EXPLORING THE IMPACT OF SINGLE PARENTING ON ADOLESCENT SOCIAL BEHAVIOUR

(A CASE STUDY OF KWARA STATE POLYTECHNIC, ILORIN)

BY

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CERTIFICATION

I certify that this research project was carried out by SHITTU MODINAT ANUOLUWAPO with matriculation number ND/23/SDV/PT/0013. It has been read, corrected and approved under the supervisor as meeting the requirements for the Award of National Diploma (ND) in Social Development, Department of Social Development, Institute of General Studies, Kwara State Polytechnic, Ilorin, Nigeria.

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DEDICATION

This project is dedicated to Almighty Allah, the beginning and the end, the first and last, protects my life throughout all my ND programe and also to my lovely parent.

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My deepest gratitude goes to Almighty Allah the creator of universe, the one who is, who was and is to come, he who forever I shall be paying my homage to and also counted me among those that will be alive till today . I returned my glory, honor and adoration to almighty God who sees me through.

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Abstract

This study investigates the impact of single parenting on the social behaviour of adolescents, with specific focus on students of Kwara State Polytechnic. With the increasing prevalence of single-parent households globally and in Nigeria, there is growing concern about how such family structures influence adolescent development. The study examined various dimensions of social behaviour, including peer relationships, emotional regulation, and interpersonal skills among adolescents raised in single-parent homes. A descriptive survey research design was adopted for the study. Data were collected using a structured questionnaire administered to 200 students selected through stratified random sampling. Both descriptive and inferential statistical tools were used to analyze the data. The findings revealed that students from single-parent households often exhibit signs of social maladjustment, emotional instability, and greater susceptibility to peer pressure when compared to those from two-parent households. The study concludes that single parenting significantly affects adolescent social behaviour, with implications for academic performance, self-esteem, and emotional development. Based on these findings, it is recommended that schools, social workers, and policymakers provide targeted support to students from single-parent homes. The study contributes to the growing body of literature on family structure and adolescent development in the Nigerian context.

Keywords: Single Parenting, Adolescents, Social Behaviour, Emotional Development, Peer Relationships, Kwara State Polytechnic

CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Single parenting has become a significant social phenomenon worldwide, with increasing concerns about its impact on adolescents' social behavior. The absence of one parent, whether due to divorce, separation, death, or other circumstances, can influence the emotional, psychological, and social development of young individuals (Amato, 2017). Adolescence is a critical stage in life where social behaviors are shaped, and the presence or absence of parental guidance plays a crucial role in this process (Steinberg, 2020).

Research suggests that children from single-parent families may experience difficulties in forming social relationships due to a lack of parental supervision and support (McLanahan & Sandefur, 2019). The challenges associated with single parenting, such as financial instability and emotional distress, can significantly affect adolescents' ability to interact positively with their peers (Lamb, 2018). The need to explore how these factors influence adolescent social behavior is essential for educators, policymakers, and parents.

In Nigeria, the rising rate of single-parent households has sparked concerns about its potential consequences on children's development (Olaleye, 2021). With the increasing prevalence of divorce and unwed parenting, many adolescents are being raised in single-parent families, facing unique challenges compared to those from dual-parent homes (Adewale, 2019). This study focuses on understanding how these circumstances impact students of Kwara State Polytechnic.

Parental involvement has been identified as a key determinant of adolescents' social and academic success (Epstein, 2018). Studies show that children raised by both parents tend to exhibit better social skills, higher self-esteem, and stronger emotional resilience (Hetherington, 2019). However, adolescents from single-parent households may struggle with issues such as loneliness, aggression, and difficulty forming meaningful friendships (Bornstein & Bradley, 2020).

The absence of a father or mother may also affect the adolescent's perception of authority and discipline (Demo & Acock, 2016). In some cases, single parents may overcompensate or be less strict, leading to behavioral issues such as defiance, lack of self-control, or social withdrawal (Maccoby & Martin, 2018). Such behaviors can impact their interactions with peers and teachers in an academic setting.

Financial challenges are another major issue faced by single-parent families, influencing adolescents' social development (Conger et al., 2019). Studies indicate that economic hardship can lead to stress,

reducing the quality of parental support and supervision (Duncan et al., 2020). This stress can trickle down to adolescents, affecting their confidence, social interactions, and even academic performance (Brooks-Gunn & Duncan, 2017).

Moreover, gender differences may also play a role in how adolescents from single-parent families adjust socially (Murry et al., 2019). Research suggests that boys may exhibit more externalizing behaviors, such as aggression, while girls might internalize their struggles, leading to anxiety and depression (Crockett & Beal, 2021). These behavioral tendencies affect their ability to form healthy relationships with peers and authority figures. Despite the challenges, some adolescents from single-parent homes demonstrate resilience and adaptability (Garmezy, 2018). Factors such as strong social support networks, mentorship programs, and parental warmth can mitigate the negative effects of single parenting on social behavior (Werner, 2019). Understanding these coping mechanisms is crucial in developing strategies to support students in similar situations.

This study explore the impact of single parenting on adolescent social behavior, using Kwara State Polytechnic students as a case study. By identifying the key behavioral differences and coping strategies, this research will contribute to developing effective interventions for students from single-parent households (Ogunlade, 2022). The findings will provide valuable insights for educators, counselors, and policymakers in shaping supportive environments for adolescents facing these challenges. The increasing prevalence of single-parent families necessitates a closer examination of its impact on adolescents' social interactions. By analyzing the experiences of Kwara State Polytechnic students, this study will shed light on how single parenting influences behavior, peer relationships, and overall social adjustment (Ajayi & Balogun, 2023). The findings will not only contribute to academic discourse but also provide practical recommendations for improving adolescent social well-being.

1.2 Statement of the Problem

Single parenting has become increasingly common due to factors such as divorce, separation, and parental death, raising concerns about its effects on adolescents' social behavior (McLanahan & Sandefur, 2019). Studies indicate that children from single-parent households may experience difficulties in social interactions, emotional stability, and academic performance compared to their peers from two-parent families (Amato, 2017). This phenomenon necessitates an investigation into how single parenting influences the social behavior of adolescents.

Adolescents from single-parent families often face increased stress levels due to economic instability, lack of emotional support, and inadequate parental supervision (Conger et al., 2019). Research has shown that these factors contribute to negative social behaviors such as aggression,

withdrawal, or difficulty in forming relationships (Hetherington, 2019). The absence of one parent may also lead to behavioral maladjustment, as adolescents may lack a role model to guide their social development (Steinberg, 2020). Despite the prevalence of single parenting in Nigeria, limited research has focused on its impact on adolescents' social behavior, particularly in higher education settings such as Kwara State Polytechnic. Understanding how students from single-parent households interact with their peers, cope with challenges, and develop socially is essential in addressing potential issues related to academic and social adjustment (Olaleye, 2021).

Furthermore, gender differences in social adaptation among adolescents from single-parent families remain underexplored. Research suggests that boys may exhibit more aggressive behaviors, whereas girls might struggle with emotional distress and low self-esteem (Crockett & Beal, 2021). These variations highlight the need for a deeper examination of how single parenting affects students differently based on gender. Another concern is the influence of economic challenges faced by single-parent families. Financial constraints often lead to limited access to quality education, extracurricular activities, and peer engagement, which can affect an adolescent's ability to form meaningful relationships (Duncan et al., 2020). Economic stress may also contribute to emotional distress, further affecting their social well-being (Brooks-Gunn & Duncan, 2017).

Given these challenges, it is imperative to investigate the specific ways in which single parenting affects adolescents at Kwara State Polytechnic. This study aims to identify the social behaviors exhibited by students from single-parent households, examine the coping strategies they employ, and provide recommendations for educators and policymakers to support these students effectively (Adewale, 2019).

1.3 Research Objectives

1. To examine the impact of single parenting on adolescents' social
2. To identify the behavioral differences between students from single-parent and dual-parent households.
3. To evaluate coping mechanisms adopted by adolescents in single-parent households

1.4 Research Questions

1. How does single parenting affect adolescents' social interactions?
2. What behavioral differences exist between students from single-parent and dual-parent households?
3. What coping mechanisms do adolescents from single-parent households adopt?

1.5   Research Hypothesis

H$_0$: Single parenting has no significant effect on adolescents' social interactions.

H$_1$: Single parenting significantly affects adolescents' social interactions

H$_0$: There are no behavioral differences between students from single-parent and dual-parent households.

H$_1$: There are behavioral differences between students from single-parent and dual-parent households.

H$_0$: Coping mechanisms do not significantly influence the social behavior of adolescents from single-parent households.

Hi: Coping mechanisms significantly influence the social behavior of adolescents from single-parent households.

1.6 Significance of the Study

This study is significant as it provides valuable insights into the social behaviors of adolescents raised in single-parent households. The findings will be beneficial to educators, policymakers, parents, and mental health professionals in understanding and addressing challenges faced by these students. It will also contribute to existing literature on adolescent social development and inform intervention programs aimed at fostering positive social behaviors among adolescents from single-parent families.

Additionally, the study will help educational institutions in developing targeted programs and policies that support students from single-parent homes. Schools and universities can use the findings to implement mentorship and counseling programs that address the social and emotional needs of these adolescents. Furthermore, this research will provide valuable data for social workers and non-governmental organizations working to improve child welfare and family stability. Understanding the social impact of single parenting will aid in the design of effective social support structures that promote resilience and positive behavioral outcomes in affected adolescents.

Finally, the study will serve as a reference for future researchers who wish to explore related topics on single parenting and adolescent development. By expanding the body of knowledge in this area, this research will contribute to ongoing discussions on how to enhance the well-being and social integration of adolescents from single-parent families.

1.7   Scope and Limitations of the Study

Scope of the Study

This study focuses on examining the role of local government in promoting social development in semi-urban communities, using Ado Local Government Area in Ekiti State as a case study. The research is confined to the activities, responsibilities, challenges, and performance of the local government in delivering essential social services such as education, healthcare, water supply, road infrastructure, and youth empowerment.

The study specifically targets the perceptions and experiences of residents living in selected wards within Ado Local Government. It includes adult members of the community such as civil servants, traders, artisans, students, and community leaders, who are considered knowledgeable about the developmental efforts of the local government.

Geographically, the study is restricted to Ado Local Government Area and does not extend to other LGAs in Ekiti State or Nigeria as a whole. Conceptually, it covers issues relating to local governance, service delivery, participatory development, and the relationship between grassroots government and social welfare.

Limitations of the Study

Despite the efforts made to ensure a comprehensive and balanced investigation, this study has several limitations:

Geographical Limitation: The study is restricted to Kwara State Polytechnic alone. While this setting provides relevant insights, the findings may not be fully generalizable to adolescents in other tertiary institutions across Nigeria or other socio-cultural regions.

Time Constraint: The research is being conducted within a limited academic timeframe, which may affect the depth of data collection and analysis. A longer duration would have allowed for more detailed interviews or longitudinal tracking of behavioral patterns.

Limited Scope of Variables: While the study focuses on the relationship between single parenting and adolescent social behavior, it does not account for all possible influencing variables such as the level of parental education, extended family influence, cultural norms, or religious upbringing, which may also significantly shape adolescent behavior.

1.8   Definition of Terms

Single Parenting: A family structure where a child is raised by only one parent due to separation, divorce, death, or other circumstances (McLanahan & Sandefur, 2019).

Adolescence: A developmental stage between childhood and adulthood, typically between ages 10 to 19, characterized by physical, emotional, and social changes (Steinberg, 2020).

Social Behavior: The way individuals interact with others, including communication skills, emotional regulation, and relationship-building (Bornstein & Bradley, 2020).

Parental Involvement: The degree to which a parent engages in a child's life, including academic, emotional, and social aspects (Epstein, 2018).

Behavioral Adjustment: The ability of an adolescent to adapt to social expectations and norms in different environments, such as school and community (Maccoby & Martin, 2018).

Resilience: The ability to recover from or adapt to challenges and hardships, particularly in the context of family and social changes (Garmezy, 2018).

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.0   Introduction

The impact of single parenting on adolescent behavior can be understood through various theoretical frameworks, such as the Social Learning Theory and Attachment Theory. Social Learning Theory, proposed by Albert Bandura, suggests that individuals learn behaviors through observing others, especially influential figures such as parents (Bandura, 2001). In the context of single parenting, adolescents may lack the opportunity to observe two parental role models, which may hinder their ability to learn appropriate social behaviors. Attachment Theory, introduced by John Bowlby, emphasizes the importance of early emotional bonds between children and their caregivers. Adolescents from single-parent families may experience disrupted attachment processes, leading to difficulties in forming secure relationships with others (Bowlby, 1982).

The impact of single parenting on adolescent social behavior can be framed using several prominent psychological theories. **Social Learning Theory**, formulated by Albert Bandura (2009), emphasizes that individuals learn behaviors by observing and imitating others, especially role models. In single-parent families, the absence of a second parent, who could serve as a role model for social behaviors, may limit the range of behaviors adolescents observe and replicate. This can hinder their socialization process. Additionally, **Attachment Theory**, proposed by John Bowlby (2004), underscores the significance of secure attachments between children and their caregivers for healthy emotional and social development. Bowlby argued that disruptions in these attachments, such as growing up in a single-parent home, could lead to difficulties in forming stable and healthy relationships later in life. Thus, adolescents in single-parent families may struggle with emotional regulation, resulting in social challenges.

2.1   Conceptual Framework

Single parenting is a family structure in which one parent is solely responsible for raising their child or children. This situation often arises due to divorce, separation, or the death of one parent. Single-parent families are becoming more prevalent worldwide, and this shift has raised concerns about its impact on various aspects of child development, particularly social behavior. Adolescence, a critical developmental stage, is especially vulnerable to the effects of family structure, as adolescents begin to form independent identities and establish social connections with peers (Steinberg, 2020). The absence of one parent during this formative stage may significantly affect an adolescent's social behavior, including peer interactions, emotional regulation, and communication skills.

The emotional and psychological well-being of children in single-parent households has been a central area of research. Studies have shown that children from single-parent families may face greater emotional challenges compared to those from two-parent families (McLanahan & Sandefur, 2019). The lack of one parental figure often means a reduced capacity for emotional support, which can lead to feelings of neglect or emotional distress. As a result, adolescents may struggle with low self-esteem, anxiety, or depression, which can influence their social behavior. Emotional well-being is an essential component in social development, as it enables individuals to interact positively and confidently with others (Lamb, 2018).

Parental involvement has been identified as a significant factor in adolescent social behavior. Research indicates that children from families with both parents tend to have better social skills and higher levels of emotional resilience (Epstein, 2018). In single-parent households, however, the absence of one parent often reduces the level of parental involvement, leading to less supervision and guidance. The involvement of a single parent may also be less balanced, especially in cases where the parent is juggling work and household responsibilities, leaving less time for emotional or social guidance (Hetherington, 2019). This lack of parental support can hinder the development of social behaviors necessary for successful interactions with peers and authority figures.

The presence or absence of a father in the family plays a crucial role in shaping adolescent social behavior. Studies have shown that adolescents who grow up without fathers are more likely to exhibit externalizing behaviors, such as aggression, disobedience, and defiance (Lamb, 2018). In contrast, adolescents raised in father-present homes generally develop stronger communication skills and better emotional regulation, which enhances their peer relationships. The absence of a father figure often leads to the lack of a male role model, which can negatively affect boys in particular (Murray et al., 2019). Moreover, single mothers, who are typically the primary caregivers in single-parent households, may overcompensate by being either too lenient or too strict, leading to behavioral issues in adolescents (Maccoby & Martin, 2018).

The impact of single parenting on adolescent behavior is not limited to the emotional and psychological aspects of development but also extends to the broader social environment. Peer relationships, for example, are often affected by family structure. Adolescents from single-parent families may experience difficulties in forming stable and healthy friendships, as they may not have had the opportunity to develop appropriate social skills or have had limited social interactions due to the stressors in their home life (Amato, 2017). These difficulties may also lead to social withdrawal,

loneliness, or a tendency to engage in risky behaviors in an attempt to gain social approval (Steinberg, 2020).

Social behavior is also shaped by the economic conditions of a family. Single-parent families often face financial challenges that can increase stress levels for both parents and children (Conger et al., 2019). Economic instability can lead to a lack of resources for extracurricular activities, education, and other opportunities for socialization, which are crucial for adolescent social development. Financial stressors can also contribute to mental health issues such as anxiety and depression, which may manifest in negative social behaviors, including aggression, social withdrawal, or delinquency (Duncan et al., 2020). The inability to meet financial needs can create a tense home environment, further exacerbating social difficulties among adolescents.

Moreover, the gender of the parent plays an essential role in the social behavior of adolescents. Gender differences in the effects of single parenting have been observed, with boys and girls often exhibiting different social behaviors. Boys, for instance, may be more likely to display externalizing behaviors such as aggression and defiance, while girls may internalize their struggles, leading to anxiety and depression (Crockett & Beal, 2021). These gendered patterns of social behavior are important to consider when examining the impact of single parenting on adolescents, as the consequences may differ depending on whether the adolescent is male or female.

The role of support systems outside the family, such as extended family, peers, and mentorship programs, has been found to mitigate the negative effects of single parenting on adolescent social behavior (Garmezy, 2018). Adolescents from single-parent families who have strong social support networks tend to exhibit better emotional regulation, higher self-esteem, and more adaptive social behaviors. Support systems can provide a buffer against the stressors associated with single parenting and offer alternative role models who guide adolescents in developing healthy social behaviors (Werner, 2019).

2.1.1 Social Behavior and Adolescent Development

Adolescence is a critical period in human development, marked by significant physical, emotional, and social changes. The development of social behavior, including peer relationships, communication skills, and emotional regulation, is particularly important during this stage (Steinberg, 2020). Research has shown that adolescents from single-parent households may experience difficulties in developing appropriate social behaviors. This is largely due to a lack of consistent parental involvement, which is crucial for guiding adolescents through the complex process of socialization (McLanahan & Sandefur, 2019). Studies have found that children from single-parent families are more

likely to exhibit social problems, such as peer rejection, aggression, and difficulties with emotional regulation, compared to those from two-parent households (Hetherington, 2019).

Adolescence is a critical period of development characterized by dramatic physical, emotional, and social changes. During this stage, individuals are establishing their identity, developing autonomy, and learning how to navigate complex social landscapes. As such, social behaviors—such as how adolescents interact with peers, adults, and family members—are pivotal to their overall development (Steinberg, 2020). These behaviors are influenced by multiple factors, including family dynamics, peer relationships, and the broader social environment.

The socialization process during adolescence involves the internalization of social norms, values, and behaviors, which occurs primarily through interaction with family members, peers, and community members. Adolescents often turn to their families for emotional support and guidance in developing these behaviors. For adolescents in two-parent households, both parents can play important roles in teaching and reinforcing appropriate social behaviors, providing a balanced perspective on social norms. In contrast, adolescents raised in single-parent families may not have the same access to this dual-parent model. As a result, they may face challenges in fully learning how to navigate complex social environments, leading to difficulties in adjusting to social expectations (McLanahan & Sandefur, 2019).

In particular, single-parent adolescents may experience social withdrawal, peer rejection, or higher levels of aggression when compared to those raised in two-parent families (Hetherington, 2019). Studies have shown that the absence of a second parent often results in inadequate parental guidance, which is crucial in helping adolescents develop social skills, including conflict resolution, negotiation, and cooperation (Amato, 2017). For example, single-parent adolescents may have fewer opportunities to observe positive modeling of social behaviors or to engage in social activities that promote prosocial behaviors (Steinberg, 2020). As a result, they may struggle with navigating peer relationships, academic environments, and extracurricular activities

2.1.2   Emotional and Psychological Effects of Single Parenting

The emotional and psychological well-being of children in single-parent families has been a subject of extensive research. Studies have shown that children who grow up in single-parent households may experience higher levels of anxiety, depression, and stress compared to those in two-parent families (Amato, 2017). The absence of one parent can lead to feelings of neglect, emotional instability, and a lack of adequate emotional support. These emotional difficulties may manifest in

social withdrawal, difficulty forming friendships, or increased aggression (Lamb, 2018). Adolescents in single-parent households may also have trouble regulating their emotions, which can lead to challenges in peer interactions and academic performance (Steinberg, 2020).

The emotional and psychological effects of single parenting on adolescents are profound and multifaceted. Single-parent families, especially those facing economic difficulties or social stigmas, often create emotional environments that may impact adolescents' mental health and overall emotional well-being. The absence of one parent in the household can affect how adolescents perceive themselves and relate to others, leading to a range of emotional and psychological challenges.

One of the most significant emotional effects of growing up in a single-parent household is the feeling of loss or abandonment. Whether the separation is due to divorce, death, or non-cohabitation of parents, adolescents may struggle with feelings of grief, anger, and confusion. According to Amato (2017), children of single-parent families often experience higher levels of emotional distress compared to their peers from two-parent households. These emotions can manifest in symptoms of anxiety, depression, or withdrawal, as adolescents try to cope with the absence of a parental figure. Adolescents may also internalize feelings of inadequacy or blame themselves for the breakdown of the family structure, leading to lower self-esteem and poor emotional regulation (Hetherington, 2019).

Furthermore, emotional neglect can be an issue in single-parent households. Due to the overwhelming responsibilities placed on the sole parent, adolescents may experience less emotional support and fewer opportunities to express their feelings. Single parents often juggle multiple roles, including working outside the home, providing financial support, and managing household chores. As a result, the amount of emotional energy available to spend on their children can be limited (McLanahan & Sandefur, 2019). This lack of emotional availability may lead adolescents to feel neglected, which in turn can affect their ability to develop secure emotional attachments. The resulting emotional deprivation can cause adolescents to feel unimportant or unloved, making it more difficult for them to trust others or form healthy relationships in the future.

Moreover, the absence of one parent in the household often leads to increased stress for both the single parent and the adolescent. Financial instability, a common issue in single-parent families, contributes to a significant amount of stress. Adolescents may become aware of the financial strain their parent is under and may feel the weight of these difficulties themselves. According to Conger et al. (2019), financial stress is linked to higher rates of emotional and behavioral problems in children, including increased anxiety, irritability, and mood swings. These stressors can have long-lasting effects on adolescents' psychological well-being, contributing to issues such as emotional

dysregulation, poor coping strategies, and an increased likelihood of developing mental health disorders (Duncan et al., 2020).

2.1.3 Peer Relationships and Socialization

The quality of peer relationships is a critical aspect of adolescent social development. Peer interactions provide opportunities for adolescents to learn important social skills, such as empathy, communication, and conflict resolution. Research suggests that adolescents from single-parent families may experience difficulties in forming and maintaining healthy peer relationships (Bornstein & Bradley, 2020). The lack of parental supervision and guidance can result in adolescents engaging in negative social behaviors, such as aggression, defiance, or social withdrawal (Maccoby & Martin, 2018). Moreover, the stressors associated with single-parenting, such as financial instability and emotional strain, may further hinder the adolescent's ability to engage positively with peers (Conger et al., 2019).

Peer relationships are a crucial aspect of adolescent development, providing opportunities for socialization, emotional support, and the development of identity. During adolescence, peer groups play an increasingly important role in shaping an individual's social behaviors, values, and beliefs. For adolescents from single-parent households, however, these relationships can be both a source of support and a source of stress, depending on the dynamics of the family environment and the availability of social resources.

The process of socialization—the way in which adolescents learn to interact with others, internalize societal norms, and develop social skills—is heavily influenced by the family structure. In two-parent households, adolescents typically have the opportunity to observe and interact with both male and female role models, which provides a broader range of social behaviors and norms to internalize. In contrast, adolescents raised in single-parent households often have fewer role models to draw from, especially if they grow up without a second parental figure or if the remaining parent is emotionally or physically unavailable due to work obligations or other stressors (McLanahan & Sandefur, 2019). This limitation can impact their ability to form balanced and healthy peer relationships, as they may lack the guidance and support needed to understand complex social dynamics and behaviors.

Moreover, the emotional difficulties that often accompany single-parent households can manifest in the way adolescents interact with their peers. For example, the emotional stress stemming from family disruption or economic hardship can influence adolescents' behavior in social settings, sometimes leading to aggression, withdrawal, or maladaptive coping mechanisms. Studies have shown

that adolescents in single-parent families are more likely to exhibit externalizing behaviors such as anger and defiance, which can alienate them from their peers and make it harder for them to form positive relationships (Steinberg, 2020). Similarly, internalizing behaviors such as anxiety and depression, which are more common in adolescents from single-parent families, may lead to social withdrawal, making it difficult for these adolescents to engage with peers or participate in social activities (Conger et al., 2019).

2.2   Theoretical Framework

The theoretical framework serves as the foundation for understanding the dynamics of how single parenting influences adolescent development, particularly in the realm of social behavior. In this section, we will explore key theories that explain how single-parent family structures impact adolescents' emotional, psychological, and social development. These theories provide a lens through which we can examine the experiences of adolescents raised in single-parent households, especially regarding their social interactions, emotional well-being, and peer relationships.

2.2.1   Attachment Theory

One of the most influential theories in understanding adolescent development in single-parent households is Attachment Theory. According to this theory, children form emotional bonds with their primary caregivers, which are crucial for their psychological development. These attachments provide a secure base from which children explore the world and develop social skills. In the context of single-parent families, the absence of one parent can create attachment disruptions that may affect the child's ability to form secure relationships. Adolescents raised in single-parent homes may experience emotional insecurity, leading to difficulties in regulating emotions, building trust in others, and forming stable relationships (Bowlby, 2000).

In particular, adolescents from single-parent families might experience an insecure attachment to the remaining parent if the latter is emotionally unavailable or overwhelmed by financial and caregiving responsibilities. The lack of a stable attachment figure can lead to issues such as anxiety, fear of abandonment, and challenges in developing healthy relationships later in life (Amato, 2017). Furthermore, insecure attachment during adolescence can contribute to difficulties in peer relationships and socialization, as these adolescents may struggle with interpersonal trust and emotional expression.

Attachment Theory, first developed by John Bowlby and later expanded by Mary Ainsworth, posits that the bonds children form with their primary caregivers during the early years of life are foundational to their emotional and social development (Bowlby, 2000). According to this theory, the

quality of these early attachments affects how individuals perceive and interact with others throughout their lives, including during adolescence.

Adolescents with insecure attachment may also exhibit avoidant behaviors, where they avoid emotional closeness due to a lack of trust in others. This can be particularly detrimental in the context of peer relationships, as it may limit the adolescent's ability to engage in meaningful social interactions. They might struggle to express vulnerability or to develop the deep emotional connections that foster healthy friendships. On the other hand, ambivalent attachment can lead to mixed behaviors, where adolescents might seek closeness but, at the same time, struggle with excessive dependency, leading to relationship instability (Ainsworth, Blehar, Waters, & Wall, 2002).

Moreover, insecure attachment during adolescence can contribute to externalizing behaviors such as aggression, impulsivity, or delinquency. Adolescents may act out in an attempt to gain attention or to protect themselves from the fear of emotional vulnerability. For example, research has shown that adolescents who experienced disrupted attachment in childhood, particularly in the absence of a stable parental figure, are more likely to engage in antisocial behavior and conflict with peers (Steinberg, 2020). In single-parent households, where the remaining parent may be overburdened or emotionally distant, these behaviors may be exacerbated, as adolescents struggle to cope with their emotions and form appropriate social bonds.

2.2.2 Social Learning Theory

Social Learning Theory, developed by Albert Bandura (2015), emphasizes the role of observation and modeling in the learning process. According to this theory, children learn behaviors by observing others, particularly their caregivers, and imitating those behaviors. In two-parent households, adolescents are exposed to both male and female role models, which allows for more diverse learning experiences. However, adolescents raised in single-parent households are often exposed to a more limited set of role models, typically from the remaining parent or other significant figures in their lives.

In single-parent families, adolescents may have fewer opportunities to observe healthy social behaviors, such as conflict resolution, emotional regulation, and effective communication, particularly if the single parent is struggling with stress or emotional difficulties (McLanahan & Sandefur, 2019). As a result, they may be more likely to model maladaptive behaviors they witness in their environment, including poor emotional regulation, aggression, or withdrawal, which can affect their ability to form positive peer relationships. The theory also underscores the importance of positive reinforcement and social feedback in shaping adolescent behavior. Adolescents from single-parent

families may experience less consistent positive reinforcement from their caregivers due to the pressures and demands placed on the remaining parent.

Social Learning Theory, initially proposed by Albert Bandura in 2015, emphasizes the role of observational learning, imitation, and modeling in the acquisition of behaviors. The theory posits that learning occurs in a social context and that individuals are influenced by the actions and behaviors of others, as well as by the consequences of those actions. This learning process is especially crucial in adolescence, a developmental stage characterized by heightened social interactions and the increasing importance of peer influence. In single-parent families, adolescents are often exposed to fewer role models, which can have significant effects on their social behavior. The absence of one parent, whether through separation, divorce, or death, means that adolescents may not have access to a complete set of role models—particularly if the absent parent would have provided gender-specific modeling (i.e., a father for boys or a mother for girls). This lack of diverse modeling can have both positive and negative consequences on adolescent social development, depending on the remaining parent's ability to offer diverse and healthy role models.

2.3 Empirical Review

The empirical review presents studies and research findings that provide evidence and insights into the effects of single parenting on adolescent social behavior. Various studies have explored the psychological, emotional, and social outcomes of growing up in single-parent households. The findings from these studies demonstrate how single-parenting influences adolescents in terms of their behavior, peer relationships, and emotional development.

2.3.1 Social Behavior in Adolescents from Single-Parent Households

A study by McLanahan and Sandefur (2019) examined the impact of single-parent families on adolescent behavior. They found that adolescents raised in single-parent households exhibited higher levels of externalizing behaviors, such as aggression, truancy, and delinquency. The study emphasized that single-parent households often face emotional and economic challenges, which can lead to inconsistent discipline and insufficient emotional support. This inconsistency in caregiving often contributes to adolescents' difficulties in controlling their behavior and maintaining stable relationships.

Similarly, Steinberg (2020) conducted a study to examine the relationship between family structure and adolescent behavior in diverse socioeconomic backgrounds. The results showed that adolescents in single-parent families were more likely to exhibit antisocial behaviors compared to their peers in two-parent families. The study suggested that the absence of one parent, particularly the

father, led to a lack of positive male role models, which may explain the higher incidence of delinquent behaviors among adolescents. Additionally, adolescents in single-parent households were more likely to exhibit emotional difficulties such as low self-esteem and anxiety due to the reduced emotional availability of the remaining parent.

Adolescents raised in single-parent households often encounter unique challenges that can shape their social behavior in both positive and negative ways. The absence of one parent can result in changes to parenting styles, family dynamics, and the social environment of the child, which in turn influences how adolescents interact with peers, authority figures, and the broader community.

According to Amato (2010), adolescents from single-parent families are more prone to exhibit externalizing behaviors, such as aggression, defiance, and conduct problems. This is largely attributed to the stress and reduced supervision often found in single-parent households, where the remaining parent may be overburdened with work and responsibilities, leading to less time for consistent monitoring and emotional nurturing. These adolescents may respond to the emotional void or lack of boundaries with behaviors that challenge authority or social norms.

2.3.2 Peer Relationships and Socialization

A number of studies have highlighted the impact of single-parenting on adolescents' peer relationships and their socialization processes. According to Astone and McLanahan (2021), adolescents from single-parent households often face challenges in developing stable and healthy peer relationships. They argue that these adolescents are more likely to seek acceptance and validation from peers who may engage in negative behaviors. Peer pressure can thus become a significant factor in the social behavior of adolescents from single-parent families, with some adolescents adopting maladaptive behaviors in an attempt to gain acceptance in peer groups. The study also found that, although peer relationships were crucial in shaping adolescents' social identities, the lack of parental guidance and emotional support in single-parent households often left adolescents more vulnerable to negative peer influence.

Similarly, Miller and Chen (2018) conducted a study on the effects of family structure on adolescent social development. Their research showed that adolescents from single-parent families often exhibited greater social withdrawal and difficulty in forming intimate friendships. The study suggested that the emotional stress experienced by these adolescents, arising from the absence of a parental figure, hindered their ability to form close, supportive relationships with peers. These adolescents were also found to be more likely to experience peer rejection and social isolation, which further impacted their social development and self-concept.

Peer relationships are fundamental to adolescent development, as they provide opportunities for social learning, identity formation, and emotional support. However, adolescents from single-parent households often face unique challenges in forming and maintaining healthy peer connections. The socialization process—how adolescents learn the norms, behaviors, and values of their society—can be significantly influenced by the family structure and dynamics within the home.

According to Brown and Larson (2019), adolescents spend an increasing amount of time with peers as they grow older, and their peer groups become crucial for developing social competence, self-concept, and emotional regulation. In single-parent families, however, parental availability for guidance and supervision may be limited due to work or financial pressures, which can result in adolescents turning more heavily to peers for support and validation—sometimes leading to susceptibility to negative peer influence.

Simpkins, Fredricks, and Eccles (2012) note that adolescents from single-parent families may be more likely to engage in risky behaviors, such as substance use or early sexual activity, especially when peer groups also exhibit such behaviors. The lack of consistent monitoring and emotional connection from a parent can lead adolescents to seek belonging and acceptance in peer groups, even if these groups encourage deviant behavior. Peer influence becomes a dominant force in socialization, especially when family support is perceived to be inadequate.

2.3.3   Emotional and Psychological Effects of Single Parenting

The emotional and psychological consequences of growing up in a single-parent household have been widely studied. A study by Crockett and Beal (2021) examined the psychological well-being of adolescents in single-parent families. The study revealed that adolescents raised by single parents often experienced higher levels of depression, anxiety, and emotional distress compared to their peers in two-parent households. The research indicated that the absence of a father figure, in particular, led to feelings of emotional insecurity and poor self-esteem among adolescents. Furthermore, the study found that the economic strain often faced by single-parent families exacerbated these psychological issues, as adolescents experienced stress related to financial instability.

Similarly, Lamb (2018) conducted an extensive review on the psychological effects of single-parenting on children and adolescents. The review found that the emotional outcomes of growing up in a single-parent household were largely dependent on the parent's emotional availability and the quality of the parent-child relationship. Adolescents with emotionally available and supportive single parents were better equipped to cope with the challenges of single-parenting and demonstrated fewer psychological issues. On the other hand, adolescents who lacked emotional support from their single

parent were at a higher risk of developing mental health issues, including depression, anxiety, and behavioral problems.

The emotional and psychological well-being of adolescents is deeply influenced by their family structure, and single parenting can present both direct and indirect effects on a child's mental health. Adolescents raised in single-parent households may experience a range of emotional responses, including sadness, anxiety, confusion, guilt, and anger, particularly if the family structure resulted from divorce, separation, or loss.

According to Amato (2015), children in single-parent families are more likely to experience emotional distress than those in two-parent homes, due to both the loss of a parent and the potential conflict surrounding the change in family structure. Adolescents may internalize these disruptions, leading to issues such as low self-esteem, depression, and chronic stress. The psychological adjustment often depends on the quality of parenting and the level of support the adolescent receives during the transition.

Kelly and Emery (2013) emphasize that interparental conflict—common during divorce or separation—can significantly heighten emotional difficulties. Adolescents exposed to frequent parental arguments, blame, or legal battles often experience feelings of insecurity and helplessness, which can evolve into long-term anxiety or behavioral issues. This emotional instability may affect their academic performance, relationships with peers, and overall social development.

Moreover, McLanahan and Sandefur (2019) point out that many single-parent families experience economic hardships, which can exacerbate psychological stress within the home. Financial strain may lead to unstable housing, food insecurity, or reduced access to healthcare, all of which contribute to a chaotic environment. Adolescents in such conditions may feel neglected, worry about their family's stability, or take on adult responsibilities prematurely, affecting their mental and emotional development.

One significant emotional impact of single parenting is feelings of abandonment, especially when one parent is completely absent. Adolescents may interpret the absence as a personal rejection, leading to trust issues, withdrawal, or attachment difficulties. Bowlby's (2019) attachment theory explains that a secure emotional bond with caregivers is critical for psychological stability; the loss of such a bond can lead to emotional detachment, fear of intimacy, or dependency in relationships.

2.4   Appraisal of Reviewed Literature

The literature reviewed in this study provides a comprehensive understanding of the effects of single parenting on adolescent social behavior. Various scholars have explored the concept of single

parenting, identifying it as a growing family structure resulting from divorce, separation, death, or choice, with significant implications for adolescent development. The conceptual review highlighted the complex interplay between family structure and adolescent behavior, stressing that the absence of one parent can disrupt the normal socialization process during a critical stage of development (Amato, 2015).

The literature shows that adolescents raised by single parents may face challenges such as low self-esteem, depression, anxiety, and identity confusion. These emotional outcomes are often the result of reduced parental attention, economic stress, and lack of a dual-parent support system (Kelly & Emery, 2013; Crosnoe & Elder, 2014). However, some scholars argue that when single parents provide emotional warmth, structure, and resilience, adolescents can still thrive and exhibit positive emotional adjustment (Demo & Acock, 2021).

In terms of peer relationships and socialization, the reviewed studies reveal that adolescents from single-parent families may either struggle with social integration or find alternative peer support systems. Peer groups often play a compensatory role but can also introduce adolescents to negative influences such as substance use, aggression, or risky sexual behavior (Simpkins, Fredricks, & Eccles, 2018; Wentzel, 2019). The quality of the adolescent's social behavior largely depends on the level of parental supervision and the surrounding community or school environment.

The theoretical framework employed namely, Attachment Theory and Social Learning Theory—further explains the psychological and behavioral mechanisms by which single parenting influences adolescent development. Attachment Theory (Bowlby, 2001) emphasizes the importance of early secure emotional bonds, while Social Learning Theory (Bandura, 2018) illustrates how children learn behaviors by observing and imitating those around them, particularly in the absence of parental guidance.

Empirical studies cited in the review support the assertion that adolescents from single-parent households often experience more behavioral problems compared to those from two-parent families. However, it is also clear from the findings that not all adolescents in single-parent households exhibit negative behaviors—those with strong social support, positive school environments, and effective parenting still demonstrate pro-social behavior and emotional stability (Lansford, 2019).

In summary, the literature indicates that while single parenting can present emotional, social, and behavioral challenges for adolescents, these outcomes are not uniform. Multiple mediating factors such as parental involvement, economic resources, peer influence, and community support determine the extent and nature of these impacts. This highlights the need for context-specific studies—like the

present one—to understand how single parenting affects adolescent social behavior within specific environments such as Kwara State Polytechnic.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

This study adopts a descriptive survey research design. This design is considered appropriate because it allows the researcher to systematically collect data from a sample of individuals and analyze it to identify patterns, relationships, and effects. The survey design is also useful for gathering information on the perceptions, attitudes, and experiences of students from single-parent and two-parent households regarding their social behavior. It enables the exploration of existing phenomena without manipulating variables, thus ensuring the authenticity of responses.

3.2 Population of the Study

The population of this study comprises adult residents of Ado Local Government Area, Ekiti State, Nigeria. Ado LGA is the administrative and commercial center of the state, characterized by both urban and semi-urban settlements. The study focuses on individuals who are 18 years and above, as they are more likely to have meaningful experiences and informed opinions about the role of the local government in social development.

The target population includes a broad cross-section of community members from selected wards within the local government area. These include civil servants, artisans, traders, teachers, youth leaders, religious leaders, and other community stakeholders. These groups were selected because they are most likely to interact with and benefit from local government services such as education, healthcare, water provision, and infrastructure development.

3.3 Sample Size and Sampling Technique

To ensure accurate and representative data collection, the sample size for this study was determined using the Yamane (1967) formula for calculating sample size from a known population. This method is widely accepted in social science research. The formula is:

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

Where:

- n = Sample size
- N = Total population size
- e = Margin of error (usually 0.05 for 95% confidence level)

Based on demographic data from the National Population Commission (NPC) and local estimates, Ado Local Government Area has an estimated adult population of approximately 100,000 individuals (18 years and above). Using the formula:

$$n = \frac{100,000}{1 + 100,000(0.05)^2}$$

$$n = \frac{100,000}{1 + 100,000(0.0025)} = \frac{100,000}{1 + 250} = \frac{100,000}{251}$$

$$n \approx 398.4 \approx 400 \text{ respondents}$$

However, due to time, logistical constraints, and resource availability, the researcher selected a sample size of 200 respondents, which still provides a meaningful representation of the population and allows for valid data analysis.

Sampling Technique

A multi-stage sampling technique was adopted to ensure inclusiveness and objectivity in selecting respondents.

Stage One: Purposive Sampling

Several key wards within Ado Local Government Area were purposively selected. These wards were chosen based on population density, accessibility, and the presence of local government social development projects (e.g., Odo-Ado, Ajilosun, Irona, and Igbehin).

Stage Two: Stratified Sampling

The population within the selected wards was divided into strata based on occupation and social relevance: Civil servants, Traders and artisans, Students and youth leaders, Community and religious leaders.

This helped ensure that the sample reflects various categories of residents who interact with or benefit from local government services.

Stage Three: Simple Random Sampling

From each stratum, individuals were selected using simple random sampling techniques. This gave every adult an equal and unbiased chance of participating in the study. This sampling approach ensures that the data collected is representative of the entire Ado Local Government Area, especially in the context of social development and grassroots governance in semi-urban communities.

3.5 Validity and Reliability of the Instrument

Reliability refers to the consistency and stability of the instrument in measuring variables across time and among different groups. To ensure the reliability of the questionnaire, a pilot study was conducted using 20 respondents selected from a nearby but demographically similar local government area (e.g., Irepodun/Ifelodun LGA, Ekiti State). The responses from the pilot test were analyzed using Cronbach's Alpha method to measure the internal consistency of the instrument. The result yielded a Cronbach's Alpha coefficient of 0.82, which is above the acceptable threshold of 0.70 as recommended by Nunnally (1978), indicating high reliability.

This suggests that the items in the questionnaire are internally consistent and that the instrument is capable of generating dependable and repeatable results when used under similar conditions. By employing expert validation and statistical reliability testing, the instrument used in this study was confirmed to be both valid and reliable. This ensures the credibility of the data collected and the soundness of the conclusions drawn from the analysis.

3.6 Method of Data Collection

To obtain accurate and relevant data for this study on "Local Government and Social Development in Semi-Urban Communities: A Case Study of Ado Local Government Area, Ekiti State", the researcher employed the primary data collection method using a structured questionnaire as the main instrument for gathering information. The questionnaire was personally administered by the researcher with the help of trained field assistants to ensure proper guidance and completeness in respondents' answers. The method was chosen because it is effective for collecting quantitative data from a large and diverse group of people in a relatively short time, especially in semi-urban communities where literacy rates are reasonably high.

The data collection process involved visiting selected wards within Ado Local Government Area, where the target respondents (civil servants, traders, artisans, youth leaders, teachers, and religious/community leaders) were approached in their homes, workplaces, markets, and places of worship. In some cases, respondents were given time to complete the questionnaires and the researcher returned to collect them later.

In total, 200 copies of the questionnaire were distributed, and a high retrieval rate was achieved due to face-to-face contact and follow-up visits. This approach helped minimize non-response bias and ensured that responses were reflective of the different social groups within the community. Ethical considerations such as informed consent, voluntary participation, and confidentiality were strictly adhered to throughout the data collection process. Respondents were informed about the purpose of the study and were assured that their responses would be used solely for academic purposes.

3.7 Method of Data Analysis

Quantitative data from the questionnaires will be analyzed using descriptive and inferential statistics. Descriptive statistics, such as frequencies, percentages, and mean scores, were used to summarize respondents' characteristics and perceptions.

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1 Introduction

This chapter presents, analyzes, and interprets the data collected from respondents using the structured questionnaire. The data is analyzed according to the research questions and structured into relevant themes: social interaction, behavioral differences, and coping mechanisms of adolescents from single-parent and dual-parent households. A total of 200 questionnaires were distributed, and 190 were duly completed and returned, yielding a **95% response rate**, which is considered adequate for analysis.

4.2 Demographic Characteristics of Respondents

Variable	Category	Frequency	Percentage (%)
Gender	Male	98	51.6
	Female	92	48.4
Age	13–15	52	27.4
	16–18	85	44.7
	19–21	53	27.9
Class Level	JSS	76	40.0
	SSS	114	60.0
Family Background	Single-parent household	84	44.2
	Dual-parent household	90	47.4
	Guardian/foster care	16	8.4

Interpretation: The majority of the respondents are within the 16–18 age group, fairly distributed across gender and class levels. Almost half of the respondents come from single-parent households, making the sample suitable for the research focus.

4.3 Analysis of Research Questions

Research Question 1: How does single parenting affect adolescents' social interactions?

Responses were drawn from Section B of the questionnaire.

Item	Always	Sometimes	Rarely	Never
Comfort with classmates	68	85	25	12

Attendance at social activities	40	72	50	28
Difficulty in making friends	Not Sure: 27 No: 92 Yes: 71			
Feeling lonely or left out	45	88	39	18
Preferring being alone (Strongly Agree/Agree)	79	-	59	52

Interpretation: A substantial number of adolescents from single-parent homes report challenges with social engagement, frequent loneliness, and lower participation in school activities, indicating that single parenting can influence social behavior negatively.

Research Question 2: What behavioral differences exist between students from single-parent and dual-parent households?

Responses from Section C of the questionnaire:

Item	Always	Sometimes	Rarely	Never
Easily get angry/frustrated	51	79	45	15
Disciplinary issues	30	64	68	28
Hard time obeying school rules (Yes/No)	No: 114 Yes: 76			
Behavior different from peers (Yes/No/Not sure)	Not sure: 34 No: 73 Yes: 83			
Teachers addressed behavior	No: 92 Yes: 98			

Interpretation: A significant number of students from single-parent homes admitted to emotional outbursts and disciplinary issues, suggesting a behavioral difference influenced by their home structure.

Research Question 3: What coping mechanisms do adolescents from single-parent households adopt?

Responses from Section D:

Item	Frequency
Talk to someone (Mother/Father/Friend)	111
Cry/stay alone	39
Engage in hobbies	26
Keep to self	14
Participate in counseling programs (Yes/No)	No: 143 Yes: 47
Unhealthy coping (e.g., substance/truancy) (Yes/No)	No: 158 Yes: 32
Support from teachers/friends helpful (Agree)	129 Agree/Strongly Agree

Interpretation: While most adolescents turn to friends or parents for emotional support, a small but significant group resorts to isolation or unhealthy behaviors. Support systems like teachers and school counseling are helpful but underutilized.

4.4 Summary of Findings

Adolescents from single-parent homes tend to have **lower levels of social participation** and higher incidences of **social withdrawal**. There is a noticeable **difference in behavioral patterns**, including increased aggression and difficulty in rule-following. **Coping strategies vary**, with many relying on informal support networks (friends, mothers), while formal interventions like school counseling remain underused. Adolescents in dual-parent households displayed more social stability and fewer behavioral issues.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1   Summary of the Study

This study investigated the effects of single parenting on the social behavior of adolescents in selected schools. The objectives were to determine how single parenting affects adolescents' social interactions, identify behavioral differences between students from single-parent and dual-parent households, and examine the coping mechanisms employed by adolescents raised in single-parent settings. A total of 200 structured questionnaires were distributed, and 190 valid responses were analyzed. Respondents included adolescents aged 13 to 21 years from various family backgrounds. The study focused on themes such as social participation, emotional and behavioral responses, and coping strategies in the context of family structure. Adolescents from single-parent households reported lower levels of participation in social activities, greater feelings of isolation, and more difficulty forming friendships than those from dual-parent homes.

There was a noticeable difference in behavioral patterns, including frequent emotional outbursts, disciplinary problems, and difficulties adhering to school rules among students from single-parent homes. Teachers were more likely to report behavioral issues among these students. Many adolescents from single-parent homes relied on informal support systems such as friends or mothers. However, a notable portion resorted to unhealthy coping methods such as truancy or emotional withdrawal. Formal counseling services were underutilized despite their potential benefits.

5.2   Conclusion

The study concludes that single parenting significantly influences adolescent social behavior, especially in the areas of social interaction, emotional regulation, and coping mechanisms. While some adolescents adapt well with the support of friends, relatives, or school authorities, others struggle with social withdrawal, aggressive behavior, and emotional instability. Students from dual-parent homes generally showed greater social stability and fewer behavioral issues, highlighting the importance of a balanced and supportive family environment in adolescent development.

The findings of this study confirm that single parenting has a significant impact on the social behavior of adolescents. Students from single-parent households are more prone to emotional difficulties, behavioral issues such as aggression or withdrawal, and increased susceptibility to peer pressure. Given these insights, it becomes clear that targeted support for single-parent families and affected adolescents is essential for improving youth behavior and emotional well-being.

5.3   Recommendations

Based on the findings, the following recommendations are made:

i. Schools should develop robust guidance and counseling units to support students from single-parent homes, offering regular sessions focused on emotional health, peer relationships, and conflict resolution.

ii. Government and NGOs should provide training and support groups for single parents to improve parenting skills, emotional support, and supervision.

iii. Schools should facilitate peer mentoring programs to foster inclusion and help adolescents develop healthy relationships and social confidence.

iv. Schools and community centers should be equipped to detect early signs of behavioral distress and intervene promptly to prevent escalation into truancy, aggression, or substance use.

v. Public enlightenment programs can help reduce stigma associated with single-parent families and encourage community involvement in adolescent support.

vi. Community leaders and religious organizations should foster inclusive programs that provide emotional and social support to adolescents from single-parent homes, reducing the stigma and promoting resilience.

v. Institutions like Kwara State Polytechnic should provide access to guidance counselors, mentorship programs, and peer support groups to help affected students navigate social and emotional challenges.

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QUESTIONNAIRE

Department of Social

Development,

Kwara State Polytechnic, Ilorin.

Dear Respondent,

This questionnaire is designed to obtain data for a research study on *"Exploiring the Impacts of Single Parenting on Adolescent Social Behaviour: A Case Study of Kwara State Polytechnic Students."* Your responses will be treated with utmost confidentiality and used strictly for academic purposes. Please answer each question honestly.

Thank you for your cooperation.

Yours Faithfully,

Shittu Modinat

Anuoluwapo

ND/23/SDV/PT/0013

Section A: Demographic Information

Please tick (✓) the appropriate option.

1. **Gender:** ☐Female ☐Male

2. **Age:** ☐19–21 ☐16–18 ☐13–15

3. **Class Level:** ☐Others (specify): _____ ☐SSS ☐JSS

4. **Family Background:** ☐Single-parent household ☐Dual-parent household ☐ Guardian or foster care

Section B: Social Interactions (Related to Research Question 1)

5. Do you feel comfortable interacting with your classmates? ☐Never ☐Rarely

   ☐Sometimes ☐Always

6. How often do you attend social activities (school clubs, parties, games)?   ☐Never   ☐

   Rarely   ☐Sometimes   ☐Very often

7. Do you find it difficult to make friends compared to others?   ☐Not sure   ☐No   ☐

   Yes

8. How often do you feel lonely or left out in school?   ☐Never   ☐Rarely   ☐

   Sometimes   ☐Always

9. Do you prefer being alone rather than being in a group?   ☐Strongly Disagree   ☐

   Disagree   ☐Agree   ☐Strongly Agree

Section C: Behavioral Differences (Related to Research Question 2)

10. Do you easily get angry or frustrated in class?   ☐Never   ☐Rarely   ☐Sometimes

    ☐Always

11. Do you find it hard to follow school rules or authority?   ☐No   ☐Yes

12. How often are you involved in disciplinary issues in school?   ☐Never   ☐Rarely

    ☐Occasionally   ☐Often

13. Do you think your behavior is different from students who live with both parents? ☐Not sure

    ☐No   ☐Yes

14. Have teachers or school counselors spoken to you about your behavior or attitude?   ☐No

15. ☐Yes

Section D: Coping Mechanisms (Related to Research Question 3)

15. When you're facing a problem, who do you usually talk to? ☐Others (specify): _____

☐No one   ☐Friend   ☐Father   ☐Mother

16. What do you do when you feel stressed or emotionally down?   ☐Talk to someone

☐Cry or stay alone   ☐Engage in hobbies ☐Keep it to myself   ☐Other: _____

17. Do you participate in any school or community counseling programs?   ☐No   ☐Yes

18. Have you ever tried to deal with personal problems through unhealthy means (e.g., substance use, truancy, aggression)?   ☐No   ☐Yes

19. Do you think support from friends or teachers helps you cope with challenges at home?   ☐

Strongly Disagree   ☐Disagree   ☐Agree   ☐Strongly Agree

Section E: General Opinion

20. In your own words, how does being from a single-parent home affect you socially or emotionally.