenthood is a dynamic concept which varies in ways it affect the children academic performance and their socialization processes which can be positive or negative on them.

Pong Dronkers & Hampden-Thompson (2003) examined the gap in Math and Science achievement of third and fourth-graders who live with a single parent versus those who live with two parents in eleven countries. They found that the United States and New Zealand ranked the least among the countries they compared in terms of equality of achievement between children from single-parent families and those from two-parent homes. The multilevel analysis showed that single parenthood was less harmful when family policies equalize resources between single and two-parent families. In addition, the single- and two-parent achievement gap is greater in countries where single-parent families are more prevalent. These findings suggest that belonging to a single parent family does not mean the person is academically condemned since certain policy implemented could turn fortunes. This discovery supports that of Uwaifo (2008) and that of Nzewunwah (1995). The findings agreed that there is a significant difference between students from single parent families and

those from two-parent families in terms of attitude to examination malpractices, attitude to studies and academic performance. This finding could be explained by the fact that life in a single-parent family can be traumatic and children brought up in such family structure often suffer some emotional problems such as lack of warmth, love and disciplinary problems, which may hinder their academic performance. On the other hand, children raised in two-parent family structure are often stable emotionally and they sufferless emotional problems thereby making them less anxious in the pursuit of their academic work. However, it should be noted that this situation might not be true all the time since there are some children in single parent family structures who still perform academically better than children from two parent family structure Apia & Olutola (2007). This situation may however be attributed to other factors inherent in the personality of the child. Whatever the result, parental separation tends to have more negative effect on children academic performances.

According to Advanced Learners' Dictionary (2006), divorce is the legal ending of a marriage between a man and a woman in a law-court by their counsels. The dramatic increase in the number of divorces since the 1950s seems now to have leveled off starting at the beginning of 1980 in the United States Goldstein (1999). In any event, the current level of divorce is high and it is assumable that the majority of recent first marriages will not last a life time, although a stable marriage remains the ideal Bumpass (1990) Jallinogo (2000). Different social circumstances, personal attributes and even genetic aspects may contribute to the risk of divorce. There is agreement across diverse studies that marital instability is associated with premarital cohabitation and pregnancy, young age at the time of

marriage, economic hardship, high levels of residential mobility and growing up in a disrupted or divorced family Wadsworth (1979) McLanahom & Bumpass (1988) McGueandLykken (1992). Amato (1994). Tulisalo (1999). Mental disorders, for example, psychoses, depression and antisocial personality Lahey, Hartdagen, Frick, Mc-Burnett, Connor,Hynd (1988) Kessler, Walters, Forthofer (1999) as well as heavy drinking and drug use are strongly related to the higher divorce risk Leonard Rothbard (1999) Goldman (2000). Death or Estrangement of a Spouse, Losing a partner is very stressful for the parent. The psychological well-being of single parents in Nigeria has been very poor primarily because of the reason on why the partner was lost. According to the Vanguard newspapers (4th March 2014), this is often worsened by the positions of the lost one in the family and the society especially in the eastern part of Nigeria. The problem is compounded where properties of the deceased are involved resulting in the isolation of the woman and the children to their fate. This being the case, had forced many children out of school or resulted to poor academic performance. Death is seen all over the world as inevitable, even though death is inevitable yet, adequate provisions are not made for widows either by their husbands or his family members. Many widows are left to cater for the needs of their families by themselves. Most of them are ejected out of their husband's houses and denied of his properties. All these have adverse effects on children's academic performance, such as; depression, emotional trauma and find it difficult to focus in school.

Mackay & Ross (2005) opined that marital separation commonly involves major emotional trauma for child relationship. Single parents try, as they will tend to diminish parenting for

several years after the break up. Mackay & Ross (2005) observed that children aged six to eight react with grief, fear and intense longing for reconciliation. Those aged nine to twelve (9-12) tend to be openly angry. They are inclined to reject a step parent as father or mother. At all age groups, the children behaviour at home and school often deteriorates. Bad companies and the existence of drug, rebelling, idleness and marginalization are some of the fears and concerns that distress these mothers on their own. Kibel & Wagstaff (1991) went ahead to suggest that social contacts by the single parent with members of the opposite sex may be a catalyst for unacceptable behaviour. The child perceive the mother's friend as an interloper who attracts attention seeking behaviour and even to aggressive act directed at the visitor. Stolcken (1992) found that about twice as many children from one parent families compare to two parent families drop out of high school. Very high rates of poverty have also been discovered among single parent families Odumous (1997) Lye (1995), 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 divorced, report significantly lower quality relationships with their parents as adults and have less frequent contact with them. Levitin (1999) & Duncan (1994) also observed that a child from a single parent family in some cases became delinquent, failing in school, developing inappropriate sex role attitudes and behaviour, or exhibiting other types of pathological conditions. Teachers commonly describe children from single parents as more hostile, aggressive, anxious, fearful, hyperactive and distractible than children from intact families Nwachukwu (2006). These studies and reviews make it clear that children from low socio-economic families are more

likely to exhibit the following patterns in terms of educational outcomes compared to children from high socio-economic families: they may suffer lower retention rates (children from low socio-economic families are more likely to leave school early); they may also have lower education participation rates (children from low socio-economic status families are less likely to attend university); exhibit higher levels of problematic school behaviour (for instance truancy); are more likely to have difficulties with their studies and display negative attitudes to school. These results remain the same irrespective of how socio-economic status is measured and whether the studies are based on individual or aggregate level data Graetz (1995). Similarly, studies of children's educational achievements over time have also demonstrated that social background remains one of the major sources of educational inequality Graetz (1995). In other words, educational success depends very strongly on the socio-economic status of one's parents Edgar(1976). The effect of parental socio-economic status on children's educational outcomes may be neutralized, strengthened or mediated by a range of other contextual, family and individual characteristics. Parents may have a low income and a low-status occupation, for example, but nevertheless transmit high educational aspirations to their children. What family members have (material resources, for instance) can often be mediated by what family members do (for example parental support, family cohesion). The social and the economic components of socio-economic status, in other words, may have distinct and separate influences on educational outcomes. While both components are important, social factors (for example, parents' educational attainments) have been found to be more significant like economic factors, such as a family's capacity to

purchase goods and services, in explaining different educational outcomes. It is argued that families where the parents are advantaged socially educationally, and economically, can foster a higher level of achievement in their children. They also may provide higher levels of psychological support for their children through environments that encourage the development of skills necessary for success at school. Research has shown the importance of the type of school a child attends in influencing educational outcomes. While research in the United State has found that single parenthood do influence educational attainment even after enrolling for different school types, the school context tends to affect the strength of the relationship between single parenthood and educational outcomes Portes & MacLeod (1996). Similarly, research in Britain shows that schools have an independent effect on student academic performance Sparkes (1999). One-third of school age students in Nigeria experience changes in family dynamics that impinge on the school setting Akanbi (2014). Students from independent private schools are also more likely to achieve higher end of school scores Buckingham (2000). While school-related factors are important, there is again an indirect link to socio-economic, as private schools are more likely to have a greater number of students from two parents families with higher income, compare to single parent with low income. The school effect is also likely to operate through variation in the quality and attitudes of teachers Sparkes (1999). Teachers that are harsh to their students often find it hard to know what is wrong with their students.

2.4 Hypotheses

Four hypothesis were generated;

Hypothesis 1: states that there is no significant difference in the causes of broken home on the psycho-social development of the child base on gender

Hypothesis 2: states that there is no significant difference in the role and importance of home to the development of the child with broken home and unbroken home

Hypothesis 3: states that there is no significant difference in the consequences of broken home to the development of the child base on age This hypothesis was studied under two behavior trait namely, stealing and notoriousness.”

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter deals with the research procedures to be taken in carrying out the study. It is organized under the following; Research design, population of the study, sampling techniques and sample size, method of data collection, research instrument, validity of research instrument, Reliability of research instrument, method of data analysis, ethical consideration and hypothesis.

3.1 Research design

This study adopted the Survey research design because it is as a result of the large population of the area of study. This research design is one in which a group of people or items are studied by collecting and analysing data from only a few people considered to be a representative of the entire group. It also involves the use of instruments such as test, questionnaire, observation etc.

3.2 Population of the study

The population of this study consists of eleven thousand six hundred and fourteen (11,614) students in Baptist high school, A.B Education centre and Evbareke Secondary school, all in Benin city, Edo state in Nigeria. This population is, however, the entire number of students cut across three (3) schools in Egor Local Government, Benin City, Edo state, Nigeria.

Baptist high school with a total number of three thousand seven hundred and eighty seven (3787) students (Ministry of education, Edo state, 2018;), A.B Education Centre with a total number of two thousand one hundred of forty four (2144) students (Ministry of education, Edo state, 2018;), Evbareke Secondary school with a total number of five thousand six hundred and eighty three(5683) students (Ministry of education, Edo state, 2023;)

BAPTIST HIGH SCHOOL, BENIN CITY

Baptist High school, Benin city is located at 5, TV Road, Benin city, in Egor local, Edo state. The school was established by the Catholic mission in the year 1967. Presently the students in the school are about 3787 (Ministry of education, Edo state, 2018;) with 49 professional teachers, the school is a co-educational institution. It has Kindergarten, Primary, Junior secondary and senior Secondary.

AB EDUCATION CENTRE, BENIN CITY

AB Education Centre is Located in Egor Local Government Area. AB is an acronym for Abraham Uwadiae, the founder of the institution. The school began in Uselu (Edo state) at the Nursery and Primary level in 2005, before the addition of the secondary school arm in 2008. The school is full day running school. It is located at 1st Avenue, Evbareke quarters, Textile Mill Road, Benin city, Edo state. There are currently 2144 students (Ministry of education, Edo state, 2018;), and 34 teachers respectively.

EVBAREKE SECONDARY SCHOOL, BENIN CITY

Evbareke Secondary school, In Evbareke Avenue, Egor Local Government, Benin City, Edo state. Evbareke was founded in 1982 by the then Governor of Bendel state, Ambrose Alli. Its motto was culture, technology for development, but was later changed to dignity, Labour and honour (dlh). The school serves as the community's dearest asset which has proven overtime as a great Intellectual institution. It consists of both Junior and Senior Secondary school. Presently the students are 5683 (Ministry of education, Edo state, 2023) with 27 teachers respectively.

3.3 Sample size

The sample of this study comprises one hundred and twenty (120) students from 3 schools across Benin city, and they will be selected using multistage sampling procedures.

The formula for this sample was given in equation (i) at the confidence interval of 95%, with significance level of 5%.

The formula for sample size: $n = N/1+N(e)^2$

Where;

n = Sample size to be studied

N = Population size

e = Level of significance $(0.05)^2$

1 = Constant

From the above formula, the sample size for this study was;

$$n = 11614/1+11614 (0.05)^2$$

$$n = 11614/1+11614 \times 0.0025$$

$$n = 11614/1+ 29.035$$

$$n = 11614/30.035$$

$$n = 387$$

Due to the large result of my sample size, I will be using 39.4% of 387 of my sample size which is 119.9, approximately 120 is my sample size.

3.4 Sampling techniques

A simple random sampling technique was used for the purpose of this study as it provides an equal opportunity for all individuals within the study population to be selected, minimizing biases and increasing the generalizability of the findings. Simple random was used to select the quantitative sample of 120 respondents. The sample for this study comprise one hundred and twenty (120) students from three (3) schools, Baptist high school, AB Education center and Evbareke Secondary school in Benin city, and they were selected using multistage sampling procedure. From each schools, a total of 40 students was sampled each, Using SS1 and SS2 respectively making a total of 120 students from the three selected schools that was sampled. They were selected using multistage sampling procedure. Using the multistage, The balloting method was used to ascertain this simple random sampling technique by writing the names of all the students on pieces of paper (ballot papers), folding each of them, and placing all inside a ballot box. The box was vigorously shaken for adequate mixing.

After thorough shuffling and without looking into the box, one ballot paper was drawn at a time and unfolded. The name of the students on the unfolded ballot paper was recorded by the researcher as one of the name that was eventually used for this study, and this was done in each of the three (3) schools respectively.

3.5 Method of data collection

The questionnaire was distributed personally to the respondents, who was able to answer the questions honestly after administering the questionnaires to them. The researcher was also able to guide the respondents with regards to filling questionnaires. The respondents was informed that their responses would be treated with utmost confidentiality.

3.6 Research instrument

The research instrument adopted for this study was a questionnaire constructed by the researcher. The questionnaire is titled "The effect of single parenting on the development of adolescent and their school performance questionnaire". The questionnaire is made up of two sections; Section A and B. Section A elicited the necessary demographic data of the respondents while Section B consists of 20 items which was drawn from the research questions. The instrument is a modified likert-type scale with 4 point rating scale with response options Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point. A benchmark of 2.5 was set as the decision rule. When the mean is greater than 2.5 the statement was noted as agreed else disagreed.

3.7 Validity of research instrument

For the validity of this instrument to be ascertained in this research, The instrument was validated by the researcher's supervisor and other experts with relevant knowledge in the field. They ensured the items measure what it sets out to measure. Their suggestions and recommendations was used to produce the final instrument for this study.

3.8 Reliability of research instrument

To establish the reliability of the instrument, the Cronbach Alpha Statistics was used to measure the level of the items. The instrument will be administered to 20 residents who are not part of the study population. A co-efficient value obtained will show how reliable the instrument is.

3.9 Method of data analysis

The quantitative data collected was analyzed using the Statistical Package for the Social Sciences (SPSS) software application. The hypotheses was tested using the chi-square statistic (χ^2). Analysis entailed use of statistical tables showing frequency distribution and percentages of variables investigated, test of hypothesis using χ^2 statistics.

3.10 Ethical consideration

This research is guided by a set of principles. These principles include voluntary participation, informed consent, anonymity, confidentiality, potential for harm, and results communication. Participants' responses were kept confidential and followed international

best practises. It's important to emphasise that there was no safety concerns. The participants didn't experience any harm because this study won't carry any hazards. Participants was given the opportunity to withdraw their consent at any point during the interview and had the right to clarify any aspects of the study that was unclear to them.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter contains the findings of the Study. The responses to the various items were also organized and presented. The research questions were tested using mean and standard deviation, while the hypotheses were tested using independent-sample T-test and Paired Sample Correlation analysis respectively.

4.1 PRESENTATION OF THE RESULT

Table 3: Frequency Distribution of Respondents by Gender

Gender	Frequency	Percent
Male	57	47.5
Female	63	52.5
Total	120	100.0

Age	Frequency	Percent
19	31	25.8
18	22	18.3
17	44	36.7
16	23	19.2
Total	120	100.0

School	Frequency	Percent
Evbareke Secondary School	40	33.3
AB Educaton Centre	47	39.2
Baptist High School	33	27.5
Total	120	100.0
Evbareke Secondary School	40	33.3

Source: Researcher's fieldwork, 2024

4.2 DATA ANALYSIS

Research Question One: What are the causes of broken home on the psycho-social development of the child

Table 1:

S/N	ITEMS	N	Mean	Standard Deviation	Decision
1.	Children from broken homes struggle more with forming trusting relationships.	120	3.19	.792	Agree
2.	Growing up in a broken home affects a child's self-esteem.	120	2.96	.793	Agree
3.	The psychological impact of broken homes can hinder a child's academic performance.	120	2.59	.966	Agree
4.	Children of broken homes often face difficulties in managing their emotions.	120	2.68	.961	Agree

Benchmark: 2.50

Research question one sought to examine the causes of broken homes on the psycho-social development of the child. The mean scores and standard deviations from Table 1 reveal that participants generally agreed that children from broken homes struggle more with forming trusting relationships (Mean = 3.19, SD = 0.792), that growing up in a broken home

affects a child's self-esteem (Mean = 2.96, SD = 0.793), that the psychological impact of broken homes can hinder a child's academic performance (Mean = 2.59, SD = 0.966), and that children of broken homes often face difficulties in managing their emotions (Mean = 2.68, SD = 0.961).

Research Question Two: What are the roles and importance of home to the development of the child

Table 2:

S/N	ITEMS	N	Mean	Standard Deviation	Decision
1.	A nurturing home environment is crucial for the emotional well-being of a child.	120	2.68	.963	
2.	Regular family routines contribute positively to a child's sense of security.	120	2.79	.952	
3.	Parental involvement is essential for the educational success of a child.	120	2.75	.910	
4.	A stable home life supports the development of a child's social skills.	120	2.84	.953	

Benchmark: 2.50

Research question two sought to examine the roles and importance of home to the development of the child. The data suggests that a nurturing home environment is

considered quite important for the emotional well-being of a child, with a mean score of 2.68 and a standard deviation of 0.963. Regular family routines are also seen as beneficial to a child's sense of security, indicated by a mean of 2.79 and a standard deviation of 0.952. Parental involvement is deemed essential for a child's educational success, as reflected by a mean of 2.75 and a standard deviation of 0.910. Lastly, a stable home life is viewed as supportive of a child's social skills development, with a mean of 2.84 and a standard deviation of 0.953. These findings highlight the perceived significance of a supportive home environment in various aspects of a child's growth..

Research Question Three: What are the differences between single and double parenting

Table 3:

S/N	ITEMS	N	Mean	Standard Deviation	Decision
1.	Children with two parents at home have access to more financial resources than those with a single parent.	120	2.88	.871	
2.	Single parents often have less time to spend with their children compared to double parenting households.	120	2.73	.867	
3.	Having two parents at home can provide more diverse role models for children.	120	2.72	.945	
4.	Single parenting may lead to a stronger bond between the child and the parent due to exclusive attention.	120	2.80	.922	

Benchmark: 2.50

Research question three sought to examine the differences between single and double parenting. The study's results suggest that children with two parents at home are perceived to have more financial resources, as indicated by a mean of 2.88 and a standard deviation of 0.871. It also appears that single parents may have less time for their children, with a mean of 2.73 and a standard deviation of 0.867. The presence of two parents can offer more diverse role models, reflected by a mean of 2.72 and a standard deviation of 0.945. Interestingly, single parenting might lead to a stronger parent-child bond due to exclusive attention, with a mean of 2.80 and a standard deviation of 0.922. These findings highlight the nuanced differences in resources, time, role modeling, and relationship dynamics between single and double parenting scenarios.

Research Question Four: What are the consequences of broken home to the development of the child

Table 4:

S/N	ITEMS	N	Mean	Standard Deviation	Decision
1.	A broken home can lead to difficulties in a child's academic achievements.	120	2.69	.887	Agree
2.	Children from broken homes may experience higher levels of emotional distress.	120	2.74	1.017	Agree
3.	The lack of a two-parent structure can impact a child's behavior and discipline.	120	2.84	.926	Agree

4.	Broken homes might contribute to a child's challenges in trust and relationship-building.	120	3.01	.912	Agree
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Research question four sought to examine the consequences of a broken home on the development of the child. The study revealed that difficulties in academic achievements are associated with broken homes, as indicated by a mean of 2.69 and a standard deviation of 0.887. Emotional distress in children from such homes is also recognized, with a mean of 2.74 and a higher standard deviation of 1.017, pointing to a greater variability in this response. The absence of a two-parent structure is believed to affect behavior and discipline, reflected by a mean of 2.84 and a standard deviation of 0.926. Moreover, broken homes are thought to pose challenges in trust and relationship-building for children, with the highest mean of 3.01 and a standard deviation of 0.912. Overall, there is an agreement on these consequences, suggesting a consensus on the negative impact of broken homes on child development.

Research Question Five: What are the possible solutions to the psycho-social development of the child

Table 5:

S/N	ITEMS	N	Mean	Standard Deviation	Decision
1.	Implementing consistent parenting strategies can improve a child's behavioral outcomes.	120	2.80	.826	Agree
2.	Increased community support can alleviate the negative impacts of a broken home on a child.	120	2.78	1.033	Agree
3.	Early intervention programs can enhance a child's emotional and social skills.	120	2.83	.847	Agree
4.	Providing children with access to counseling services can help address psycho-social challenges.	120	2.83	.796	Agree

Research question five sought to examine the possible solutions to the psycho-social development of the child. The data indicates that consistent parenting strategies are agreed upon as beneficial for improving a child's behavioral outcomes, with a mean of 2.80 and a standard deviation of 0.826. Increased community support is also seen as a way to alleviate the negative impacts of a broken home, as shown by a mean of 2.78 and a standard deviation of 1.033, suggesting a wider range of opinions on this solution. Early intervention programs are considered effective in enhancing emotional and social skills, with a mean of 2.83 and a standard deviation of 0.847. Additionally, providing access to counseling services is agreed

to help address psycho-social challenges, with a mean of 2.83 and a standard deviation of 0.796.

Table 6: t-test analysis on there is no significant difference in the causes of broken home on the psycho-social development of the child base on gender

Variable	No Exp.	\bar{X}	SD	df	t	Sig (2-tailed)	Decision
Male	57	11.09	1.596	118	-2.004	.047	H ₀₁ Accepted
Female	63	11.73	1.885				

Hypothesis 1 on the causes of broken home on the psycho-social development of the child based on gender was analyzed using a t-test. The analysis involved comparing the mean scores (\bar{X}) of males (mean = 11.09, SD = 1.596) and females (mean = 11.73, SD = 1.885). With a total of 118 degrees of freedom (df), the t-value was -2.004. The significance (Sig) on a two-tailed test was 0.047, which is just below the conventional cutoff of 0.05. This suggests that there is a statistically significant difference between the genders, with females showing a slightly higher mean score, indicating that gender may play a role in the psycho-social impact of broken homes on children.

Table 7: t-test analysis on there is no significant difference in the role and importance of home to the development of the child with broken home and unbroken home

Variable	No Exp.	\bar{X}	SD	df	t	Sig (2-tailed)	Decision
Broken	45	10.44	2.26	118	2.26	.025	H ₀ Rejected
Unbroken	75	11.43	2.35				

Hypothesis 2 on the role and importance of home to the child's development in broken versus unbroken homes was examined through a t-test analysis. The analysis compared children from broken homes (mean = 10.44, SD = 2.26) to those from unbroken homes (mean = 11.43, SD = 2.35). With a sample size of 45 for broken homes and 75 for unbroken homes, and 118 degrees of freedom (df), the t-value was 2.26. The significance level (Sig) on a two-tailed test was 0.025, which is below the conventional threshold of 0.05. This indicates a statistically significant difference between the two groups, suggesting that the role and importance of home in the development of the child are indeed different when comparing broken to unbroken homes.

Table 8: Paired sample correlation on there is no significant difference in the consequences of broken home to the development of the child base on age

Variable	No Exp.	\bar{X}	SD	df	Sig (2- tailed)	Decision
AGE	120	2.49	1.07	119	.142	H0 ₃ Accepted
Consequences of Broken Home	120	11.28	2.18			

Hypothesis 3 on the consequences of a broken home to the development of the child based on age was investigated using a paired sample correlation. The analysis involved 120 experiences (No Exp.) with the variable of age showing a mean (\bar{X}) of 2.49 and a standard deviation (SD) of 1.07. The consequences of a broken home had a mean of 11.28 and a standard deviation of 2.18. With 119 degrees of freedom (df), the significance (Sig) on a two-tailed test was 0.142, which is above the conventional threshold of 0.05. This indicates that there is no statistically significant difference in the consequences of a broken home on the development of the child based on age, leading to the retention of the null hypothesis.

4.3 DISCUSSIONS OF FINDINGS

On research question one, the consensus among participants suggests that broken homes have a tangible impact on the psycho-social development of children. The struggle with trust and self-esteem issues, along with academic and emotional challenges, were commonly acknowledged. Moving to research question two, the importance of a nurturing and stable home environment was underscored, highlighting the role of family routines,

parental involvement, and a supportive atmosphere in fostering a child's growth. Aligning with study by Chigozie & Chinedu (2023). which revealed that the separation of parents has a significant impact of the academic performance, social development, and emotional adjustment of students. It also corroborates with study by Rosemary & Linus (2023) which revealed that family separation had a significant impact of the academic achievement of pupils.

Continuing to research question three, the comparison between single and double parenting revealed distinct perceptions regarding financial resources, time allocation, role modeling, and the strength of parent-child bonds. These findings emphasize the complexity of parenting dynamics and their influence on child development. Aligning with study by Usman, Mukhtar & Auwal (2016). which revealed that parents hold a significant impact of their children towards their academic performance further revealing that Most of the parents have refused to supervised, motivated, interact and send their children to school even where they can afford it economically and financially. It stands against study by Abrantes & Casinillo (2020). which revealed that problems encountered by students from single parent homes does not affects their studies and learning attitudes.

Addressing research question four, the negative consequences of broken homes were evident, particularly in academic performance and emotional well-being, suggesting a need for targeted support for affected children. This aligns with study by Beatrice (2017) which revealed that that broken homes have serious negative effect on students' regular attendance

to schools. It also corroborates with study by Olaita (2017) which revealed that a significant difference in the academic performance of students from single parent families and those from two parent families. In other words, the academic performance of children from two parent families is better than those from single parent families.

Finally, on research question five, the agreement on solutions like consistent parenting strategies, community support, early intervention, and counseling services indicates a proactive approach to mitigating the challenges faced by children from broken homes. This aligns with study by Bassey (2021) which revealed. The strategic use of Inclusive approach, re-affirmation, care and integration, confidence building institutionalized in school and family life, have help in mainstreaming these children and adolescents back to the society. This finding viewed traumainformed counseling as appropriate within broad range of adequacies for social adaptation taken into account. The hypotheses provided additional insights, revealing subtle differences in the psycho-social effects on males and females. Meanwhile, the comparison of home environments in broken versus unbroken homes highlighted significant disparities, reinforcing the critical role of family structure. However, the age-based analysis did not show a significant difference, suggesting that the consequences of a broken home are pervasive across different age groups.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The purpose of this research was designed to investigate effect of single parenting on the psycho-social development of the adolescent and their school/class work performance. 120 students from selected schools in Egor LGA, Benin city were explored. The researcher made effort the investigating the causes of broken home on the psycho-social development of the child; how important is the role of the home to the development of the child in the and its class performance; the differences between single and double parenting on the child psycho-social development; the consequences of broken home on the psycho-social development of the child, and; possible solutions to the psycho-social development of the child, all of which have been discussed in details under the review of literature.

The collection of data was carried out through the administration of questionnaire to hundred and twenty (120) students in selected schools from Egor LGA, Benin city. The data on the research questions were interpreted and discussed using mean and standard deviation table, while the hypothesis were tested using independent sample T-test and Paired Sample Correlation analysis. The sampling technique used for the research is the simple random sampling technique.

The findings deduced from the study revealed that children from broken homes face significant psycho-social challenges, including difficulties in forming trusting relationships, lower self-esteem, and emotional and academic struggles. A nurturing and stable home environment, characterized by consistent family routines and parental involvement, is vital for a child's emotional and social development. The comparison between single and double parenting highlighted differences in financial resources, time spent with children, availability of role models, and the strength of parent-child bonds. Additionally, there is a consensus on the effectiveness of consistent parenting strategies, community support, early intervention, and counseling services as solutions for the challenges faced by children from broken homes. Recommendation made involves creating initiatives that promote participation of parents in their children lives, enhancing different support system that seeks to help children deal and cope with psycho-social issues through counselling etc.

5.2 Conclusion

In conclusion, the study findings strongly affirm the significant impact of broken homes on the psycho-social development of children, as evidenced by struggles with trust, self-esteem, academic performance, and emotional well-being. The importance of nurturing and stable home environments is highlighted, emphasizing the role of family routines, parental involvement, and support systems. These results are consistent with previous research, indicating the widespread implications of parental separation on academic achievement, social development, and emotional adjustment. Moreover, the comparison between single and double parenting underscores the nuanced differences in resources, time allocation, and

parent-child dynamics. Despite these challenges, the agreement on proactive solutions such as consistent parenting strategies, community support, early intervention, and counseling services reflects a commitment to addressing the needs of children from broken homes. While gender-based analysis reveals subtle differences, the comparison of home environments emphasizes the critical role of family structure. Notably, the age-based analysis suggests that the consequences of a broken home are consistent across different age groups, highlighting the pervasive nature of these challenges.

5.3 Contribution to knowledge

A significant contribution to knowledge of this research can be seen in several ways. One way is that the knowledge can inform policies and interventions aimed at supporting single-parent families, such as providing access to counseling, financial assistance, and community resources. Secondly By studying the effects of single parenting on adolescents, researchers can better understand the complexities of family dynamics and their impact on child development. Additionally, research in this area can help dispel stereotypes and stigma associated with single-parent households, promoting a more inclusive and understanding society.

5.4 Recommendations

Based on the findings and conclusions of this study, the following recommendations are made; Early intervention programs and consistent parenting strategies are crucial in mitigating the negative effects of broken homes; It is recommended to enhance support

systems through counseling and community programs that specifically address these psycho-social challenges. Initiatives that encourage active participation of parents in their children's lives, even post-separation, should be promoted; Recognizing the unique challenges faced by single parents, it is recommended to provide them with additional resources and support to ensure they have the time and financial capacity to raise their children effectively.

Provide opportunities for positive role modeling and mentorship for children in broken homes, helping them develop healthy relationships and self-esteem. Increase awareness and understanding of the impact of broken homes on children's development among educators, policymakers, and the broader community to promote empathy and support. Cultivate a supportive atmosphere in schools and communities that fosters inclusivity and understanding, reducing stigma and judgment often associated with family breakdowns. Make counseling services readily available for children and families dealing with the emotional aftermath of parental separation, providing a safe space to express feelings and work through issues.

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APPENDIX A

RELIABILITY

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.915	20

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
62.05	72.576	8.519	20

GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	57	47.5	47.5	47.5
	Female	63	52.5	52.5	100.0
	Total	120	100.0	100.0	

		AGE			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19	31	25.8	25.8	25.8
	18	22	18.3	18.3	44.2
	17	44	36.7	36.7	80.8
	16	23	19.2	19.2	100.0
	Total	120	100.0	100.0	

		SCHOOL			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Evbareke Secondary School	40	33.3	33.3	33.3
	AB Educaton Centre	47	39.2	39.2	72.5
	Baptist High School	33	27.5	27.5	100.0
	Total	120	100.0	100.0	

		HOMESTATS			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unbroken	75	62.5	62.5	62.5
	Broken	45	37.5	37.5	100.0
	Total	120	100.0	100.0	

Descriptive Statistics

	N	Mean	Std. Deviation
Children from broken homes struggle more with forming trusting relationships.	120	3.19	.792
Growing up in a broken home affects a child's self-esteem.	120	2.96	.793
The psychological impact of broken homes can hinder a child's academic performance.	120	2.59	.966
Children of broken homes often face difficulties in managing their emotions.	120	2.68	.961
A nurturing home environment is crucial for the emotional well-being of a child.	120	2.68	.963
Regular family routines contribute positively to a child's sense of security.	120	2.79	.952
Parental involvement is essential for the educational success of a child.	120	2.75	.910
A stable home life supports the development of a child's social skills.	120	2.84	.953

Children with two parents at home have access to more financial resources than those with a single parent.	120	2.88	.871
Single parents often have less time to spend with their children compared to double parenting households.	120	2.73	.867
Having two parents at home can provide more diverse role models for children.	120	2.72	.945
Single parenting may lead to a stronger bond between the child and the parent due to exclusive attention.	120	2.80	.922
A broken home can lead to difficulties in a child's academic achievements.	120	2.69	.887
Children from broken homes may experience higher levels of emotional distress.	120	2.74	1.017
The lack of a two-parent structure can impact a child's behavior and discipline.	120	2.84	.926
Broken homes might contribute to a child's challenges in trust and relationship-building.	120	3.01	.912

Implementing consistent parenting strategies can improve a child's behavioral outcomes.	120	2.80	.826
Increased community support can alleviate the negative impacts of a broken home on a child.	120	2.78	1.033
Early intervention programs can enhance a child's emotional and social skills.	120	2.83	.847
Providing children with access to counseling services can help address psycho-social challenges.	120	2.83	.796
Valid N (listwise)	120		

APPENDIX B: QUESTIONNAIRE

**DEPARTMENT OF SOCIAL WORK
FACULTY OF SOCIAL SCIENCE,
UNIVERSITY OF BENIN, BENIN CITY**

**QUESTIONNAIRE ON EFFECT OF SINGLE PARENTING ON ADOLESCENT AND
THEIR EDUCATION (ESPATE) IN EGOR LGA, BENIN CITY, EDO STATE**

Dear Respondent,

This questionnaire is designed for academic purposes. It is structured to find out your perception on the effect of single parenting on children and their education in Benin city, Edo state.

STUDENT QUESTIONNAIRE

Please respond sincerely to the questions by ticking [] where applicable. Your responses will be treated with a high level of confidentiality. Thank you.

SECTION A: DEMOGRAPHIC DATA

Instructions: Please tick () where applicable.

Age: 16 (); 17 (); 18 (); 19 ()

Gender: Female (); Male ()

School: Baptist High School (); AB Education Centre (); Evbareke Secondary School ()

Home Status: Broken (); Unbroken ()

SECTION B: DATA ON QUESTIONNAIRE

Indicate the extent to which you agree or disagree with the following statements.

Key: Strongly Agree (SA); Agree (A); Disagree (D); Strongly Disagree (SD)

S/N	ITEMS	SA	A	D	SD
	CAUSES OF BROKEN HOME ON THE PSYCHO-SOCIAL DEVELOPMENT OF THE CHILD				
1	Children from broken homes struggle more with forming trusting relationships.				
2	Growing up in a broken home affects a child's self-esteem.				
3	The psychological impact of broken homes can hinder a child's academic performance.				

4.	Children of broken homes often face difficulties in managing their emotions.				
	ROLES AND IMPORTANCE OF HOME TO THE DEVELOPMENT OF THE CHILD	SA	A	D	SD
1	A nurturing home environment is crucial for the emotional well-being of a child.				
2.	Regular family routines contribute positively to a child’s sense of security.				
3.	Parental involvement is essential for the educational success of a child.				
4.	A stable home life supports the development of a child’s social skills.				
	DIFFERENCES BETWEEN SINGLE AND DOUBLE PARENTING	SA	A	D	SD
1.	Children with two parents at home have access to more financial resources than those with a single parent.				
2.	Single parents often have less time to spend with their children compared to double parenting households.				
3.	Having two parents at home can provide more diverse role models for children.				
4.	Single parenting may lead to a stronger bond between the child and the parent due to exclusive attention.				
	CONSEQUENCES OF BROKEN HOME TO THE DEVELOPMENT OF THE CHILD	SA	A	D	SD
1.	A broken home can lead to difficulties in a child’s academic achievements.				
2.	Children from broken homes may experience higher levels of emotional distress.				
3.	The lack of a two-parent structure can impact a child’s behavior and discipline.				
4.	Broken homes might contribute to a child’s challenges in trust and relationship-building.				
	POSSIBLE SOLUTIONS TO THE PSYCHO-SOCIAL DEVELOPMENT OF THE CHILD	SA	A	D	SD
1.	Implementing consistent parenting strategies can improve a child’s behavioral outcomes.				
2.	Increased community support can alleviate the negative impacts of a broken home on a child.				
3.	Early intervention programs can enhance a child’s emotional and social skills.				
4.	Providing children with access to counseling services can help address psycho-social challenges.				