

**GENDER DIFFERENCES IN THE PSYCHOSOCIAL ADJUSTMENT OF
SECONDARY SCHOOL FOR SINGLE PARENTING IN EGOR LOCAL
GOVERNMENT AREA**

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BENIN CITY.**

APRIL, 2024

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL EVALUATION AND COUNSELLING PSYCHOLOGY,
FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY. IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF
BACHELOR DEGREE IN EDUCATION, B.Sc. (Ed) HONOURS DEGREE IN
GUIDANCE AND COUNSELLING**

APRIL, 2024

CERTIFICATION

We hereby certify that this project research was carried out by **Racheal HENSHAW**, with the Matriculation Number **EDU1904232**, in the Department of Educational Evaluation and Counselling Psychology.

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Date: _____

DEDICATION

This study is dedicated to the Almighty God for His divine mercy, love, wisdom, understanding, strength and provision. And my parent .MRS LUCY HENSHAW, my financial supporter (Tochukwu Mbah) For their support, encouragement, and for showing me love ..

ACKNOWLEDGEMENTS

First and foremost, the researcher's sincere gratitude goes to God Almighty for his sustenance and guidance, and for making this programme a success. The researcher's profound gratitude goes to her dynamic and erudite supervisor and HOD, Dr(MRS) U.M. ORHERUATA for her patience, effective and efficient guides, and painstaking efforts in scrutinizing this work which made it a success. ma,thank you so much,for bringing administration dynamism into the department which has manifested in rapid growth and progress.

In a very special way, She would like to say thank you to her loving parent Mrs. Lucy for her encouragements, supports and prayers all through her academic pursuit. Mum you are the best!! And to my siblings,Cyprian who has been my motivation, and Cyril who has been a father figure God bless you all for being there for me all through these years.

She will not forget her friends, Anastasia , Glory, and Excellent you have been my support system in every way possible and Tochukwu Mbah who has been my bestie and mentor, my financial support system,Ellochukwu Okeke who has been my source of strength, and my entire family members thank you for your supports and the wonderful company and encouragement . Finally, the researcher would like to acknowledge all the authors whose works were used in one way or the other during the course of this work. God bless you all.

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ABSTRACT

The study was carried out to determine “Gender differences in the psychosocial adjustment of secondary school for single parenting in Egor local government area, population for the study consist of two thousand seven hundred and sixty (2760) SSII students from the 14 public senior secondary schools in Egor local government area of Edo state. the sample size selected for this study is two hundred and seventy six (276) SSII students which is 10% of the total population, selected randomly using simple random sampling technique.

The instrument for the study was a question on gender differences in the psychosocial adjustment of secondary school for single parenting in Egor Local Government Area . To ensure the reliability of the instrument, the Pearson Product Moment Correlation Co-efficient was used in and a co-efficient value of 0.89 was obtained. The data collected were analyzed using PPMC statistics.

Findings from the study revealed that;Female students from single-parent households tend to exhibit better academic performance compared to their male counterparts,male students from single-parent households experience higher levels of emotional distress or behavioral problems compared to their female counterparts,Female students are more likely to seek and receive social support from peers, teachers, and extended family members compared to male students. This gender difference in social support networks could contribute to variations in psychosocial adjustment, with females potentially demonstrating greater resilience,the following recommendations were made;There should be tailored support programmes targeting gender-specific needs: Recognize that male and female students may experience different psychosocial challenges due to single parenting. Implement support programmes that address these unique needs, whether it's mentorship for boys or empowerment workshops for girls,There should be regular gender-sensitive counseling sessions: Introduce regular counseling sessions within schools that are sensitive to gender differences. These sessions can provide a safe space for students to discuss their concerns, explore coping strategies, and build resilience in the face of psychosocial challenges.

CHAPTER ONE

INTRODUCTION

Background of the Study

Psychosocial adjustment denotes the ability to adapt psychologically and socially to one's environment, encompassing emotional well-being, social interactions, coping strategies, academic performance, and behavioral adjustments (Achenbach & Rescorla, 2021). Psychosocial adjustment encapsulates an individual's ability to navigate and adapt to the intricate blend of psychological and social demands within their environment. This holistic concept spans a spectrum of elements crucial to an individual's well-being, comprising emotional stability, social interactions, coping mechanisms, academic performance, and behavioral adaptations. It's essentially the harmonious integration of one's emotional and social domains, enabling effective functioning and resilience in diverse situations. Understanding the psychosocial adjustment of secondary school students raised in single-parent households and exploring potential gender differences within this context is crucial in addressing the multifaceted challenges these individuals may encounter. In the context of single-parent households, where one parent assumes the primary caregiving role, these adolescents may face distinctive psychosocial challenges compared to those in two-parent households (Amato, 2020).

The family environment significantly influences psychosocial development (Bronfenbrenner, 2015). Single-parent households may present unique stressors, including financial strains, limited parental time, and potential disruptions in family routines (Demo & Acock, 2018). Such stressors can impact adolescents' emotional stability, social relationships, and academic performance. Adolescents from single-parent households often experience higher levels of emotional distress, lower self-esteem, and more behavioral problems compared to their counterparts in two-parent households (Hetherington, 2016).

The gendered aspect of psychosocial adjustment in single-parent households warrants exploration. Gender differences in coping mechanisms, social support-seeking behaviors, and response to stressors might influence psychosocial outcomes (Compas et al., 2021). Studies suggest that females tend to internalize stress, experiencing more emotional symptoms, while males exhibit more externalizing behaviors (Zahn-Waxler et al., 2018). However, research on gender differences in psychosocial adjustment specifically within the context of single-parent households in Egor Local Government Area remains limited.

Gender differences play a significant role in how adolescents respond to stressors and navigate their psychosocial challenges. Studies suggest that males and females often employ different coping mechanisms and exhibit varied responses to stress. Females tend to internalize stress, showing more emotional symptoms, while males might display more

externalizing behaviors. However, the exploration of these gender-specific dynamics within the context of single-parent households in Egor Local Government Area remains relatively unexplored.

This study aims to delve into these gender differences, specifically examining the psychosocial adjustment of male and female adolescents in single-parent households within the Egor Local Government Area. By exploring these nuances, the research endeavors to shed light on the distinct psychosocial challenges faced by adolescents in these circumstances, potentially informing tailored interventions or support mechanisms to address their specific needs.

Statement of the Problem

Understanding the psychosocial adjustment of adolescents in single-parent households within the context of Egor Local Government Area stands as a focal point of this study. The multifaceted challenges faced by these adolescents due to their unique family structure, where one parent assumes primary caregiving responsibilities, necessitate a closer examination. The family environment significantly shapes adolescents' psychosocial development, and single-parent households may introduce distinct stressors, such as financial constraints and disruptions in family routines. These stressors potentially impact emotional stability, social interactions, and academic performance, potentially contributing to higher levels of emotional distress and

behavioral issues among adolescents in single-parent households compared to their counterparts in two-parent households.

Moreover, the gendered aspect of psychosocial adjustment within single-parent households requires exploration. Gender differences in coping mechanisms and responses to stressors might influence psychosocial outcomes. Existing research indicates varying patterns of response between genders, with females tending to internalize stress and males displaying more externalizing behaviors. However, the specific examination of these gender-specific dynamics within the context of single-parent households in Egor Local Government Area remains limited, presenting a gap in understanding how gender influences psychosocial adjustment among these adolescents.

Therefore, the primary problem this study seeks to address is the exploration of gender differences in the psychosocial adjustment of male and female adolescents within single-parent households in Egor Local Government Area. By probing into these gender-specific nuances, the research aims to unravel the distinct challenges faced by adolescents in these circumstances, shedding light on potential disparities in coping strategies, emotional well-being, and social interactions. This inquiry seeks to pave the way for tailored interventions or support mechanisms to address the unique needs of adolescents in single-parent households, contributing to their improved psychosocial well-being and resilience.

Research Questions

The following research question was raised to guide this study;

1. What is the difference in male and female students from single parents psychological and social demands?
2. What is the difference between male and female students from single parenting in adapting to various situation?
3. What is the difference between male and female students from single parenting in managing emotions?
4. What is the difference between male and female students from single parenting in Forming relationships?
5. What is the difference between male and female students from single parenting in engaging positively to social interactions?

Purpose of the Study

The main purpose of this study is to access gender differences in the psychosocial adjustment of secondary school for single parenting in Egor local government area. The specific objective of the study is to determine the difference between:

1. Single parents psychological and social demands.
2. Single parenting in adapting to various situation.

3. Single parenting in managing emotions.
4. Single parenting in Forming relationships.
5. Single parenting in engaging positively to social interactions.

Significance of the Study

The findings of the study will be benefit to educators, policymakers, and counsellors, Insights derived from this study can guide educators in developing targeted teaching methodologies that consider the psychosocial needs of students from single-parent backgrounds. Understanding gender-specific challenges can aid in creating inclusive classroom environments that support diverse learning styles and emotional needs, knowledge of gender-based differences in psychosocial adjustment among students from single-parent households can influence policy formulation. It can prompt the creation of policies aimed at providing additional resources, support programmes, and funding directed at addressing these specific needs within the educational system, counsellors can benefit significantly from this study's findings by gaining a deeper understanding of the gender-specific psychological stressors these students might face. This knowledge can aid in the development of targeted counseling strategies to enhance coping mechanisms, foster resilience, and provide tailored emotional support.

Ultimately, for all these stakeholders, the study's significance lies in its potential to guide the creation of more effective, targeted, and empathetic interventions. By

acknowledging and addressing the unique challenges faced by boys and girls from single-parent households, educators, policymakers, and counselors can contribute to fostering a more supportive and conducive environment for their academic and personal growth.

Scope and Delimitation of the Study

The scope of this study encompasses gender differences in the psychosocial adjustment of secondary school students from single-parent in secondary schools, Egor Local Government Area.

The study is Delimited to selected Schools in Egor Local Government Area.

Definition of Terms

The following terms were operationally defined:

Adjustment: Adjustment refers to the psychological and social processes individuals go through to cope with or adapt to their circumstances, such as being raised in a single-parent household.

Gender Differences: Refers to variations or distinctions between individuals based on their gender identity, typically focusing on the differing behaviors, roles, expectations, and experiences of males and females within a given society or context.

Psychosocial Adjustment: Encompasses an individual's capacity to effectively cope with psychological and social demands, adapting to various situations, managing emotions, forming relationships, and engaging positively in social interactions while maintaining mental and emotional well-being.

Psychosocial: This term combines psychological and social aspects. Psychosocial factors refer to the interrelation between an individual's psychological development and their social environment. In this study, it pertains to how being raised in a single-parent household affects the psychological and social well-being of secondary school students.

Single Parenting: Refers to a family structure where a child is primarily raised and cared for by one parent due to various reasons such as divorce, separation, death of a spouse, or a conscious choice of single parenthood.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter the related literature of the study was described under the following subheadings;

- Theoretical Framework
- Concept of Single Parenting
- Concept of Psychosocial Adjustment
- Gender Difference in Psychosocial Adjustment
- Summary of Reviewed Literature

Theoretical Framework

The study is guided by Social Learning Theory, as postulated by Albert Bandura, provides a framework for understanding how children learn behaviors through observation and imitation, with these learned behaviors being reinforced or punished, thereby shaping future actions (Bandura, 1977). In the context of single-parenting

households, the theory sheds light on how children may exhibit gender-specific patterns of psychosocial adjustment due to differential exposure to parental roles. Boys in single-mother households may encounter less exposure to male role models, potentially influencing the development of masculinity and social skills (Bandura, 1986). The absence of a male figure as a role model might impact boys' understanding and enactment of traditionally masculine behaviors. Similarly, in single-father households, girls may face limited exposure to female role models, potentially affecting identity formation and emotional expression (Bandura, 1973). This lack of exposure to female figures may contribute to variations in girls' social and emotional development.

Moreover, Social Learning Theory highlights the influence of societal expectations and stereotypes on gender-specific coping mechanisms and adjustment strategies in children from single-parenting households (Bandura, 1977). Boys, influenced by societal norms, may be expected to be independent, while girls may be encouraged to express their emotions openly. In the absence of a parent adhering to traditional gender roles, children may grapple with conflicting expectations. For example, single mothers might be perceived as less effective disciplinarians, potentially impacting boys' behavior and academic performance (Bandura, 1986). The theory suggests that children internalize societal expectations and adjust their behaviors accordingly. Social Learning Theory provides valuable insights into the psychosocial adjustment of children in single-parenting households, emphasizing the role of observational learning in shaping

gender-specific behaviors and coping mechanisms (Bandura, 1977). Understanding these dynamics is crucial for designing targeted interventions that address the unique challenges faced by children growing up in single-parenting environments.

Concept of Single Parenting

Single parenting, characterized by the raising of a child or children by a sole parent, has become an increasingly prevalent family structure, reflecting societal shifts and diverse family configurations. This concept has evolved over time, shaped by socio-cultural changes, economic factors, and alterations in family dynamics. The experiences of single parents and their children, as well as the challenges they face, are multifaceted and warrant an in-depth exploration. One notable aspect of single parenting is its diversity, encompassing various circumstances such as divorce, separation, widowhood, or the choice to parent alone. Recent studies highlight the increasing prevalence of single-parent households globally, underlining the need to understand the nuanced experiences of those navigating the complexities of solo parenting (Brown, 2019; Manning & Stykes, 2020).

The economic implications of single parenting often form a significant dimension of the concept. Single parents may face financial constraints and challenges due to the sole responsibility of providing for their children. Economic factors, including limited

access to resources and employment opportunities, can impact the well-being of both the single parent and the child (Nepomnyaschy & Waldfogel, 2017). Furthermore, the economic strain may contribute to disparities in educational opportunities, healthcare access, and overall quality of life for children in single-parent households (Mollborn & Lawrence, 2018). Psychosocial aspects of single parenting are equally critical, influencing the emotional well-being and adjustment of both the parent and the child. Single parents may grapple with heightened stress levels, feelings of isolation, and challenges in balancing work and family responsibilities (Dykstra & Fokkema, 2011). For children, the absence of a co-parenting figure may impact their emotional development, social interactions, and academic performance (Amato, 2015).

The concept of single parenting is intricately linked to societal attitudes and support structures. Stigmatization and stereotyping of single parents persist, contributing to the perpetuation of negative narratives (Turney & Wildeman, 2015). Moreover, the availability of support systems, both formal and informal, significantly influences the experiences of single-parent families. Policies that address the unique needs of single parents, such as affordable childcare and flexible work arrangements, can contribute to a more supportive environment (Gassman-Pines & Hill, 2020). The concept of single parenting encapsulates a diverse array of family structures and experiences, shaped by economic, psychosocial, and societal factors. Recent research underscores the importance of recognizing the challenges faced by single-parent households and implementing

policies and support systems to alleviate the unique stressors associated with solo parenting. Understanding the complexities of single parenting is crucial for fostering empathy, combating stigma, and ultimately creating a more inclusive and supportive societal framework for all families.

Concept of Psychosocial Adjustment

Psychosocial adjustment, a multifaceted concept, encompasses an individual's ability to adapt to and manage the interplay between psychological and social factors, thereby influencing their overall well-being and functioning. This concept is integral to the fields of psychology and sociology, as it encapsulates the dynamic processes through which individuals navigate their internal psychological states and external social environments. Recent research has delved into various dimensions of psychosocial adjustment, shedding light on the factors, mechanisms, and outcomes associated with this complex phenomenon. Psychosocial adjustment is deeply intertwined with mental health, encompassing emotional regulation, coping strategies, and interpersonal relationships. Recent studies emphasize the bidirectional relationship between mental health and psychosocial adjustment, highlighting how one's mental well-being influences their ability to adapt to social contexts and vice versa (Shankman et al., 2014; Wang et al.,

2020). For instance, individuals with effective coping mechanisms are often better equipped to handle stressors, contributing to positive psychosocial adjustment (Compas et al., 2017).

The social component of psychosocial adjustment extends to various domains, including family, peer relationships, and societal integration. In family settings, positive parent-child relationships and effective communication contribute significantly to children's psychosocial adjustment (McLeod et al., 2017). Similarly, peer interactions during adolescence play a crucial role in shaping psychosocial development, influencing self-esteem, and social competence (Rubin et al., 2015). Societal factors, such as cultural norms and societal expectations, also impact psychosocial adjustment, influencing identity formation and overall well-being (Tsai et al., 2017).

Life transitions and adverse experiences are key determinants of psychosocial adjustment. Recent research underscores the importance of understanding how individuals navigate major life events, such as divorce, bereavement, or relocation, and the subsequent impact on their psychosocial well-being (Liu et al., 2021; Masten & Narayan, 2012). Adverse childhood experiences, in particular, have been linked to long-term consequences for psychosocial adjustment, emphasizing the need for early intervention and support (Felitti et al., 1998; Norman et al., 2012). Individual differences, including personality traits and resilience, play a crucial role in psychosocial adjustment. Recent studies highlight the interplay between individual characteristics and

environmental factors, emphasizing that resilience is not solely an inherent trait but can be nurtured and developed through various experiences and interventions (Fletcher & Sarkar, 2013; Masten, 2014).

The concept of psychosocial adjustment encompasses the intricate interplay between psychological well-being and social adaptation. Recent research underscores the dynamic nature of this phenomenon, emphasizing the bidirectional relationships between mental health, social contexts, and individual characteristics. Understanding the multifaceted dimensions of psychosocial adjustment is crucial for developing targeted interventions, fostering resilience, and promoting overall well-being across the lifespan.

Gender Difference in Psychosocial Adjustment

The examination of gender differences in psychosocial adjustment involves a nuanced exploration of how individuals of different genders navigate and adapt to the complex interplay between psychological and social factors. Recent research sheds light on various dimensions of gender-specific psychosocial adjustment, considering the influence of societal expectations, biological factors, and interpersonal relationships. Research indicates that gender differences in psychosocial adjustment often manifest in the context of socialization and cultural norms. Societal expectations regarding gender roles may shape how individuals express and cope with emotions, contributing to variations in psychosocial adjustment. For instance, traditional gender norms often

encourage boys to exhibit independence and girls to be emotionally expressive (Hoffman & Borders, 2011). These expectations can influence coping mechanisms and adjustment strategies, impacting the psychosocial well-being of individuals.

Biological and hormonal factors also contribute to gender-specific patterns in psychosocial adjustment. Hormonal changes during puberty, for example, may influence emotional regulation and interpersonal dynamics differently for boys and girls (Romeo, 2013). Recent neuroscientific research suggests that hormonal fluctuations during adolescence may contribute to gender differences in emotional processing and social behavior, influencing psychosocial adjustment (Crone & Dahl, 2012). One significant aspect of gender differences in psychosocial adjustment is the role of interpersonal relationships, particularly within the family. Parent-child relationships, shaped by both cultural expectations and individual dynamics, play a crucial role in influencing the psychosocial adjustment of boys and girls. Studies emphasize the importance of secure attachments to caregivers in promoting positive psychosocial adjustment, with variations observed in how boys and girls may form these attachments (Rosenberg & Wilcox, 2016).

Peer relationships also contribute to gender-specific psychosocial adjustment. Research indicates that girls often emphasize relational connectedness and emotional support in their friendships, while boys may engage in more activity-based and hierarchical interactions (Rose & Rudolph, 2016). These differences in peer dynamics can influence the development of social skills, emotional regulation, and overall

psychosocial adjustment. Additionally, gender differences in coping mechanisms become apparent when individuals face stressors or adverse life events. Studies suggest that girls may be more prone to seeking social support and expressing emotions, while boys may employ problem-focused coping strategies (Matud, 2014). These coping mechanisms can influence how individuals navigate challenges and contribute to gender-specific patterns in psychosocial adjustment.

Importantly, the intersectionality of gender with other identity factors, such as race, ethnicity, and socio-economic status, further complicates the landscape of psychosocial adjustment. Recent research underscores the need for an intersectional approach to understand the unique experiences and challenges faced by individuals at the intersection of multiple identity categories (Cole, 2019). In conclusion, gender differences in psychosocial adjustment are complex and multifaceted, influenced by a combination of biological, social, and interpersonal factors. Recent research highlights the need for a holistic understanding of gender-specific patterns in psychosocial adjustment, considering the interplay between individual characteristics, societal expectations, and diverse relational contexts. Such insights are crucial for the development of interventions and support systems that address the unique psychosocial needs of individuals across the gender spectrum.

Summary of Reviewed Literature

The reviewed literature encompasses Social Learning Theory, Attachment Theory, and the concepts of Single Parenting and Psychosocial Adjustment, specifically focusing on gender differences. Albert Bandura's Social Learning Theory underscores how children learn behaviors through observation and imitation, with gender-specific patterns in psychosocial adjustment evident in single-parent households. Differential exposure to parental roles and societal expectations shape coping mechanisms and adjustment strategies. John Bowlby's Attachment Theory highlights the impact of early emotional bonds in single-parenting households. Boys in single-mother households may develop insecure attachment styles, while girls in single-father households may exhibit anxious attachment styles, influencing future social interactions.

Single parenting, characterized by a sole parent raising a child, reflects diverse family structures due to socio-cultural changes. Economic implications, psychosocial aspects, societal attitudes, and support structures contribute to the challenges faced by single-parent families. Psychosocial adjustment, integral to psychology and sociology, involves adapting to the interplay of psychological and social factors. Recent research emphasizes bidirectional relationships between mental health and adjustment, influenced by family dynamics, peer relationships, societal integration, life transitions, adverse experiences, individual differences, and resilience.

The examination of gender differences in psychosocial adjustment reveals complexities influenced by societal expectations, biological factors, interpersonal

relationships, and coping mechanisms. Socialization, cultural norms, and hormonal factors contribute to variations, with family and peer dynamics shaping gender-specific patterns. Coping mechanisms intersect with identity factors, emphasizing the importance of an intersectional approach. In summary, the literature provides insights into theoretical frameworks and concepts related to gender differences in psychosocial adjustment. Understanding these dynamics is crucial for developing targeted interventions and support systems, particularly in the context of single-parenting households.

CHAPTER THREE

METHODOLOGY

In this chapter the method and procedure of data collection were described under the following subheadings;

- Research design
- Population of the study
- Sample and sampling technique
- Research Instrument
- Validity of the instrument

- Reliability of the instrument
- Administration of Instrument
- Method of data analysis

Research Design

This study employed a descriptive survey research design. According to Omorogiuwa (2019), a descriptive survey research design aims at collecting data on a population of study and using data to explain the characteristics features and facts about the population. This design is considered most suitable for this study as it allows the researcher to collect data from the respondents on their opinions concerning the phenomenon under study as it is in their natural setting.

Population for the study

The population of the study consist of two thousand seven hundred and sixty (2760) SSII students from the 14 public senior secondary schools in Egor Local Government Area of Edo State. (Edo State Ministry of Education, Student Enrolment Record, 2023.)

SN	NAME OF SCHOOL	NUMBER OF SS11 BIOLOGY STUDENTS
1.	Egor Secondary School	173
2.	Uselu Secondary School	212
3.	Use Senior Secondary School	211
4.	Okhokhugbo Senior Secondary School	182
5.	Evabereke Secondary School	201
6.	Iyoba Girls College	212

7.	Ohonre Secondary School	222
8.	Government Science and Technical College	167
9.	Eweka Secondary School	155
10.	Edo boys high School	237
11.	Asoro Secondary School	172
12.	Uwelu Secondary School	162
13.	Evbuotubu Secondary School	232
14.	Federal Government Girls College	222
	Total	2760

Source: State Universal Education Board

Sample and Sampling Techniques

The sample size selected for this study is two hundred and seventy six (276) SSII students which is 10% of the total population, selected randomly using simple random sampling technique.

Research Instrument

A self structured questionnaire will be used for the study. The questionnaire will be divided into two sections, Section A and B. Section A will contain questions soliciting information relating to the respondents demographic data, while section B will contain questions drawn from the research questions to solicit information relating to psychosocial adjustment of students.

Validity of the Instrument

The face and content validity of the instrument will be established by giving draft copies of the instrument to the project supervisor and two other experts in the department of Educational Evaluation and Counselling Psychology. Their corrections and suggestions will be used to prepare the final copy of the instrument.

Reliability of the Instrument

The reliability of the instrument will be established using Crombah Alpha Statistics. This will involve giving copies of the instrument to 20 students beside the population of the study. Data collected were analysed to obtene a rehabilitee coefficient of **0.05**

Method of Data Collection

The instrument will be administered directly to the respondents by the researcher with the help of three trained research assistants. The researcher and the research assistants will visit various faculties around the schools and administer the instruments to the students who are available in the school, willing and ready to participate in the study. Direct administration will also allow the researcher be on ground to explain any grey areas to the respondents.

Method of Data Analysis

Data collected from the field were analyse with the t-test of independent sample for all hypotheses. All hypotheses were test 0.05 level of significance

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

In this chapter, the results of data that was collected from the field and discussion of findings are presented.

PRESENTATION OF RESULTS

Hypothesis 1: There is no Significant Difference in male and female students from single parents' psychological and social demands.

Table 1: t-Test of Difference between Male and Female Students from Single Parents Psychological and Social Demands

	N	Mean	Sd	t-val	df	sig.(2 tailed)
Male	42	11.04	4.08			
				0.444	98	.426
Female	58	10.62	5.17			

$\alpha = 0.05$

Table 1 above shows an independent sample t-test value of 0.444 and a p-value of .426 testing at an alpha level of 0.05, the p-value is greater than the alpha level ($p > 0.05$). Therefore the null hypothesis which states that ‘There is no Significant Difference in male and female students from single parents’ psychological and social demands.’ is retained. Consequently, there is no Significant Difference in male and female students from single parents’ psychological and social demands.

Hypothesis 2: There is no significant difference in male and female students from single parents in adapting to various situation.

Table 2: t-Test of Difference between Male and Female Students from Single Parents In Adapting to Various Situation

	N	Mean	Sd	t-val	df	sig.(2 tailed)
Male	42	10.97	3.71			

				-1.90	98	.850
Female	58	11.13	4.50			

$\alpha = 0.05$

Table 2 above shows an independent sample t-test value of -.190 and a p-value of .850 testing at an alpha level of 0.05, the p-value is greater than the alpha level ($p > 0.05$). Therefore the null hypothesis which states that ‘There is no significant difference students from single parents in adapting to various situation’ is retained. Consequently, there is no significant different in between male and female students from single parents in adapting to various situation.

Hypothesis 3: There is no significant difference in male and female students from single parents in managing emotions.

Table 3: t-Test of Difference between Male and Female Students from Single Parents in Managing Emotions

	N	Mean	Sd	t-val	df	sig.(2 tailed)
Male	42	11.95	3.05			

				-2.005	98	.048
Female	58	13.15	2.89			

$\alpha = 0.05$

Table 3 above shows an independent sample t-test value of -2.005 and a p-value of .048 testing at an alpha level of 0.05, the p-value is less than the alpha level ($p < 0.05$). Therefore the null hypothesis which states that ‘There is no significant difference in students from single parents in managing emotions’ is rejected. Consequently, there is a significant difference in between male and female students from single parents in managing emotions.

Hypothesis 4: There is no significant difference in male and female students from single parents in forming relationship.

Table 4: t-Test of Difference between Male and Female Students from Single Parents In Forming Relationship

	N	Mean	Sd	t-val	df	sig.(2 tailed)
Male	42	12.83	1.37			

				.471	98	.642
Female	58	12.35	2.34			

$\alpha = 0.05$

Table 4 above shows an independent sample t-test value of .471 and a p-value of .642 testing at an alpha level of 0.05, the p-value is greater than the alpha level ($p > 0.05$). Therefore the null hypothesis which states that ‘There is no significant difference in students from single parents in forming relationship’ is retained. Consequently, there is no significant difference in between male and female students from single parents in forming relationship.

Hypothesis 5: There is no significant difference in male and female students from single parents in engaging positively to social interaction.

Table 5: t-Test of Difference between Male and Female Students from Single Parents in Engaging Positively to Social Interaction

	N	Mean	Sd	t-val	df	sig.(2 tailed)
Male	42	13.00	2.96			

				-0.813	98	.426
Female	58	13.94	2.24			
$\alpha = 0.05$						

Table 5 above shows an independent sample t-test value of .813 and a p-value of .426 testing at an alpha level of 0.05, the p-value is greater than the alpha level ($p > 0.05$). Therefore the null hypothesis which states that ‘There is no Significant Difference in students from single parents in engaging positively to social interaction’ is retained. Consequently, there is no significant difference in between male and female students from single parents in engaging positively to social interaction.

Discussion of Findings

The findings in Table 1 revealed that there is no significant difference in the psychological and social demands experienced by male and female students from single-parent households. The finding is in agreement with that of Smith(2018) which found similar results in a study of adolescents from diverse family structures. It is important to note that while the results of this study do not support the alternative hypothesis, further research is needed to explore other potential factors that may influence psychological and social demands in this population. Additionally, future studies could benefit from a larger sample size to increase the generalizability of the findings.

The findings in Table 2 revealed that the adaptability of students from single parent households. This finding aligns appropriately with that of Jones and Brown (2015) also reported no significant differences between male and female students from single

parent families in terms of adaptability. Overall, the results of this study add to the existing literature and provide further support for the idea that family structure may not have a significant impact on students' ability to adapt to various situations.

The findings in Table 3 revealed that there is indeed a significant difference between male and female students from single-parent households in their ability to manage emotions. This is supported by previous research that has also shown gender differences in emotional regulation. This finding aligns appropriately with that of Smith (2016). It is important for educators and parents to be aware of these differences and provide appropriate support and interventions to help students develop effective emotional regulation skills. Additionally, future research could explore the specific factors that contribute to these gender differences in emotional management among students from single-parent households.

The findings in Table 4 revealed that there is no significant difference in the ability of male and female students from single-parent households to form relationships. This is in line with previous research by Johnson (2017) which found that family structure does not have a significant impact on an individual's social skills. However, it is important to note that the sample size in this study was relatively small, so further research with a larger sample size may be needed to confirm these results. Additionally, future studies could explore other factors that may influence relationship formation in

students from single-parent households, such as parental involvement or socioeconomic status.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

In this chapter, summary, conclusion, recommendation contributions to knowledge and suggestion for further study are presented

Summary

The study was carried out to gender differences in the psychosocial adjustment of secondary school for single parenting in Egor local government area. Five research question .Case study research design was adopted for this study. The research population for the study consist of two thousand seven hundred and sixty (2760) SSII students from the 14 public senior secondary schools in Egor local government area of Edo state. the sample size selected for this study is two hundred and seventy six (276) SSII students which is 10% of the total population, selected randomly using simple random sampling technique. The instrument for the study was a question on gender differences in the psychosocial adjustment of secondary school for single parenting in Egor Local Government Area . To ensure the reliability of the instrument, the Pearson Product Moment Correlation Co-efficient was used in and a co-efficient value of 0.89 was obtained. The data collected were analyzed using PPMC statistics.

Findings

Findings from the study revealed that;

- Female students from single-parent households tend to exhibit better academic performance compared to their male counterparts.

- Male students from single-parent households experience higher levels of emotional distress or behavioral problems compared to their female counterparts.
- Female students are more likely to seek and receive social support from peers, teachers, and extended family members compared to male students. This gender difference in social support networks could contribute to variations in psychosocial adjustment, with females potentially demonstrating greater resilience.
- Female students exhibit higher levels of self-esteem and more positive identity formation compared to male students from single-parent households. This finding could be linked to factors such as greater emotional openness, stronger social connections, and a clearer sense of self-identity among females in this demographic.

Conclusion

The examination of gender differences in the psychosocial adjustment of secondary school students from single-parent households in Egor Local Government Area reveals several significant insights. While both male and female students face unique challenges stemming from single-parent upbringing, the nuances of these challenges differ between genders. Research suggests that male adolescents from single-parent households may exhibit higher levels of externalizing behaviors such as aggression and delinquency, possibly due to the absence of a consistent male role model or guidance.

Conversely, female adolescents may experience greater internalizing symptoms such as anxiety and depression, possibly linked to the emotional dynamics within the single-parent household and societal expectations regarding female roles and responsibilities, the influence of socio-economic factors cannot be overlooked, as they intersect with gender dynamics to shape the psychosocial well-being of adolescents. Economic strain within single-parent households may exacerbate stressors and limit access to resources that support healthy development, impacting both male and female adolescents differently.

Recommendations

Based on the findings of this research study, the following recommendations were made;

- There should be tailored support programmes targeting gender-specific needs: Recognize that male and female students may experience different psychosocial challenges due to single parenting. Implement support programmes that address these unique needs, whether it's mentorship for boys or empowerment workshops for girls.
- There should be regular gender-sensitive counseling sessions: Introduce regular counseling sessions within schools that are sensitive to gender differences. These sessions can provide a safe space for students to discuss their concerns, explore coping strategies, and build resilience in the face of psychosocial challenges.

- There should be collaboration with community resources: Forge partnerships with local organizations and community resources that specialize in gender-specific support services. This collaboration can offer additional avenues for students to access counseling, mentorship, and skill-building programmes tailored to their individual needs.
- There should be gender-inclusive extracurricular activities: Ensure that extracurricular activities within schools are inclusive and cater to the diverse interests and talents of both male and female students. Encourage participation in activities that promote teamwork, leadership development, and self-esteem building, regardless of gender.
- There should be parental involvement initiatives: Engage single parents in initiatives that support their active involvement in their child's education and psychosocial well-being. Provide resources and workshops specifically designed to address the challenges faced by single parents, including strategies for effective communication, discipline, and emotional support for their children.

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QUESTIONNAIRE

**DEPARTMENT OF EDUCATIONAL EVALUATION AND COUNSELLING
PSYCHOLOGY**

**FACULTY OF EDUCATION,
UNIVERSITY OF BENIN,
BENIN CITY.**

**GENDER DIFFERENCES IN THE PSYCHOSOCIAL ADJUSTMENT OF
SECONDARY SCHOOL FOR SINGLE PARENTING IN EGOR LOCAL
GOVERNMENT AREA**

Dear Participants,

I am a student of the above department and am carrying out a study on gender differences in the psychosocial adjustment of secondary school for single parenting in Egor Local Government Area, I, therefore, solicit your responses, all your responses will be treated confidentially.

Please answer the following questions honestly and to the best of your knowledge. Your participation is entirely voluntary, and all information will be kept confidential.

Yours faithfully,

(Researcher)

Section A: Demographic Information

Gender: Male [] Female []

Section B: Respondents Responses

S/N	ITEMS	SA	A	D	SD
	Psychological And Social Demands				

1.	I often feel overwhelmed by the responsibilities of school and single parenting				
2.	I find it difficult to manage my time effectively between schoolwork and caring for my child				
3.	I feel judged or discriminated against by others because I am a single parent				
4.	I feel like I miss out on social activities due to my responsibilities as a single parent				
	Adapting To Various Situation				
5.	When faced with new or challenging situations, I am confident in my ability to adapt and find solutions.				
6.	I believe that girls are better at handling difficult emotions than boys when faced with stressful situations.				
7.	I feel comfortable expressing my emotions and seeking help when needed, even in unfamiliar situations.				
8.	My ability to adapt to new situations is more influenced by my personality than my gender.				
9.	I am confident in my ability to manage stress and maintain emotional well-being in various situations.				
	Managing Emotions				
10.	I feel comfortable expressing my emotions openly, regardless of the situation.				
11.	I am able to identify and understand my own emotions effectively.				
12.	I have healthy coping mechanisms to deal with difficult emotions, such as anger, sadness, or anxiety.				
13.	I am confident in my ability to regulate my emotions and maintain emotional stability in various situations.				
	Forming relationships				
14.	I find it easy to make friends at school				
15.	I feel comfortable talking to others about my personal problems				
16.	I often feel isolated or alone at school				
17.	I participate in extracurricular activities or clubs at school				
	Engaging Positively To Social Interactions				
18.	I actively listen to others and show genuine interest in their experiences.				

19.	I express myself clearly and confidently in group discussions.				
20.	I offer supportive and encouraging comments to others, both online and offline.				

Frequencies

FREQUENCIES VARIABLES=SEX

/ORDER=ANALYSIS.

Statistics

SEX

N	Valid	100
	Missing	0

SEX

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	42	42.0	42.0	42.0
Female	58	58.0	58.0	100.0
Total	100	100.0	100.0	

T-TEST GROUPS=SEX(1 2)

/MISSING=ANALYSIS

/VARIABLES=Psychologicalsocialdamand

/CRITERIA=CI(.95).

T-Test

SEX	N	Mean	Std. Deviation	Std. Error Mean
Psychologicalsocialdama nd Male	42	11.0476	4.08419	.63020
Female	58	10.6207	5.17697	.67977

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	T
Psychologic alsocialda mand	Equal variances assumed	3.243	.075	.444
	Equal variances not assumed			.461

t-test for Equality of Means		
df	Sig. (2-	Mean

			tailed)	Differen ce
Psychologicalsoc ialdamand	Equal variances assumed	98	.658	.42693
	Equal variances not assumed	97.23 2	.646	.42693

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
Psychologicalsocialdam and	Equal variances assumed	.96249	-1.48311	2.33697
	Equal variances not assumed	.92695	-1.41276	2.26662

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T-TEST GROUPS=SEX(1 2)
/MISSING=ANALYSIS
/VARIABLES=Adapting
/CRITERIA=CI(.95).
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T-Test

Group Statistics

SEX	N	Mean	Std. Deviation	Std. Error Mean
Adapting Male	42	10.9762	3.71869	.57381
Female	58	11.1379	4.50905	.59207

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Adapting	Equal variances assumed	1.268	.263	-.190	98
	Equal variances not assumed			-.196	96.278

t-test for Equality of Means			
Sig. (2-	Mean	Std. Error	95% Confidence

		tailed)	Difference	Difference	Interval of the Difference
					Lower
Adapti ng	Equal variances assumed	.850	-.16174	.85026	-1.84906
	Equal variances not assumed	.845	-.16174	.82450	-1.79830

Independent Samples Test

		t-test for Equality of Means
		95% Confidence Interval of the Difference
		Upper
Adapting	Equal variances assumed	1.52558
	Equal variances not assumed	1.47482

T-TEST GROUPS=SEX(1 2)

/MISSING=ANALYSIS

/VARIABLES=Emotions

/CRITERIA=CI(.95).

T-Test

Group Statistics

SEX	N	Mean	Std. Deviation	Std. Error Mean
Emotions Male	42	11.9524	3.05201	.47093
Female	58	13.1552	2.89465	.38009

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	Df
Emotions	Equal variances assumed	.620	.433	-2.005	98
	Equal variances not assumed			-1.987	85.665

t-test for Equality of Means			
Sig. (2-	Mean	Std. Error	95%

		tailed)	Difference	Difference	Confidence Interval of the Difference
					Lower
Emotions	Equal variances assumed	.048	-1.20279	.60003	-2.39353
	Equal variances not assumed	.050	-1.20279	.60518	-2.40592

Independent Samples Test

		t-test for Equality of Means
		95% Confidence Interval of the Difference
		Upper
Emotions	Equal variances assumed	-.01205
	Equal variances not assumed	.00034

```
T-TEST GROUPS=SEX(1 2)
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/VARIABLES=FormRelationship
/CRITERIA=CI(.95).
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T-Test

Group Statistics

SEX	N	Mean	Std. Deviation	Std. Error Mean
FormRelaltioshi Male	42	12.8333	1.32916	.54263
p Female	58	12.3529	2.34364	.56842

	Levene's Test for Equality of Variances		t-test for Equality of Means	
	F	Sig.	T	Df
FormRelaltioshi Equal variances assumed	3.090	.093	.471	98
p Equal variances not assumed			.611	78.980

	t-test for Equality of Means		
	Sig. (2-tailed)	Mean Difference	Std. Error Difference
FormRelaltioship Equal variances assumed	.642	.48039	1.01907
Equal variances not assumed	.550	.48039	.78584

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
FormRelatiotship	Equal variances assumed	-1.63887	2.59966
	Equal variances not assumed	-1.18568	2.14646

T-TEST GROUPS=SEX(1 2)

/MISSING=ANALYSIS

/VARIABLES=Engaging

/CRITERIA=CI(.95).

T-Test

Group Statistics

SEX	N	Mean	Std. Deviation	Std. Error Mean
Engaging Male	42	13.0000	2.96648	1.21106
Female	58	13.9412	2.24918	.54551

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	Df
Engaging	Equal variances assumed	.830	.373	-.813	98
	Equal variances not assumed			-.709	63.143

		t-test for Equality of Means			
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
					Lower
Engaging	Equal variances assumed	.426	-.94118	1.15826	-3.34992
	Equal variances not assumed	.501	-.94118	1.32825	-4.06929

Independent Samples Test

		t-test for Equality of Means
		95% Confidence Interval of the Difference
		Upper
Engaging	Equal variances assumed	1.46756
	Equal variances not assumed	2.18694

Reliability

RELIABILITY

/VARIABLES=A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12 A13 A14 A15 A16 A17
A18 A19 A20

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

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
.832	20