Single Parenthood and Its Effect on the Nigerian Child: A Case Study of Amassoma Community in Bayelsa State

EKPENYONG, AS (PhD)

Department of Sociology, Niger Delta University, Wilberforce Island, Bayelsa State, Nigeria

Abstract:-The study examines the effect of single parenthood on the Nigerian child, using Amassoma community as a case study. All children between the ages of twelve to seven (12-17) who are living in single parent homes and dual parent homes constituted the population of the study. The study adopted a survey and co-relational study design. A total sample of 220 children was selected using the purposive and snowball sampling techniques. A well-structured questionnaire was the main source of primary data collection. The descriptive statistics of percentages, frequency, mean and standard deviation were the basic analytical tool used for the analysis of socio-demographic characteristics of the respondents while, the inferential statistics of binary regression logistics and spearman correlation coefficient served as the tool for determining the relationship between variables. The findings of the study showed that single parenting has a negative effect on children, that is, children in single parent families face significantly greater problems than children raised in dual parent families. Based on the findings, the study recommended amongst other things that parent stay together with children to ensure that their welfare is properly catered for; that public enlightenment on issue if parent skills, family planning, family values and child discipline should be done regularly as this will strengthen and integrate families.

Keywords: **Single Parenthood, Dual Parenthood, Child, Family**

I. BACKGROUND OF THE STUDY

The socialisation of children is very important for the continuity of any culture. The family is said to be the most important agent of socialization, especially for children. Children in most communities are raised in a highly structured and disciplined manner, parents helped to instil and inculcate strong basic moral, spiritual, social physical and cognitive principles in their children (Santrock, 2004).

African system of raising children in extended family pattern has changed a great deal with the advent of industrialization and globalization. Family lives have been disrupted with the rapid social change that comes with globalization (Olaleye et al., 2010). Many of the old customs and traditions which were taught and practiced for decades are becoming obsolete today. The modern culture has changed and outgrown values and benefits that were thought to be the core beliefs and values of our society. What was unacceptable in the olden days is now becoming fast and rapidly rising trend. In Nigeria, the existence of single parenthood was unknown and where they existed they were ignored as exceptional cases. However,

presently, they fast growing family preferred within the country and have become even more common than the so-called "nuclear family" consisting of a mother and a father and the children (Tenibiate et al., 2011).

Factors such as divorce, separation, death of parent, unintended pregnancy, or birth to unmarried couple sand single parent adoption are the major causes of single parenthood in our society today (Amato 2000). To this end, the child is morally, mentally upright and emotionally balanced when the caring responsibilities are carried out by both parents (Tenibiate et al., 2011). When children are brought up by a single parent, it makes life more demanding and challenging on the parent. If this phase of the child's life is not well managed, it may lead to maladjustment in life. Hamburg (2004) opined that, marital separation commonly involves major emotional distress for child relationship. As such, about twice as many children from one parent families compared to two parent families drop out of school.

Statement of the Problem

Many of the problems that single parent have are similar to those of the two parents, but these problems seem more difficult to bear or managed 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 two to share. The effects of single parenting are far reaching because single parenthood leaves them with deep scars. Being single is a very tough and challenging task (Funmilayo, 2011).

Children are increasingly socialized by influences outside the immediate family. As a result of poor parental care and guidance caused by divorce, separation or death of a partner, children are exposed to potentially damaging situation (Olaleye and Oladeji, 2010). When a mother is out of the home, leaving the children under the charity and mercy of step-mother, these children are prone to many problems such as poor feeding, emotional disturbance (fear, insecurity). As such, they are not likely to perform up to expectation in school. Thus, these children suffer from mental retardation, personality disorders and more miserable. They show

behavioural response like lying, stealing and playing truant in school. In typical Nigerian homes there is increase in domestic work and redistribution of household chores, which leaves the children with little or no time for their studies (Adelani and Gunbanwo 2008)

Objectives of the Study

The objectives of the study shall be in two fold; a general objective and specific objectives. The general objective of the study examines the effect of single parenthood on children in Amassoma community, while the specific objectives intend to find out the following:

1. To examine the prevalence of problems faced by children in single parent homes as against a comparable sample of children from dual parent family background.
2. To find out if boys other than girls appear to have significantly greater incidence of problems in single parent homes.
3. To find out if there is significant relationship between problems faced by children in single parent families and age of child at time of separation.
4. To suggest solutions to such problems.

Research Hypotheses

Hypothesis 1 (Ha₁): There is significant difference in problems faced by children in single parent families when compared to children in dual parent families.

Hypothesis 2 (Ha₂): Boys in single parent families do dot face significantly greater problems than girls in single parent families.

Hypothesis 3 (Ha₃): There is a significant relationship between problems faced in single parent homes and age of child at time of parent separation**.**

Theoretical Framework

In giving a theoretical background to the study, three theories were adopted to explain the effect of single parenthood on children namely; the Family Deficit Model, Risk and Protective Factor Model, and The Family Socialization Model.

The Family Dificit Model

The family deficit model as propounded by Hetherington and Kelly (2002) view the nuclear or two-parent family as the ideal family structure. Hence, the model postulated that single parent families have a negative impact on children simply because they do not have a nuclear family structure. To this end, proponents of the family deficit model are of the assumption that single parenting is bad for children. In line with the findings of this study, the family deficit model affirms that single parenthood has negative effect on children.

Risk and Protective Factor Model

The Risk and protective factor model was developed in the early 1990s by Raiter et al. Proponents of this model does not see regard single parenthood as irregular based on the assumption that all families possesses both strength and weakness. Almost in contrast, it also views single parenting as the cause of negative outcomes for children in these families. Much more, the Risk and Protective Model describe family structure as one of many risks factor. According to this model, risk factors are either background characteristics or life events that may have a negative impact on child development. To this end, it assumes that the extent to which children living with a single parent is predictive of antisocial behaviour. This is in line with the submission of Dornbusch (1985) who opined that children and adolescents from families are more likely to engage in deviant behaviours than children in dual family.

The Family Socialization Perspective Model

This model proposes that the absence of parent is probably associated with a decrease in total parenting involvement, which in turn is related with poor school outcomes. Santrock(2004) cited in Berns (2007) acknowledged that girls who live with fathers and boys who live with mothers tend to be well less adjusted than those who live with the same sex parents. Boys who live with fathers tend to be less demanding, more mature, independent, sociable, and have self-esteem than girls in the father's custody situation. Likewise, girls who live with mothers tend to be more demanding, more mature, independent, sociable, and have high self-esteem than boys in mother's custody situation.

Similarly, same sex parenting allows children to freely ask questions pertaining to their sexuality. Many female children might not feel comfortable to ask their fathers question related to their private parts as they could do when living with their mothers. In the same way boys will not feel comfortable building confidence in their mothers about their private parts. Meanwhile, Brusuis (1989) admonished that "there is a great need for parents to teach clear values regarding sexuality because the society is teaching its own values". It is very practical for children to be curious on the things they watch on television and hear from friends.

In the light of the family socialization model it assumed that Children need their parents to make such issues more understandable with necessary precautions. Children need the idea of both parents; as such, single parenting has a great impact on them. On the other hand, some body changes in females that will take fathers week to notice might take a mother days to notice and the same as a father and son. On this note the family socialization perspective give a better theoretical background to this study.

II. METHODOLOGY

For the purpose of this study, the survey and co-relational study designs were utilized. Whereas the survey designed was

used to get a cross section of the respondents, the co-relational study design was used to test the hypotheses in the study. The population of the study consists of children between the ages of 12-17 who are living in in single parent homes and dual parent families of the various communities/compound in Amassoma in Southern Ijaw Local Government Area of Bayelsa State. Given the nature of the population under study whose exact number cannot be ascertain by any existing data, the Cochran's sample size determination formula was used to select a sample size of 246 respondents.

The sampling technique adopted for this study includes both probability and non-probability sampling techniques. Firstly, the simple random sampling was used to 5 select communities within the LGA namely; Ogbopina-ama, Owei-die ama, Foro-ama, Okodi-ama and Adule-ama. This was achieved through the ballot exercise where the names of all the communities was written on a sheet of paper blindfold and put in a ballot box. It was from this that the communities were randomly selected. Secondly, the purposive/judgmental sampling techniques was used by the researcher to select the respondents that possesses the required characteristics and information that the researcher is seeking for, in this case, single parent households and dual parent households. Thirdly, the snowball sampling techniques was uses to locate the target children spatially located in different homes.

The study made use of both primary and secondary sources of data collection. The primary source of data collection consists of the use of the instrument of the questionnaire. The questionnaire was designed to collect data on the demographic characteristics of the children and parents, the psychological problems that children faced in single parent homes,the academic effect of single parenthood on the child, the social/environmental effect of single parenthood on children, the behavioural traits of children of both single parenthood and dual parenthood. The questionnaires were structured, prepared and administered to possible respondents. The Questionnaires were designed in a way that much information can be gathered and these questionnaires were distributed by hand to the respondents through the help of some research assistants. Secondary data were collected from journals, magazines, newspapers, online resources and statistical publications.

The data gathered from the respondents in the field were coded using prepared coding manual and analysed using both descriptive and inferential statistics through the use of Statistics Package for Social Science (SPSS) version 21.0. The descriptive statistics which mainly consist of percentages, frequency, mean and standard deviation, were used to analyse the demographic characteristics of the respondents and also, the Likert format questions, while the inferential statistics of binary regression logistics and spearman correlation coefficient were used to test the hypotheses for significant relationship.

III. RESULTS AND FINDINGS

Socio-Demographic Characteristics of the Respondents

The table below show the demographic characteristics of the respondents. It first of categorize the respondents in terms of their ages and this showed that children between the ages of 12-14were 59 (49.2%), while 61 (50.8%) were between the ages of 15-17. The gender category revealed that 61 (50.8%) were male, while 59 (49.2%) were female**.** the next category showed the types of homes that the children came from. it revealed that 60 (50.0%) of the children were from single parenthood while 60 (50.0%) of the children were from dual parent families. Parent's occupation revealed that 46 (38.3%) were civil servants; 30 (25.0%) were Private company workers; 13 (12.5%) were artisans; 12 (10.0%) were traders; while 17 (14.5%) were into farming/fishing. The last socio-demographic characteristics showed the residents of the respondents in terms of their compounds. It revealed that 12 (10.0%) of the respondents resided in Ogbopina-ama, Oweidei-ama, Okodi-ama, Foro-ama, Ebinikiri-ama, Efeke-ama and Tantua-amarespectively.While14 (11.7%) were from Adule-ama; 13 (10.8%) of the respondents resided in Wadua-ama and 9 (7.0%) of the respondent resided in Azene-ama. from this survey became obvious that the higher chunk of the respondents resided in Adule-ama while the lowest cluster of the respondents resided in Azene-ama

Table 1

S/N	Variables	Responses	Frequency (N)	Percentage (%)
1.	Age	12-14	59	49.2
		15-17	61	50.8
		Total	**120**	**100.0**
2.	sex	Male	61	50.8
		Female	59	49.2
		Total	120	**100.0**
3.	Type of Parenthood	Single parenthood	60	50.0
		Dual Parenthood	60	50.0
		Total	**120**	**100.0**
4.	Occupation of Parents	Civil servant	46	38.3
		Private Company	30	25.0
		Artisan	13	12.5
		Business/trading	12	10.0
		Farming/Fishing	17	14.2
		Total	120	**100.0**
5.	Parent/Child residence	Ogbopina-ama	12	10.0
		Oweidei-ama	12	10.0
		Okodi-ama	12	10.0
		Adule-ama	14	11.7
		Foro-ama	12	10.0
		Ebinikiri-ama	12	10.0
		Efeke-ama	12	10.0
		Tantua-ama	12	10.0
		wadua-ama	13	10.8
		Azene-ama	9	5.7
		Total	**120**	**100.0**

Analysis of General Behavioral Traits of Children from both single and dual parenthood

In measuring the general behavioural trait and problems faced by children from dual and single parenthood the output table

of the compared mean revealed that there is a variation in the arrays of items measured in the academic challenges faced by children. The results revealed that children from single parenthood with a mean score of x=2.2000 are more worried than children from dual parenthood with a mean score x=2.1167. Also, the results revealed that children form single parenthood (x=2.2667) are easily angered compared to children from dual parenthood which has a mean score x=2.08633. Again, the results revealed that children from dual parenthood (x=2.2000) tend to be fearful when compared with children from single parenthood which has a mean score of x=2.2658. Lastly, the results revealed that children from dual parenthood (x=2.5333) gives up easily when compare with children from single parenthood which has a mean score of 2.28657.

Table 2   Report

What kind of home are you from?		Worried about many things	Get angry easily	Tend to be fearful	Gives up easily
Single parenthood	Mean	2.2000	2.2667	2.2658	2.7667
	N	60	60	60	60
	Std. Deviation	.79830	.82064	.60693	.42652
Dual Parenthood	Mean	2.1167	2.0833	2.2000	2.5333
	N	60	60	60	60
	Std. Deviation	.71525	.82937	.70830	.72408
Total	Mean	2.1583	2.1750	2.2333	2.6500
	N	120	120	120	120
	Std. Deviation	.75588	.82668	.65764	.60321

Analysis of Academic challenges faced by children from both Dual and Single Parent

In comparing the academic challenges faced by children from dual and single parenthood the output table of the compared mean revealed that there is a variation in the arrays of items measured in the academic challenges faced by children. In measuring the ability to expressed opinion in class the results shows that children of dual parent has a mean of x=2.2167, while children from single parent has a mean score (x=1.8667) this by implication means that children from dual parenthood express their opinion better compared to children from single parenthood; also in measuring ability to study a chapter the result revealed a mean score of (x=2.0667) for single parent; and (x=1.7500) for dual parent. This by implication means that children from single parenthood study better compare to children from dual parenthood. Again, in measuring the concentration span of the children, the results revealed a mean score of x=1.7000 for single parenthood and x=1.7667 for dual parenthood. This implies that children from dual parenthood concentrate better than children from single parenthood. Lastly, in measuring the overall success in

passing exams the results revealed a mean score of x=1.7000 for single parenthood and x=1.9833 for dual parenthood. This implies that children from dual parenthood succeed in exams more than children from single parenthood.

Table 3   Report

Type of Parenthood?		Ability to express opinion in class	How well can you study a chapter for a test	How well do you succeed in finishing your homework?	How well can you pay attention during every class?	How well do you succeed in Passing all your subjects?
Single parenthood	Mean	1.8667	2.0667	1.5500	1.7000	1.7000
	N	60	60	60	60	60
	Std. Deviation	.76947	.70990	.74618	.88872	.80885
Dual Parenthood	Mean	2.2167	1.7500	2.1833	1.7667	1.9833
	N	60	60	60	60	60
	Std. Deviation	.88474	.79458	.74769	.90884	.81286
Total	Mean	2.0417	1.9083	1.8667	1.7333	1.8417
	N	120	120	120	120	120
	Std. Deviation	.84412	.76692	.80891	.89568	.81988

Analysis of Social Problems Faced by Children from both Dual and single Parenthood

In measuring the social problems faced by children from dual and single parenthood the output table of the 'compared mean' revealed that there is a variation in the arrays of items measured in the social problems faced by children. First of all, in measuring how they feel in connection with the world around them results shows that children of dual parent has a mean of x=1.9000, while children from single parent has a mean score (x=2.3333) this by implication means that children from dual parenthood feel more connected to the world around compared to children from single parenthood; Also in measuring their sense of belongingness the results revealed a mean score of (x=1.9667) for single parent; and (x=2.3167) for dual parent. This by implication means that children from dual parenthood feel a stronger sense of belonging more than children from single parenthood. Again, in measuring their friendliness towards their peers the results revealed a mean score of x=1.003 for single parenthood and x=0.0000 for dual parenthood. This implies that children from single parenthood are more friendly compared to children from dual parenthood. Lastly, in measuring their self-confidence when with other children the results revealed a mean score of x=1.8657 for single parenthood and x=2.3167 for dual parenthood. This implies that children from dual

parenthood feel more confident than children from single parenthood

implies that children from dual parenthood succeed in exams more than children from single parenthood.

Table 4   Report

What kind of home are you from?		I feel disconnec ted from the world around me	Even among people i know , i don't feel that i really belong	Friendly towards other children .	self-confide nce when with other children
Single parenthood	Mean	1.9000	1.9667	1.003	1.8657
	N	60	60	60	60
	Std. Deviatio n	.98635	1.02456	.18102	1.02456
Dual Parenthood	Mean	2.3333	2.2833	1.0000	2.3167
	N	60	60	60	60
	Std. Deviatio n	.96843	.97584	.0000	.98276
Total	Mean	2.1167	2.1250	1.0167	2.1417
	N	120	120	120	120
	Std. Deviatio n	.99734	1.00889	.1285	1.01498

Analysis of Psychological Problems faced by Children from both Dual and Single Parenthood.

In measuring the psychological problems faced by children from dual and single parenthood the output table of the compared mean revealed that there is a variation in the arrays of items measured in the academic challenges faced by children. In measuring the ability to expressed opinion in class the results shows that children of dual parent has a mean of x=2.2167, while children from single parent has a mean score (x=1.8667) this by implication means that children from dual parenthood express their opinion better compared to children from single parenthood; also in measuring ability to study a chapter the result revealed a mean score of (x=2.0667) for single parent; and (x=1.7500) for dual parent. This by implication means that children from single parenthood study better compare to children from dual parenthood. Again, in measuring the concentration span of the children, the results revealed a mean score of x=1.7000 for single parenthood and x=1.7667 for dual parenthood. This implies that children from dual parenthood concentrate better than children from single parenthood. Lastly, in measuring the overall success in passing exams the results revealed a mean score of x=1.7000 for single parenthood and x=1.9833 for dual parenthood. This

Table 5   Report

What kind of home are you from?		Sometim es i feel my peer are better than me	I feel that i have a number of good qualities	i am able to do better than others	I Feel like i can command respect for myself
Single parenthood	Mean	1.9667	1.9667	1.5167	1.4500
	N	60	60	60	60
	Std. Deviation	1.02456	1.02456	.62414	.53441
Dual Parenthood	Mean	2.3167	2.2833	2.7833	1.5000
	N	60	60	60	60
	Std. Deviation	.98276	.97584	.73857	.53678
Total	Mean	2.1417	2.1250	2.1500	1.4750
	N	120	120	120	120
	Std. Deviation	1.01498	1.00889	.93170	.53393

Hypotheses Testing

Hypothesis 1 (H0₁): Girls in single parent families does not face significantly greater problems than Boys in single parent families.

In testing the statistical significance between the categorical variable (Problem faced by children) and the predictor variables which include the sex and parental background (single parenthood only) of the children, the model summary table shows statistics of how poorly the model predict the relationship between the variable. In this case it is expected that -2 log likelihood value should be smaller than 162.670. This is because the smaller the statistics the better for the model.

Table 6   Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	162.670[a]	.008	.011

a. Estimation terminated at iteration number 3 because parameter estimates changed by less than .001.

The next table is the most important one in logistic regression analysis. it shows the regression functions for problems faced (constant -0.575), sex (0.304) and Single Parenthood (0.231). The table also includes the test of significance for each of the coefficients in the logistic regression model. It is revealed in the table that all two variables in the equation are not statistically significant. As such the null hypothesis is rejected

Hypothesis 2 (H0₂): There is no significant difference in problems faced by children in single parent families when compared to children in dual parent families.

and the alternate hypothesis which state that'Girls in single parent families face significantly greater problems than boys in single parent families'

Table 7		B	S.E.	Wald	df	Sig.	Exp(B)
						Variables in the Equation	
Step 1ᵃ	sex(1)	.304	.373	.665	1	.415	1.355
	Single Parenthood (1)	.231	.372	.386	1	.534	1.260
	Constant	-.575	.338	2.894	1	.089	.563
a. Variable(s) entered on step 1: sex, Child's Parental background							

In testing the significance difference between in Problem faced by children in single parenthood and children from dual parenthood, the model summary table shows statistics of how poorly the model predicted the difference between the variables. In this case it is expected that -2 log likelihood value should be smaller than 159.901this is because the smaller the statistics the better for the model. Also the Classification Table also the observed number of cases and the overall percentage of the cases. In that bid it revealed that 37 boys and 33 girls were from single parenthood, while 33 boys and 27 girls were from dual parenthood. As such the overall percentage of the observation is 53%

Table 8Summary Model

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	159.901ᵃ	.052	.070

a. Estimation terminated at iteration number 4 because parameter estimates changed by less than .001.

Table 9   **Classification Tableᵃ**

Observed		Predicted		
		What kind of home are you from?		Percentage Correct
		Single parenthood	Dual Parenthood	
Step 1	What kind of home are you from? Single parenthood	37	23	61.7
	Dual Parenthood	33	27	45.0
	Overall Percentage			53.3

a. The cut value is .500

As stated earlier, the next table is the most important one in logistic regression analysis. It shows the regression functions for the difference in problems faced by children from both dual and single parenthood As such it revealed all the variables in the equation in order to determine their statistical significance as follow: Constant (Single Parenthood and Dual Parenthood<2.269), BT9 (Give-up easily<0.042), BT6 (Fearfulness<0.803), BT5 (Poor concentration<0.692), BT2 (Always worried<0.532), and BT3 (Get angry easily<0.191. The table also includes the test of significance for each of the coefficients in the logistic regression model. It is revealed in the table that all variables in the equation are not statistically significant except for the variable BT9 (Give-up easily<0.042). Based on this, we shall reject the null hypothesis and accept the alternate hypothesis which states that'There is a significant difference in problems faced by children in single parent families when compared to children in dual parent families'.

Table 10   Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1ᵃ	BT9	-.720	.354	4.133	1	.042	.487
	BT6	-.074	.295	.062	1	.803	.929
	BT5	.109	.275	.157	1	.692	1.115
	BT2	.273	.437	.390	1	.532	1.314
	BT3	-.359	.275	1.713	1	.191	.698
	Constant	2.263	1.168	3.753	1	.053	9.611

a. Variable(s) entered on step 1: BT9, BT6, BT5, BT2, BT3.

Hypothesis 3 (H0₃): There no significant relationship between the problems faced by children and their ages at the time of parents' separation.

The table below show the correlation between two variables (independent- Ages of children at the time of separation; and dependent- Problem faced by children at the time of parents' separation) the spearman correlation coefficient reveal a

positive increase in value at the point of interception<0.0954 while the critical value is at (p<0.00). This shows that the relationship between both variables is statically significant. However considering the fact that the point of significance is less than 0.05 weshall reject the null and accept the alternate

hypothesis which states that there is a significant relationship between problems faced in single parent homes and ages of children at the time of separation.

Table 11   **Correlations**

			Ages of Children at the time of parents' separation.	Problems Faced After parents' Separation
Spearman's rho	Ages of children at the time of Parents' separation	Correlation Coefficient	1.000	.095
		Sig. (2-tailed)	.	.391
		N	83	83
	I feel disconnected from the world around me	Correlation Coefficient	.095	1.000
		Sig. (2-tailed)	.391	.
		N	83	120

IV. CONCLUSION AND RECOMMENDATIONS

Having carried out this work through careful observation, administration of questionnaires, and the review of relevant literatures, the researcher concludes that single parenting has adverse effect on children. Although other factors may contribute to aggravating the problems children face; generally speaking, children in single parent homes often face greater problems.

Specifically it was concluded that boys in girls in single parent homes face significant greater problems than girls in single parent homes. Also, it was concluded that there is a significant difference in problems faced by children in single parent families when compared to children in dual parent families, in addition it was concluded that There a significant relationship between the problems faced by children and their ages at the time of parents' separation.

The study also showed a twist in its findings as some children in single parent families proved to fare better than children in dual parent homes. A careful look at the tables confirms this statement, but when data from the different samples of children (single parent and dual parent children) are compared, sample from single parent families always have higher toll (mean) of problems.

Based on the foregoing conclusions reached in this study, it becomes necessary to make relevant recommendations for dual and single parents, the government, as well as other members of the society or the state.

Firstly, the study recommended that parents should endeavour to make every effort to ensure that they stay together with children to ensure that their welfare is properly catered for.

Secondly, that the government should provide free and compulsory education with social family support and help the less privileged parents with financial support by empowering them.

Lastly, the study recommended that the public should be enlightened on the issues of parental skills, family planning, strong family values, and child discipline should be done regularly as this would make for an intact family.

REFERENCES

[1]. Adelani T., & Ogunbanwo B.(2008) "Emergence of Single Parenthood in Nigeria and Its Implication on Child Rearing" Department of Nursing, Ladoke Akintola University of Technology, Osogbo. *Continental Journal of Nursing Science*. Wilolud Online Journal

[2]. Amato P., and Keith B.(2000) "Parenting, Psychological well-Being of Children". A meta-Analysis. Psychological Bulletin, 110, 26-46

[3]. Berns R.M. (2007) "Child, Family, School Community Socialization and Support. Belmont, C.A; Thomas Wadsworth. Inc

[4]. Brusius R., (1989) "Parenting Moral Teens in Immoral Times". USA; Concordia Publishing House.

[5]. Dornbusch S.M (1985) "Single Parent, Extended Households, and the Case of a Private Elementary School. International Students'Academic Performance, Olabisi Onabanjo University, Ago-iwoye. Retrieved June 10 2013

[6]. Funmilayo O. (2010) "A Communicator in THISDAY Newspaper Reported by Chiemelie

[7]. Hetherington, E.M and Kelly, J. (2002) "For Better or For Worse: Divorce Reconsidered". NewYork; Norton

[8]. Olaleye, Y.L,. and Oladeji, D. (2010) " Single Parenthood Impact on Street Children in Ibadan

[9]. Metropolis, Nigeria" (pp 185-196) African Research Review. An International Multi-Displinary Journal, Ethiopia. Vol. 4(2) April 2010. ISSN 1994-9059 (Print) ISSN 2070-0085 (Online)

[10]. Santrock, J. W., (2004) " Lif-Span Development" (9th ed.) McGraw-Hill Companies, Inc. New York.

[11]. Tenibiaje, M. O, and Tenibiaje, D. J., (2011) "Effect of Single Parenthood on the Academic Performance of Secondary School Students in Ekiti State, Nigeria: *International Review Of Social Sciences and Humanities.* Vol. 2. no.1 (2011), pp 240-248