

**ASSESSMENT OF THE INFLUENCE OF SINGLEHOOD ON PSYCHOLOGICAL
WELL-BEING OF SECONDARY SCHOOL TEACHERS IN PLATEAU STATE,
NIGERIA**

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AUGUST, 2018

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**A DESSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,
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AUGUST, 2018

DECLARATION

I declare that the work in this dissertation titled Assessment of the Influence of Singlehood on Psychological Well-being of Secondary School Teachers in Plateau State, Nigeria has been carried out by Rejoice Nandi Da'ap, (P13EDVE8019) in the Department of Home Economics. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for the award of a higher degree or diploma at this or any other institution.

Rejoice Nandi DA'AP,

Date

CERTIFICATION

This dissertation titled “ASSESSMENT OF THE INFLUENCE OF SINGLEHOOD ON PSYCHOLOGICAL WELL-BEING OF SECONDARY SCHOOL TEACHERS IN PLATEAU STATE, NIGERIA by Rejoice Nandi Da’ap,(P13EDVE8019) meets the regulations governing the award of the Masters degree (M. Ed.) in the Department of Home Economics, Ahmadu Bello University, Zaria, and is approved for its contributions to knowledge and literacy presentation.

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DEDICATION

Dedicated to my Husband Mr. Simeon A.Da'ap.

ACKNOWLEDGEMENTS

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OPERATIONAL DEFINITION OF TERMS

Singles: Are people without husbands or wives who are between ages 35 -58 years of age and have never married.

Psychological well-being: In the context of this study, psychological wellbeing means absence of symptom distress (i.e. lack of depression, anxiety and other symptoms of mental disorders)

Harmonious relationship: It is the cordial relationship that exists between people (family members, friends, co-workers and others in the society.)

Interdependence: It is the support people receive from one another, in terms of household chores, relieving a friend who is sick in place of work and other places.

Acceptance: Is to let go of one's worry.

ABSTRACT

The research work is on assessment of the influence of singlehood on psychological well-being of secondary school teachers in plateau state, Nigeria. The study had five specific objectives, five research questions and four null hypotheses. Descriptive survey research design was used for the study. The population of the study was 827 single teachers in secondary schools in Plateau state. 182 single teachers were used as sample for the study. Structured questionnaire was used as instrument for data collection. Face to face method of delivery was used to distribute the questionnaire with the help of four research assistants. 182 copies of questionnaire were distributed and all were duly completed and returned. Frequency and percentages were used to describe the bio-data of the respondents. Mean score and standard deviation were used to answer the research questions earlier raised in chapter one of the study, t-test statistics was used to test all the null hypothesis at $p= 0.05$ (5%) level of significance. Based on the findings the result revealed that lack of desperateness to get married among teachers, high expectations concerning ho to marry, looking for someone with the right qualities, arrange marriage problems by parents and not realizing that time was not by their side are the main causes of singlehood among secondary school teachers in Plateau State. It was also revealed that singlehood has no difference in harmonious relationship among male and female secondary school teachers with their family members, friends and colleagues in Plateau State. The result further indicated that singlehood has no difference in interdependence among male and female secondary school single teachers with their family members, friends and colleagues in Plateau State. It was also revealed that singlehood has no difference in acceptance among male and female secondary school single teachers. Based on the findings of this study it was concluded that singlehood has no significance

difference in the psychological wellbeing of male and female secondary school single teachers with their family members friends and colleagues in Plateau State

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Singlehood is a unique stage of life in every individual; it is characterized by a lot of things. Such as; non-involvement in a stable romantic, sexual, intimate and committed relationship or marriage. However, this stage of life is viewed differently, by some as most challenging, tempting and very crucial stage of life. This is also viewed as the peak period; if not careful any decision taken at this stage can either make or mar an individual. During this period, achievable goals for the future are determined and the opportunity to set the pace for a better/greater future be it career choice, financial management, marriage prospect and the need to live a purposeful, successful and fulfilled future or destiny are arrived at.

Singlehood is defined as the state of being unmarried, Noel, (2017). It also describes the status of an individual who is under no legal, traditional or spiritual binding called marriage; this is for both males and females Inemeh, (2015). At this stage in life there is always a high level of family, friends, societal pressures, tension, worries and signals to be involved in a relationship that can possibly lead to marriage, This is however, a challenge to young people. The anxiety of making the right choice, making decision on spousal or marital partner becomes very paramount on the singles' priority list.

Psychological well-being has been described as the cornerstone of mental health. According to the World Health Organization (2011), mental health is, “a state of wellbeing in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work

productively and fruitfully, and is able to make a contribution to his or her community”, While traditionally, psychological wellbeing has been defined by a lack of symptom distress (i.e., lack of depression, anxiety, and other symptoms of mental disorders), over time, the term has taken on a more positive definition (Keyes & Magyar-Moe, 2003). Psychological well-being is usually conceptualized as some combination of positive affective states such as happiness and functioning with optimal effectiveness in individual and social life Deci & Ryan, (2008). Huppert (2009) defined “Psychological well-being as life going well. It is the combination of feeling good and functioning effectively.” Psychological well-being has become increasingly recognized as more than just an absence of distressful symptoms, but now includes positive qualities individuals possess that can lead to mental health. A person who is considered as having good mental health is one who assumes the responsibilities that a person of his or her age intellectual and physical capacity should assume as well as carry them out Udoh and Ajala, (2005).

Mental health includes both emotional stability and maturity of character, and also the strength to withstand stress inherent in living in today’s society without undue physical and psychological discomfort. Mental health also implies the ability to judge reality accurately and to see things in terms of long range rather than short term values. With regards to interpersonal relationships, mental health means the ability to love, to be able to sustain affectionate relationships with other persons. Mental health also demands satisfaction of needs such as hunger, thirst, sex, self assertiveness, self-esteem and self actualization in such a way that neither self nor other persons are hurt. Recent models of positive functioning have been designed that explain key aspects of psychological well-being. Major concepts include empowerment; recovery-oriented elements

such as hope, self-initiation, and purpose in life; individual, environmental, and systems based sources of psychological well-being; and subjectively perceived dimensions of positive functioning (Autonomy, Environmental Mastery, Self- Acceptance, etc.). Models of positive functioning are based on the notion that cultivating and promoting an individual's strengths and capabilities can potentially enhance one's psychological well-being as well as protect individuals from symptoms of psychological distress (Office of the Surgeon General, 1999).

Sinha and Verma in Bhagchandani (2017) said that Psychological well-being is a multi-dimensional concept. After factor analysis, it was revealed that cheerfulness, optimism, playfulness, self-control, a sense of detachment and freedom from frustration, anxiety and loneliness are indicators of psychological well-being. A person, who has a high degree of psychological well-being, excels in all fields, carries higher levels of satisfaction and self-esteem and has able thoughts about oneself or others. It emphasizes positive characteristics of growth and development. In recent times psychologists and social scientists have conducted surveys to measure psychological well-being and subjective well-being among people. Psychological well-being generally means how people evaluate their own lives. It means a person's own perspective regarding their social life, relationships, job satisfaction etc. These persons can be male or female. According to Diener (2011) these evaluations can be from two perspectives i.e. Cognitive and Affective. The Cognitive evaluation includes information based appraisal. This means that the evaluation is mostly fact based, about the amount of satisfaction that a person has with his current life status. The Affective evaluation is the indulgent kind. It is mostly a feelings based evaluation. This kind of evaluation includes how many times a person experiences the feelings of happiness and sadness. The assumption behind this is that people give a lot of

importance to good and bad; and hence, they evaluate their lives in the same way i.e. good or bad which also affect how they relate harmoniously with others in the society.

Harmonious relationship is understood to be relationships and interactions between two or more people, and involve communicating between people and their social world. People can have harmonious relations with their immediate and/or extended family and with non-family members (e.g., friends, co-workers, and community members). It is also believed that single individuals' relationship with others including the way they interact, communicate, converse and cohabit is not as harmonious as expected thereby affecting their psychological wellbeing. Other indices of psychological wellbeing of singlehood that may be affected include interdependence and acceptance. The interdependence of singlehood involves how the singles mutually depend and rely on one another, their ability to assist friends, families, coworkers and the society at large. The acceptance of singlehood has to do with the ability of the singles to accept and subdue situations they found themselves in, and relinquishing upsetting thought, Therefore, people with high Psychological well-being will report feeling happy, capable, well-supported, satisfied with life, and so on.

The dimensions of psychological well-being this research study will look into include harmony (experiencing peaceful and happy interactions with others), interdependence (providing assistance to and receiving assistance from family members and others) and acceptance (relinquishing upsetting thoughts and accepting life's circumstances).

1.2 Statement of the Problem

Singlehood is a normative and expected social role in youth and early adulthood; however, with increased age, the likelihood of marrying diminishes, and the meaning of singlehood often changes, as it may be seen as a permanent state. A close interaction with some unmarried friends revealed that, singlehood is associated with different types of problems, ranging from emotional insecurity, loneliness, inferiority complex, societal pressure, among others. Singles feel insecure and experience various mental conflicts and the pain of living life of utter loneliness Udoh and Ajala, (2005). These singles complained of having no one with whom they will share their deep concerns with, their happiness and sorrows, They are sometimes forced to stay late in their places of work, most especially those of them teaching in boarding secondary schools so that they can while away time, but they still admit to be unsatisfied with that, even while family and friends sufficed for the aspect of companionship in some events, some ladies explained why having a romantic partner is different.

The Researcher's interaction with some unmarried individuals revealed that the singles would like to know that there is someone there for them, who love them and has chosen to spend his or her life time with him or her. Therefore, stability, safety, support, and comfort are all attributes a man or woman wants and believes a romantic relationship can bring. Also, the researcher witnessed a situation where by an unmarried lady decided to have two children outside wedlock because she was approaching menopause. Under such circumstances, it is natural that the never married suffer from numerous psychological problems like depression, social isolation, loneliness, societal pressures, among others, that may affect their psychological well-being. It

was based on this background that the researcher assessed the influence of singlehood on psychological well-being of secondary school teachers in Plateau State, Nigeria.

1.3 Objectives of the Study

The major objective of the study was to assess the influence of singlehood on psychological well-being of secondary school teachers in plateau state, Nigeria. Specific objectives of the study were to:

1. assess the causes of singlehood among male and female secondary school teachers in Plateau State.
2. assess the differences in singlehood on harmonious relationship (communication, agreement), among male and female secondary school teachers and their family members, friends and colleagues in Plateau State.
- 3 evaluate the differences in singlehood on interdependence (mutual dependence, reliance on one another), among male and female secondary school teachers and their family members, friends and colleagues in Plateau State.
- 4 evaluate the differences in singlehood on acceptance (receive, admit and consent) among male and female secondary school teachers and their family members, friends and colleagues in Plateau State.

1.4 Research Questions

The following research questions were raised and answered.

- 1 What are the causes of singlehood among male and female secondary school teachers in Plateau State?

- 2 What is the difference in singlehood on harmonious relationship (communication, agreement) among male and female secondary school single teachers and their family members, friends and colleagues in Plateau State?
- 3 What is the difference in singlehood on interdependence (mutual dependence, reliance on one another) among male and female secondary single school teachers and their family members, friends and colleagues in Plateau State?
- 4 What is the difference in singlehood on acceptance (receive, admit and consent) among male and female secondary school single teachers and their family members, friends and colleagues in Plateau State?

1.5 Null Hypotheses

The following null hypotheses were formulated and tested at 0.05 levels of significance.

HO₁ There is no significant difference in the causes of singlehood among male and female secondary school single teachers.

HO₂ There is no significant difference in harmonious relationship among male and female secondary school single teachers and their family members, friends and colleagues.

HO₃ There is no significant difference in interdependence among male and female unmarried secondary school teachers and their family members, friends and colleagues.

HO₄ There is no significant difference in acceptance among male and female unmarried secondary school teachers and their family members, friends and colleagues.

1.6 Significance of the Study

The result of this study is beneficial to all unmarried teachers, future researchers Home Economics teachers, Curriculum planners and the community.

It is expected that the result of these findings will benefit the single teachers to adjust their life style; this would be through making a copy of this research available in their school libraries for them to have access to.

The future researchers also stand a better chance of benefiting from this research as they will make use of the findings and literature for further research on closely and distant related problems. This work will reach the future researchers through their respective institutional libraries and the internet.

The community will also benefit from the result of this work through the media e.g. radio and television, so that they can accept and bear with the feelings of the singles.

The Home Economics teachers will benefit from the findings of this work through the Home Economics teachers' Association conferences, seminars and workshops both at the national and state levels, as it will help them to know how best to teach their students especially when they are treating topics on courtship and marriage.

The result of this work will benefit the curriculum planners through the media, as it will help them in the development of the curriculum so that the topics that are appropriate for a particular age and class are included in the curriculum.

1.7 **Basic Assumptions**

This study was based on the assumptions that:

- 1 Single teachers have low self esteem and so they are unfriendly in terms of communication with their family members, co-workers, friends, and others in the society.
- 2 Single teachers seem not to give and receive assistance from friends, family members and co-workers.
- 3 Single teachers vary themselves, as they are devoted on their job.

1.8. **Delimitation of the Study**

This study was delimited to the assessment of the influence of singlehood on psychological well-being of secondary school teachers in Plateau State, Nigeria. The study was also delimited to harmonious relationship, interdependence and acceptance as indices of psychological well-being. It was also delimited to male and female single teachers who are between ages 35-58years and are teaching in secondary schools in Plateau State, Nigeria. The reason for this focus was because, teachers are responsible for imparting knowledge, so they are suppose to be in good condition of well-being , they should enjoy physical, spiritual, mental, and social well-being, once any of these is affected , the quality of teaching received by the students is also affected.

The reason for the focus in the age limit between 35-58 years is because, at these ages, the secondary school teachers are still in Government service.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter was primarily concerned with reviewing literature related to the study. It was done under the following sub-headings:

2.1 Theoretical Framework

2.2 Conceptual Framework

2.2.1 Concept of Singlehood

2.2.2. Psychological well-being

2.2.3. Psychological Well-being of Singles

2.3. Influence of singlehood on psychological well-being

2.4 Causes of Singlehood

2.5 Review of Related Empirical Studies

2.6 Summary of Reviewed Literature

2.1 Theoretical Framework

Theory of Psychosocial Development

This study was built on theory of Psychosocial Development propounded by Erikson (1950). Erikson maintained that children develop in a predetermined order. Instead of focusing on cognitive development, however, he was interested in how children socialize and how this affects their sense of self. Erikson's Theory of Psychosocial Development has eight distinct

stages, each with two possible outcomes. According to the theory, successful completion of each stage results in a healthy personality and successful interactions with others. Failure to successfully complete a stage can result in a reduced ability to complete further stages and therefore a more unhealthy personality and sense of self. These stages, however, can be resolved successfully at a later time.

Trust versus Mistrust

From birth to one year, children begin to learn the ability to trust others based upon the consistency of their caregiver(s). If trust develops successfully, the child gains confidence and security in the world around him and is able to feel secure even when threatened. Unsuccessful completion of this stage can result in an inability to trust, and therefore a sense of fear about the inconsistent world. It may result in anxiety, heightened insecurities, and an over feeling of mistrust in the world around them.

Autonomy vs. Shame and Doubt

Between the ages of one and three, children begin to assert their independence, by walking away from their mother, picking which toy to play with, and making choices about what they like to wear, to eat, etc. If children in this stage are encouraged and supported in their increased independence, they become more confident and secure in their own ability to survive in the world. If children are criticized, overly controlled, or not given the opportunity to assert themselves, they begin to feel inadequate in their ability to survive, and may then become overly dependent upon others, lack self-esteem, and feel a sense of shame or doubt in their own abilities.

Initiative vs. Guilt

Around age three and continuing to age six, children assert themselves more frequently. They begin to plan activities, make up games, and initiate activities with others. If given this opportunity, children develop a sense of initiative, and feel secure in their ability to lead others and make decisions. Conversely, if this tendency is squelched, either through criticism or control, children develop a sense of guilt. They may feel like a nuisance to others and will therefore remain followers, lacking in self-initiative.

Industry vs. Inferiority

From age six years to puberty, children begin to develop a sense of pride in their accomplishments. They initiate projects, see them through to completion, and feel good about what they have achieved. During this time, teachers play an increased role in the child's development. If children are encouraged and reinforced for their initiative, they begin to feel industrious and feel confident in their ability to achieve goals. If this initiative is not encouraged, if it is restricted by parents or teacher, then the child begins to feel inferior, doubting his own abilities and therefore may not reach his potential.

Identity vs. Role Confusion

During adolescence, the transition from childhood to adulthood is most important. Children are becoming more independent, and begin to look at the future in terms of career, relationships, families, housing, etc. During this period, they explore possibilities and begin to form their own identity based upon the outcome of their explorations. This sense of who they are can be

hindered, which results in a sense of confusion (“I don’t know what I want to be when I grow up”) about themselves and their role in the world.

Intimacy vs. Isolation

Occurring in Young adulthood, we begin to share ourselves more intimately with others. We explore relationships leading toward longer term commitments with someone other than a family member. Successful completion can lead to comfortable relationships and a sense of commitment, safety, and care within a relationship. Avoiding intimacy, fearing commitment and relationships can lead to isolation, loneliness, and sometimes depression.

Generativity vs. Stagnation

During middle adulthood, we establish our careers, settle down within a relationship, begin our own families and develop a sense of being a part of the bigger picture. We give back to society through raising our children, being productive at work, and becoming involved in community activities and organizations. By failing to achieve these objectives, we become stagnant and feel unproductive.

Ego Integrity vs. Despair

As we grow older and become senior citizens, we tend to slow down our productivity, and explore life as a retired person. It is during this time that we contemplate our accomplishments and are able to develop integrity if we see ourselves as leading a successful life. If we see our lives as unproductive, feel guilt about our pasts, or feel that we did not accomplish our life goals,

we become dissatisfied with life and develop despair, often leading to depression and hopelessness.

Singlehood, falls on the sixth stage of Erikson's theory of psychosocial development which is from eighteen years to thirty five years, this stage is characterized by Intimacy vs. Isolation. This is the stage in which an individual develops the ability to give and receive romantic love on long-term bases. The primary relationships are with friends and romantic partners. This stage is successful if the individual can develop lasting and loving relationships; it is unsuccessful if a lasting feeling of isolation Erikson, (2001). This study is related to this theory because; this study is concerned with a person's perception of the self and others, and the role of parents in shaping the lives of their children.

Havighurst's Developmental Tasks Theory

This research study is also hinged on Havighurst's Developmental Tasks Theory (1939). Havighurst's main assertion is that development is continuous throughout the entire lifespan, occurring in stages, where an individual moves from one stage to the next by means of successful resolution of problems or performance of developmental tasks. These tasks are typically encountered by most people in the culture where the individual belongs. When people successfully accomplish and master these developmental tasks, they feel proud and satisfied, and consequently earn the approval of their community or society. This success provides a sound foundation which allows them to accomplish developmental tasks that they will encounter at later stages.

Conversely, when people fail to accomplishing a developmental task, they're often unhappy and are not accorded the desired approval by society, resulting in the subsequent experience of

difficulty when faced with succeeding developmental tasks. Havighurst's Developmental Tasks Theory suggests that we are active learners who continually interact with a similarly active social environment. Havighurst proposed a bio psychosocial model of development, wherein the developmental tasks at each stage are influenced by an individual's biology (physiological maturation and genetic makeup), his psychology (personal values and goals), as well as his sociology (specific culture to which the individual belongs).

Some developmental tasks evolve out of the biological character of humans and are therefore faced similarly by all individuals from any culture. An example of this is learning how to walk for infants. Being a skill that depends on maturation and genetically determined factors, the mechanics involved in learning how to walk are virtually the same and occur at generally the same time for children from all cultures. Other developmental tasks that stem from biological mechanisms include learning to talk, exercising control over bodily functions, learning skills typically utilized in children's games, and coping with physiological changes related to aging, to name a few. Havighurst pointed out the importance of sensitive periods which he considered to be the ideal teachable moments during which an individual demonstrates maturation at a level that is most conducive to learning and successfully performing the developmental tasks.

Psychological factors that emerge from the individual's maturing personality and psyche are embodied in personal values and goals. These values and goals are another source of some developmental tasks such as establishing one's self-concept, developing relationships with peers of both sexes and adjusting to retirement or to the loss of a spouse.

There are other developmental tasks, however, that arise from the unique cultural standards of a given society and as such, may be observed in different forms in varying societies or, alternatively, may be observed in some cultures but not in others. One such task would be preparing oneself for an occupation.

An individual who belongs to an agricultural community, for instance, might make the preparations for an occupation such as becoming a farmer at an early age, possibly in middle childhood or in adolescence. Members of an industrialized society, on the other hand, require longer and more specialized preparation for an occupation. Therefore, they tend to embark on this developmental task sometime during early adulthood. Other culturally-based developmental tasks include achieving gender-appropriate roles and becoming a responsible citizen. An enumeration of developmental tasks, therefore, will differ across cultures. Nevertheless, Havighurst did propose a list of common critical developmental tasks, categorized into six stages of development which offers a rough picture of what these specific developmental tasks are. Below is a partial list of Havighurst's developmental tasks.

Infancy and Early Childhood – birth to 5 years

- i. Learning to walk
- ii. Learning to control bodily wastes
- iii. Learning to talk
- iv. Learning to form relationships with family members

Middle Childhood – 6 – 12 years

- i. Learning physical skills for playing games
- ii. Developing school-related skills such as reading , writing, and counting
- iii. Developing conscience and values
- iv. Attaining independence

Adolescence – 13 – 17 years

- i. Establishing emotional independence from parents
- ii. Equipping self with skills needed for productive occupation
- iii. Achieving gender-based social role
- iv. Establishing mature relationships with peers of both sexes

Early Adulthood – 18 – 35 years

- i. choosing a partner
- ii. establishing a family
- iii. managing a home
- iv. establishing a career

Middle Age – 36 – 60 years

- i. Maintaining economic standard of living
- ii. Performing civic and social responsibilities
- iii. Relating to spouse as a person

- iv. Adjusting to physiological changes

Later Maturity – over 60 years

- i. Adjusting to deteriorating health and physical strength
- ii. Adjusting to retirement
- iii. Meeting social and civil obligations
- iv. Adjusting to death or loss of spouse
- v. Singlehood, falls on the fourth stage of Havighurst's Developmental Tasks Theory which is from eighteen years to thirty five years, this stage is characterized by Intimacy vs. Isolation. This is the stage in which an individual develops the ability to give and receive romantic love on long-term bases. The primary relationships are with friends and romantic partners. This stage is successful if the individual can develop lasting and loving relationships; it is unsuccessful if a lasting feeling of isolation Harvigurst, (1939). This study is related to this theory because; this study is concerned with a person's perception of the self and others, and the role of parents in shaping the lives of their children.

2.2 Conceptual Framework

The conceptual framework of this research study hinged on the concept of singlehood, psychological well-being e.g. harmony, interdependence, acceptance and the causes of singlehood.

2.2.1. Concept of Singlehood

Historically, it appears that the status of singlehood has changed over the past 100, 200 years. Whereas previously, being single was either a transitional stage between being a teenager and being married as an adult, being perpetually single was much less accepted a few hundred years ago and there was much less opportunity for it, too. But recently being single has gained the level of a lifestyle choice, so people can continue living as single, never married, until the day they die, whereas previously, this was much more of a fringe choice. And usually it happened to people, perhaps, not by choice but rather by circumstance. Singlehood is often defined as the state of being unmarried, Morvay, (2015). Byrne's (2000) proposed 30 years of age as the cut off point for marriageable age in her four definitional criteria of singleness to define singleness. According to Byrne, singleness can be defined as women who are never-married, over 30 years of age, not cohabiting and childless. The age of 30 seems a turning point as women are reminded of their failure to meet conventional expectations of marriage and motherhood (Byrne 2000). The cut off age of 30 as marriageable age is also because at this age most women are married and those who chose to remain single are highly likely to stay single due to their economic independence.

(Koropecj-Cox, Bluck, &Pendell, 2004), also found out that, definitions of "singlehood" varied, and many felt that the label did not fit them. Among these never-married and long-term formerly married adults, some noted that the Term "single" implied an active search for a romantic partner (as in "singles bar" or "singles club"). Those who were involved in romantic or intimate relationships whether heterosexual or same-sex, regarded themselves as unmarried but not "single." For adults in same-sex partnerships, the issue of labels was further complicated by whether their sexual orientation was known to others. "Single" is also defined as adults who have

never been married, are divorced or are widowed in the bureau's America's Families and Living Arrangements survey of 2009. Those who have never married, in many parts of the world, the extended family normally provide shelter and companionship for the unmarried adults in the family. But many of the unmarried adults are now moving away from their families into the cities for employment or other reasons. For the first time in their lives, they are alone, away from the protection and society of their family.

Singlehood is often referred to as a troubled identity category (Reynolds & Wetherell, 2003) or deviant status, (Strong, DeVault, & Cohen 2005), and the emotions most often attributed to single people are loneliness and sadness, (Cobb, 2011). In addition, people who are single are often perceived as immature, unfulfilled, unable to commit, (Budgeon, 2008), selfish, shallow, too picky, Bielski, (2013), narcissistic, Klinenberg, (2012), and envious of those who are coupled DePaulo, (2006). Such stigmatization manifests in the everyday lives of single people that also includes their leisure (DePaulo, 2006).

2.2.2. Psychological Well-being

Psychological well-being refers to how people evaluate their lives. According to Diener (2011) these evaluations may be in the form of cognitions or in the form of affect. The cognitive part is an information based appraisal of one's life that is when a person gives conscious evaluative judgments about one's satisfaction with life as a whole. The affective part is a hedonic evaluation guided by emotions and feelings such as frequency with which people experience pleasant/unpleasant moods in reaction to their lives. The assumption behind this is that most people evaluate their lives as either good or bad, so they are normally able to offer judgments. Further, people invariably experience moods and emotions, which have a positive effect or a

negative effect. Thus, people have a level of subjective well-being even if they do not often consciously think about it, and the psychological system offers virtually a constant evaluation of what is happening to the person.

Psychological well-being is also defined by Diener (1997) in terms of internal experience of the respondent and their own perception of their lives. Diener (1997) focused both on momentary moods and long term states of mental well-being. Current social indicators can capture phenomena such as crime, divorce, environmental problems, infant mortality, gender equality, etc. Thus, they can capture aspects of quality of life that add to the description drawn by economic indicators. However, these social indicators fail to capture the subjective well-being of people because they do not reflect the actual experiences such as the quality of relationships, the regulation of their emotions and whether feelings of isolation and depression pervade in their daily lives. On the other hand, economic indicators fail to include side effects and the tradeoffs of market production and consumption. For example, the environmental costs of industries certainly are not observed from the national accounts. Another disadvantage of economic and social measures in terms of their links to psychological well-being is that they are based on models of rational choice, whereby people follow a set of logical rules when making development plans. However, works by Kahneman (1994) in psychology and economics reveal that people do not always make rational choices, and that these choices do not necessarily enhance psychological well-being.

Psychological well-being leads to desirable outcomes, even economic ones, and does not necessarily follow from them. In a very intensive research done by Diener and his colleagues, people who score high in psychological well-being later earn high income and perform better at

work than people who score low in well-being. It is also found to be related to physical health. In addition, it is often noticed that what a society measures will in turn influence the things that it seeks. If a society takes great effort to measure productivity, people in the society are likely to focus more on it and sometimes even to the detriment of other values. If a society regularly assesses well-being, people will provide their attention on it and learn more about its causes. Psychological well-being is therefore valuable not only because it assesses well-being more directly but it has beneficial consequences.

Morris and Osburn ([2016](#)) found in their study that singles who had chose to remain single were perceived more negatively (as being more self-centered and less well-adjusted) than singles who wanted to marry. The issue of involuntary singlehood is not limited to remaining single and experiencing the unmet need to have a partner/spouse; it also raises the question about other life spheres that might be affected by involuntary singlehood, in particular when singlehood extends over time and continues in young, middle and late adulthood. Involuntary singlehood may, therefore, be related to certain negative effects, for example involuntary childlessness and unmet parenthood goals. In turn, involuntarily childless people experience a number of psychological symptoms of distress (e.g., health complaints, depression, anxiety and even complicated bereavement) Lechner, Bolman, & Dalen, ([2006](#)).

i. Harmony

The greatest of all happiness, is to be at peace with one's immediate relations, those with whom one must live every day in the year. When people try to handle the extremely complicated machinery of human feelings without any training whatsoever, the consequent results are often disastrous. Harmonious relations are understood to be relationships and interactions between

two or more people, and involve relationships between people and their social world. People can have harmonious relations with their immediate and/or extended family and with non-family members (e.g., friends, co-workers, and community members). The concept encompasses social networks, social ties, and social integration all of which affect health and well-being. This influence is possible due to the affective, emotional and psychological components of social relations (Antonucci, Ajrouch, & Birditt, 2014). Very few persons realize that most of our happiness lies in the art of understanding the law of human behavior. That is why so many people are often “in hot water” with their friends, colleagues and, worse yet, at constant war with their own best beloved ones at home. Harmony simply means, experiencing peaceful and happy interactions with others, which also has a lot to do with the individual’s relationship outside the home among friends, colleagues and others, Yogananda, (2017). Singles’ harmonious relationships with others are a vital source of well-being, and the ability to adapt one’s own interests to those of the dyad group or institution is highly valued, because in the absence of a marital partner, family members, friends and co-workers are the people with whom the unmarried ones maintain contact, give and receive help, and celebrate holidays and other special occasions.

ii. Interdependence

People relate to one another in different ways. Some people are very independent in relationships, others are dependent, and a number of people are co-dependent (which means they put aside their own well-being to maintain a relationship with another). The healthiest way people can interact with those close to them is by being truly interdependent. This is where two people, both strong individuals, are involved with each other, but without sacrificing themselves

or compromising their values. What they have is a balanced relationship, and unfortunately it is not all that common. But it is attainable with just a little awareness and [understanding](#). Sometimes, when the person we are with has displayed behaviors that make us uncomfortable or cause us pain, we think that we really do not want things to be different; we just want them to be over. And that can be a huge, painful and life-altering decision. Living in an interdependent relationship gives you both respect and nurturing, Goldsmith, (2011). Interdependence is imperative in the life of the unmarried adult, this is because, he/she depends to a large extent on the family members friends and co-workers in times of sickness and also for counseling, cordial relationships, among others.

iii. Acceptance

Acceptance seems to be one of the most misunderstood concepts in the whole personal development field; acceptance is a fundamental prerequisite to grow as a human being. Because without accepting one's current reality and oneself, real growth is almost impossible. And the reason for that is that one would not be aligned with the truth and would operate on an inaccurate basis, which can only lead to inaccurate results. Acceptance is a profound way of being in the world. It is the raw, unadulterated experience of human life in this moment. It is the only way to meet life as it is; everything else is fantasy, imagination, and hope. An unmarried person who tried by all possible means to be married, and marriage is not coming his/her way, the best solution in this type of situation is acceptance.

This is because human beings find themselves in many situations that are not ideal. In some of these situations, there are reasonable actions that can be taken to change the situation, if that is a

feasible thing to do in that moment. However, there are many situations in life where a simple action is neither feasible nor possible. There is nothing one can do in this situation, acceptance is an option; resistance is another option Thum, (2013). Acceptance of reality is really saying yes to what is, it is saying yes and becoming satisfied with the current situation. It does not mean you have to like it as it is, but you have to accept it and recognize it as it is. Denial and ignorance is not helping and would keep you away from effective change, it also means recognizing your reality correctly. And in its essence, **acceptance is alignment with truth. Thum, (2013).**

2.2.3 Psychological Well-being of Singles

Psychological well-being has been described as the cornerstone of mental health. According to the World Health Organization (2011), mental health is, “a state of wellbeing in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community” While traditionally, psychological wellbeing has been defined by a lack of symptom distress (i.e., lack of depression, anxiety, and other symptoms of mental disorders), over time, the term has taken on a more positive definition Keyes & Magyar-Moe, (2003). That is, psychological well-being has become increasingly recognized as more than just an absence of distressful symptoms, but now includes positive qualities individuals possess that can lead to mental health. Recent models of positive functioning have been designed that explain key aspects of psychological well-being. Major concepts include empowerment; recovery-oriented elements such as hope, self-initiation, and purpose in life; individual, environmental, and systems based sources of psychological well-being; and subjectively perceived dimensions of positive functioning (Autonomy, Environmental Mastery, Self- Acceptance, etc.). Models of positive functioning are based on the notion that

cultivating and promoting an individual's strengths and capabilities can potentially enhance one's psychological well-being as well as protect individuals from symptoms of psychological distress.

Ho, (2014) in his study found that, unmarried solo residents experienced greater life satisfaction than did unmarried family co residents. Of those with a positive attitude toward marriage, unmarried solo residents had lower life satisfaction than did married family co residents. For those with a non-positive attitude toward marriage, however, there was no difference in the level of life satisfaction between unmarried solo residents and married family co residents. According to Liu and Umberson,(2008), Married individuals are likely to have better subjective health status, lower mortality rates, more feelings of happiness, a fewer number of depressive symptoms, and a lower likelihood of suicidal ideation and attempts Crump, Sundquist, and Winkleby, (2014). Research on the benefits of family co-residency in adulthood has heavily focused on the older population, as family is the main source of support in old age, Li, (2013). Also, Greenfield and Russell, (2011), found that older adults living alone are more likely to experience loneliness, and suicidal ideation or attempts. Sundriyal, Kumar, (2013), in their study also concluded that depression of married women is lower than unmarried women, and that the life satisfaction of married women is higher than unmarried women.

Marks, (1996) in her study found out that, singles at midlife continued to fare more poorly on a wide array of measures of psychological well-being than married. Also, both separated/divorced and never married men and women scored higher than their married peers on autonomy. Separated/divorced women also indicated higher levels of personal growth. Separated/divorced men and never married men appeared to be doing somewhat more poorly than their women

counterparts. Widowed women, however, in a few cases were found to be doing somewhat more poorly than widowed men (a very small group at midlife).

Shapiro and Keyes, (2007) in their study on effect of marital status on psychological well-being found that their findings are largely consistent with the findings of prior studies, in that those who are divorced and never married have significantly lower psychological well-being. Keyes (2002) also said that, while psychological well-being may reflect the private and personal criteria, social well-being may reflect the public and social criteria whereby people evaluate their life functioning. Moreover, both individual-level social well-being and psychological well-being reflect an individual's adjustment to life and thus can be viewed as features of mental health.

Schachner, Shaver, and Gillath (2008) in their study, examined ways in which single adults deal with attachment related issues in the absence of a long-term romantic or marital partner. They were especially interested in the attachment patterns of long-term single adults, and in the kinds of people they use as attachment figures or sexual partners in lieu of long-term exclusive relationship partners. Additionally, they examined the possibility that adults who remain single had more troubled childhood relationships with parents; they found no significant difference in the prevalence of insecure attachment between single and coupled participants, but found an association between attachment anxiety and singlehood, only among men, which may be due to traditional gender roles that promote expectations about initiating relationships and risking rejection. Although single status showed little relation to attachment insecurity, long-term singlehood did seem to be associated with depression and general anxiety, suggesting—contrary to the tone of DePaulo's (2006) very positive picture of singlehood—that a single life may present considerable emotional challenges. Given that negative affective states such as loneliness are associated with health problems. Cacioppo, Hawkley, & Berntson, (2003), in their findings

also indicated that attachment insecurity is associated with negative affect (particularly loneliness). Their analysis of word use in the interviews supported these results, indicating that both attachment insecurity and single status were associated with negative affective states such as loneliness.

According to Vanassche, Swicegood, and Matthijs (2013), married women are more likely to report greater happiness than their cohabiting counterparts. The difference in happiness across marital status, however, tends to decrease in societies where alternative family types, such as cohabitation, are more accepted. In Korea, married middle-aged men are more likely to report better health and are more likely to participate in health-improving behaviors than are their unmarried counterparts Lee, (2013). Middle-aged women, however, do not experience significant differences in health by marital status.

2. 3 Influence of Singlehood on Psychological Wellbeing

Singlehood reflects on [anxiety](#) and concern that the individual will never find a romantic partner Spielmann et al., (2013). Helping to support this fear of singlehood is the idea that people typically view love and social connection as a fundamental biologically-based need. Further, in African culture, not only do people promote the idea that [romantic relationships](#) are central to well-being but people often stigmatize single individuals DePaulo & Morris, (2005), falsely equating being single with failure or a [personality](#) problem.

Keeping or leaving of a romantic relationship requires decision making, and these decisions are not always simple. Ideally, the choice to begin or maintain a relationship might reflect a careful weighing of responses to such questions as: Does he add joy to my life? Do we share the same

goals? Will she give as much to this relationship as I will? These factors are tied to important predictors of relationship quality and stability, such as satisfaction and commitment. While relationship quality contemplations certainly factor into relationship decisions, people also rely on heuristics and emotional reasoning to make choices Joel, MacDonald, & Plaks, (2013). Indeed, Spielmann and colleagues (2013) uncovered some fascinating ways in which singlehood affects people's love relationships. It turns out that women who are scared of being single tend to be more dependent upon unhappy romantic relationships as compared to women who are satisfied with the idea of being single. Moreover, singlehood acts like an adhesive, keeping people in relationships that they might otherwise leave. For example, if Candice and John are together but are not very happy, Candice's fear of singlehood might motivate her to persist in this unhappy relationship, rather than to initiate a break-up and be alone.

Singlehood has a profound influence on the types of choices people make. On one hand, evidence suggests that men and women who fear being single report maintaining high standards for those whom they might date Spielmann et al., (2013). In sum, the fear of being single can lead people to settle for less ideal romantic partners and less ideal relationships Spielmann et al., (2013). Such settling reveals a sad paradox: those who most closely link happiness with being in a relationship may, out of fear of being single, reduce their ability to find happiness within a romantic relationship.

2.4 Causes of Singlehood

According to Pan (2004) people remain single because of the reasons as Get Established in Career; Enjoy Freedoms; Fear of Marriage; and "Wait for the Right One". A number of young men and women in his survey talked about how their busy work left them

very little time for a relationship. “Career is the first priority, then family.” Most of them would transcend once on top of the job or established in their career before settling down for marriage. The fear of marriage is another reason for singlehood said Pan, (2004). Some people, in particular those from the one-child family, have been used to the dependency on parents; so they are terrified of possible difficulties and responsibilities that they could not conceive of the marriage.

The notion of “Right One” is the ideal person that people desire to find as partner. Some of the female respondents in his study emphasized that they had become quite fussy and there were not many suitable candidates. They presented themselves as constantly open to a relationship, whereas the ideal men were nowhere to be found. Many men and women are single due to circumstances; they may be pursuing an education or a career that leaves them little time to develop relationships (pan, 2004).

Firestone (2009) concluded that, some people are single because they choose to be. They are simply not interested in being in a serious relationship at this time in their lives. Others are single due to the circumstances of their lives. They may have just gotten out of a meaningful relationship or have dated relentlessly and just have not found someone with whom they are truly compatible. Firestone (2009) also said that some people are single because of their defenses; most people have been hurt in interpersonal relationships, with time and painful experiences, we all risk building up varying degrees of bitterness and becoming [defended](#). This process begins long before we start dating, in our childhoods, when hurtful interactions and dynamics lead us to put up walls or perceive the world through a filter that can negatively impact us as adults. These adaptations can cause us to become increasingly self-protective and closed off. In our adult

relationships, we may resist being too vulnerable or write people off too easily. If for example, you were raised by parents or caretakers who were negligent or cold, you may grow up feeling distrusting of affection. You may feel suspicious of people who show “too much” interest in you and instead, you seek out relationships that recreate dynamics from your past. You may then choose a partner who is aloof or distant. It is not always easy to see -when we have our defenses up. As a result, we tend to blame our singleness on external forces and fail to recognize that we are not as open as we think.

Prabhakar ([2011](#)) also found that the two main reasons for remaining single were the individual’s voluntary decision and circumstantial factors. The first category included reasons such as high marital expectations, desire for independence, pursuit of career, disappointment in love, and parental objection to choice marriage, while the second category included financial constraints, loss of parents, inability to find a suitable mate in one’s own cast , and health /disability Prabhakar, ([2011](#)).

In general, prior research revealed the following three primary reasons for being unmarried reported by single adults: (1) personal choice, (2) external circumstances, and (3) personal deficits or self-blame. The first category refers to having positive reasons for being single (e.g., “present lifestyle could not be improved by marriage” or “the lack of need to involve in a relationship. The second category includes single adults indicating external circumstances or “barriers” as reasons for their singlehood (e.g., “not meeting the right person” or “unreciprocated feelings. In turn, the third category pertains to personal deficits such as shyness or sense of being unattractive Palus, ([2010](#)).

Reynolds, Wetherell, and Taylor (2007) indicated that the perception of one's own singlehood as made by choice or as made by chance may be associated with different outcomes. For instance, individuals who represent themselves as having made a choice to be single and for whom having an intimate relationship is not a central goal in life may not feel that they have failed to achieve this goal. In turn, individuals who want to be committed in a serious relationship, may have to deal with the sense of failure in achieving this goal and they may attribute themselves less agency than those who chose to remain single Reynolds et al.,(2007). This different perception of one's own singlehood may reflect more general concepts of autonomy and self-determination, Deci & Ryan, (2008). Moreover, control over self and over the environment is related to a wide spectrum of positive outcomes in various life domains, for example satisfaction, physical and psychological well-being, Hostetler, (2009). Therefore, it is plausible to assume that individuals who perceive their singlehood as chosen may experience greater freedom in making their own choices and taking actions regarding their single life than individuals who perceive their singlehood as being beyond their control. As a result, chosen singlehood might be accompanied by greater positive mental health and lower levels of mental health problems and romantic loneliness.

2.5 Empirical Studies.

Kang (2016) conducted a research study, titled "Single in Later Life: Interaction Effects on Family Relations and Health. The study had three specific objectives and three hypotheses. a Multiple Regression was carried out. The study sample consisted of 82 respondents. The analytic sample consisted of survey respondents aged between 57-85 years. Part of their data collection included face-to-face interviews, which took place in participants' homes from 2010 to 2011.

The findings of this study indicated that life-long single older adults reported a higher frequency of family criticism and demands than do their single cohort. In addition, single older adults' physical health was linked to the frequency of family criticism and family demanding. And that those who suffer from chronic or physical illness may have less active participation in family interaction than healthier older adults. The major critique of this study is that the study did not use questionnaire as such translating the interviews into figure became an uneasy task. It was also observed that the researcher did not state research questions and assumptions for the study which are very important and necessary for the study. However, the present research is similar to the past study because, they all have to do with the relationship that exists between older singles, their family members and co-workers

Ho (2015) conducted a research titled "The Problem Group"? Psychological wellbeing of the unmarried people living alone in the republic of korea. The study had two specific objectives. Cross-sectional survey research was used. The study sample consisted of 16,487 respondents. The analytic sample consisted of survey respondents aged between 25 and 39, who were not in school, and met any of the following living conditions at the time of data collection: never married and living alone (unmarried solo residents), never married and living with family members (unmarried co-residents), and married and living with family members (married family co-residents). The findings of this research revealed that the unmarried solo residents experienced greater life satisfaction than did the unmarried family co-residents, of those with a positive attitude towards marriage. Unmarried solo residents had lower life satisfaction than the married family co-residents, for those with a non-positive attitude towards marriage. The statistical tool used for data analysis was not stated by the researcher which forms parts of the critiques. It was

also observed that the researcher did not state research questions and hypothesis which is very important and necessary for the study. However, the present research is similar to the past study because they all have to do with the psychological well-being of singlehood in both genders.

Piatkowski (2012) also conducted a research on An Exploration of Self-Concept and Life Satisfaction of Single Women. The study had three specific objectives and it aims to gain perspective of why women remain single, what pressures single women face, and how a woman's life satisfaction and self-concept are affected by being single. Ten single women were recruited and interviewed. Participants were recruited from a voluntary sample of individuals who self-identified as single (not in a relationship, partnership, or marriage). Ages ranged from 19-43 years, with a mean age of 25.30. Interviews took place in a quiet location. Results showed that women remain single for a variety of reasons and while women feel pressure from family, friends, and media about their singlehood, the majority of the pressure is internal and indicated that women need a romantic relationship that will eventually lead to marriage to be satisfied with their lives. It was also found that the lower the self-concept a woman has, the more dissatisfied she will be if she remains single. The past researcher failed to include research questions, hypothesis and assumptions which are all mentioned in the present study. Therefore the present work is similar to the past study as both the present and the past study assessed the causes of being single. However, the present study differ from the past study in the area of the pressure single women face as a result of being single which is not included in the present study.

Ntoimo and Abanihe (2011) also conducted a study titled: determinants and consequences of spinsterhood, in Lagos, Nigeria. The study had two specific objectives, and the objectives of the study were to investigate what causes spinsterhood, also, to investigate the effect of that civil

status on spinsters and the coping mechanisms of spinsters in a typical developing society with traditional patriarchal structures and marriage ideology. The data were obtained from twenty five in-depth interviews, four life history interviews and seven focus group discussions with spinsters of diverse socio-economic background in metropolitan Lagos. The subjects were selected through snowball technique. Respondents were asked open ended questions relating to their experiences and decisions concerning marriage and family life. Questions on why they think women become spinsters, reasons for turning down previous marriage proposals, why they are not yet married and their mate selection preferences were asked. Findings on determinants of spinsterhood in Lagos clearly showed how modernism intermingles with patriarchy and anti-social family ideology to constrain women to spinsterhood. The imperative of economic empowerment, marriage mate self-selection emblematic of modernism, integration of culture of domesticity and sexual attractiveness, education, and marital experience of other women impose inevitable constraints on women's decisions and opportunity to marry. In addition, other modern lifestyle such as intolerance for early marriage and violence, marriage of significant others, religious affiliation, personal factors such as unwillingness to become single mothers or to date, urbanization and aversion for polygyny limit women to spinsterhood in Lagos.

It was observed that the researchers did not raise research questions for the study. The researchers also did not test any null hypotheses in their work; if not a better result would have emerged. However, the present study is related to the past study because they all have to do with the issue of singlehood.

Goldsmith (2011) conducted a study on Interdependence Day – How to Create a Balanced Relationship. The study had three specific objectives and one of the specific objectives of the study was to evaluate independent relationships people maintain with others. The research

design used for this study was descriptive survey research design. The findings of this research revealed that, older singles who have an interdependent relationship with their family members, friends and co-workers experience more frequent positive responses from their families, friends and co-workers in terms of family relationship and support., while those that did not exhibit interdependent relationships with family members, friends and co-workers lacked family support. The past researcher failed to include research questions; hypothesis and basic assumptions which would have made his study better, are all included in the present study. Therefore the present work is similar to the past study as the present study seeks to determine the influence of singlehood on interdependence with the married group among secondary school teachers in Plateau State.

In a study conducted by Pudrovská (2004) titled: being single in late life: single strain, moderating resources and distress, in the Faculty of the Graduate School of the University of Maryland, College Park. The general objective of the study was to examine how the strain of singlehood—not being married or not living with an intimate partner in late-life (“single strain”)—affects mental well-being of older adults. Using data from a sub-sample of non-married individuals 65 years and older, the researcher examined the exposure and vulnerability to single strain. Three (3) specific objectives were raised for the purpose of the study as well as three (3) research questions and three hypotheses were formulated. The data in this sample was derived from face-to-face interviews with 1,167 adults 65 years of age and older residing in the District of Columbia and two adjoining Maryland counties, Prince George’s and Montgomery. Consistent with the purpose of the project to investigate physical and mental health disparities that are associated with status inequalities, the sample is socially and economically diverse, with equal representation of African-Americans and whites, women and men. The three areas from

which respondents were sampled represented this diversity. Sample selection and recruitment went through several stages. It began with the Medicare Beneficiary files for the three areas. In addition to the names of all people 65 years and older who are entitled to Medicare, the files provided information about the race and gender of each beneficiary, as well as residential address. The next step involved the selection of respondents from the large pool of potential participants. To maximize the social and economic diversity, a total of 4,800 names (African-Americans and whites, Women and men) equally divided among the three locales were randomly selected. The result of this division was the creation of twelve groups, each containing 400 names. The goal was to recruit a final sample of about 1,200 people living independently, with approximately 100 in each of the 12 groups. The results of these findings indicated that while social statuses influence elders' exposure to single strain, the differential emotional responsiveness of non-married older adults to single strain is largely unaffected by their socio-demographic characteristics. In contrast, mastery and self-esteem are powerful moderating resources: Non-married elders with high mastery and self-esteem are less adversely affected by single strain than those with lower levels of intra-psychic resources. The past researcher did not include assumptions in his study which was mentioned in the present study. The present study is related to the past study because they all have to do with the issue of singlehood in both genders.

Manasra (2003) also conducted a study on the Effect of Remaining Unmarried on Self-Perception and Mental Health Status: A study of Palestinian Single Women. The general aim of this study is to explore how unmarried Palestinian women perceive themselves and to investigate their mental health status. Five specific objectives were raised for the study, four research questions and two null hypotheses were formulated. Three-hundred, never-married women

between the ages of 25 and 50 years were selected using a convenience sampling technique. One hundred and sixty three participants of the 300 were successfully interviewed by means of a face-to-face, semi-structured, tape-recorded interview with 15 open-ended questions. The findings of this study indicated that unmarried women in Palestinian society were not the same in regards to living conditions and mental health conditions. There were two main groups of them. One group of women was satisfied with their lives and did not suffer from emotional distress as a result of being unmarried. On the other hand, the second group complained of psychological distress because they were poorly educated, unemployed, and maltreated by their families and society. There was a positive correlation between women's education and mental health status. However, remaining unmarried after the accepted age in this society puts limitations and constraints on the unmarried woman, which in turn cause psychological distress and unhappiness. The past research, Manasra,(2003) failed to include assumptions which were included in the present study. However, the ongoing research study is similar to the past research study because, both researches addressed the issue of psychological well-being of the unmarried. Palner and Mittelmark (2002), also conducted a research on the Differences between married and unmarried men and women in the relationship between perceived Physical health and perceived mental health. Three (3) specific objectives for the study were raised; three research questions and three null hypotheses were formulated. The study sample was population-based, selected from 13.662 community-dwelling participants in the 1995-96 national health survey conducted by Statistics Norway. Selected were all 275 unmarried men and 271 unmarried women ages 35-67 and equally sized, randomly selected comparison groups in the same age range. Information on respondents' perceived health, social network and family relations, occupational information, self-reported utilization of health care services and information on demographic variables was

obtained by interview and by questionnaire. Information was collected also on self-assessed well being. The findings of this study revealed that, married persons, compared to unmarried persons, consistently reported better mental health regardless of their physical health status. The researcher fails to explain how he translated interview schedule into figures for analysis. The researcher did not also include assumptions in his study, which the present study did. The present research is therefore related to the past research because they all have to do with the psychological well-being of singles at various levels.

2.6 Summary of Reviewed Literature

Attempts were made to highlight and analyze the opinions of different scholars under the major sub-topics used. The chapter reviewed Psychosocial Development theory and Developmental Tasks Theory. The review also captured concept of singlehood, psychological wellbeing of singles, influence of singlehood on psychological wellbeing, causes of singlehood and review of related empirical studies. The concept of singlehood was also reviewed, which means an unmarried person, It also describes the status of an individual who is under no legal, traditional, or spiritual binding called marriage. This is for both males and females. Most of the existing researches reviewed on singles focused on individuals, particularly women, over the age of 30; most of the past researches also concentrated on psychological well-being of singles e.g. mental health, harmonious relationship, interdependent relationship, self concept, and self perception. None of the researches reviewed has addressed the issue of psychological well-being with regards to the issue of acceptance of singlehood by the singles, co-workers, and their friends to the best of the researcher's knowledge in plateau state. Therefore, the gap established as a result

of the review which necessitated carrying out this study was on acceptance in conjunction with the issue of singlehood and the instrument used for data collection which is the questionnaire.

CHAPTER THREE

RESEARCH METHODOLOGY

The chapter presented the methodology that was used. They were discussed under the following sub- headings:

- 3.1 Research Design
- 3.2 Population of the study
- 3.3 Sample size and sampling procedure
- 3.4 Validity of the instruments
 - 3.4.1 Pilot study
 - 3.4.2 Reliability of the instruments
- 3.5 Procedure for Data collection
- 3.6 Procedure for Data Analysis.

3.1 Research Design

The study adopted descriptive survey research design. A survey research design according to Ary, (2002) is a design in which data is collected from a sample of the population. Accordingly, in this study, data were collected from a sample of the population and subjected to statistical analyses. In line with this, Olayiwola (2007) noted that survey design is an effective way of gathering data from different sources within a short time at a relatively cheaper cost. Also, Ary, Jacobs and Razavieh (2002) opined that, survey design permit the gathering of information from a large sample of people relatively quickly and inexpensively.

3.2 Population of the Study

The target population of the study was 827. This population was from the three senatorial zones in Plateau State, namely; northern senatorial district with 612 singles, central senatorial district with 131 singles and southern senatorial district with 84 single teachers. The researcher identified the singles by first of all collecting the total number of schools, their names and location, from the state ministry of education, Plateau State. The researcher then used the information to get the total number of singles in various schools in the three senatorial districts in plateau state from the nominal roll.

The breakdown of the target population is shown in Table 1.

Table 1: **Population of the Study**

Senatorial District	Schools	Male Singles	Female Singles	Total
North	97	223	389	612
Central	107	51	80	131
South	95	31	53	84
Total	299	305	522	827

Source: *School teacher's nominal roll*

3.3 Sample and Sampling Procedure

The sample for this study was 182 single teachers comprise of 91 males and 91 females from 42 schools which were purposively selected. The schools were purposively selected because they have considerable number of male and female single teachers that can be fair representatives of the total population, also, so that the male and female single teachers can be compared. The selection of 182 was based on the recommendation of Yamane, (1967) who stated that, for a every target population of more than eight hundred (800) and less than nine hundred (900), the

sample size of 182 is appropriate. The breakdown of the sample for the study is shown in Table 2.

Table 3.2: **Sample for the Study**

Senatorial District	Schools	Male Singles	Female Singles	Total
North	19	39	42	81
Central	14	28	31	59
South	9	24	18	42
Total	42	91	91	182

3.4 Instrument for Data Collection

The instrument used for data collection was questionnaire. The questionnaire was designed to obtain responses from the single teachers in the sampled area in Plateau State, Nigeria. The questionnaire was divided into five (5) sections: Sections “A, B, C D and E” Section “A” seeks to find out the background information of the respondents in terms of age, gender, and location. Section “B, C D and E Consisted of 40 Questionnaire items structured based on the research questions of the study to solicit the respondents’ responses. Section B, questions 1-10 answered research question one, section C, questions 1-10 answered research question two, section D, questions 1-10 answered research question three, while section E, question 1-10 answered research question four. The items contained in the second section were all close-ended questions using the four points rating scale of strongly agree, agree, disagree, and strongly disagree.

SA = 4, A = 3, D = 2 and SD = 1

3.4.1 Validation of the Instrument

In order to establish the validity of the instrument, the instrument was vetted by four experts not below the rank of senior lecturers, three lecturers from the Department of Vocational and Technical Education, one from the Department of Psychology and Counseling, Ahmadu Bello University Zaria, for corrections, comments and suggestions.

3.4.2 Pilot study

Pilot study was conducted in Government secondary schools Sabon Gari Local Government Area Zaria, Kaduna state. The reason for choosing Zaria, Kaduna state is because the respondents have similar characteristics with those in the area of study. The main purpose of pilot study was to test the adequacy and the suitability of the instrument in measuring what it is suppose to measure, and to ascertain any difficulty that the respondents may encounter when answering the questions of the main study. For the purpose of the pilot study, thirty (30) copies of questionnaire were administered to older singles in Government secondary schools Sabon Gari Local Government Area Zaria, Kaduna state.

3.4.3 Reliability of the Instruments

The reliability of the instrument was determined using the Guttman's split-half coefficient method to test variable error in a measure (consistency). The calculations yielded a reliability coefficient of 0.82 for the instrument. The coefficient was positive, hence the instrument was judged reliable and stable (Nworgu, 2006). Nworgu, (2006) further stated that a reliability estimate of 0.60 is high and the instrument for which it is calculated is reliable and stable.

3.5 Procedure for Data Collection

Letter of introduction from the office of the head of Department, Home Economics, Ahmadu Bello University, Zaria, was collected and presented to the authority of the selected secondary

schools that were used as sample for the study. The instrument was distributed to the singles in their various schools as stated in the study with the permission of the school authority, in plateau state, Nigeria. The questionnaire was distributed by the researcher with the help of four research assistants and data were collected within one month

3.6 Procedure for Data Analysis

Both descriptive and inferential statistics were used in the analysis of data. The bio-data of the respondents were analyzed with the use of frequency and percentages. Arithmetic mean and standard deviation were used to answer the research questions earlier stated in chapter one of this study. T-test statistics was used to test all the null hypotheses at $p = 0.05$ (5%) level of significance. Mean score that is greater than 2.5 signifies having influence for the research questions and mean score that is less than 2.5 signifies not having influence for the research questions. For null hypotheses, if the calculated p – value is less than the alpha value of 0.05 the null hypothesis is to be rejected. And if the calculated p – value is greater than the alpha value of 0.05 the null hypothesis is to be retained.

CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

This research is on assessment of the influence of singlehood on psychological well-being of secondary school teachers in plateau state, Nigeria. One hundred and eighty two (182) copies of questionnaire were distributed and all were duly completed and returned. The chapter presented and analyzed the data under the following headings:

- 4.1 Analysis of Bio-data of the Respondents
- 4.2 Answers to Research Questions
- 4.3 Test of Null Hypotheses
- 4.4 Summary of Major Findings
- 4.5 Discussions of Major Findings

4.1 Analysis of Bio-data of the Respondents

Analysis of respondents' bio-data based on gender and age is presented in Table 3.

Table 4.1: Distribution of the respondents by gender and age

Variable	Frequency	Percentage
Gender		
Male	91	50
Female	91	50
Age		
35-40 Years	76	41
41-46 Years	64	35
47-52 Years	32	16
53-58 Years	10	8

Analysis of data from Table 4.1 indicated that, male respondents representing 50% were 91 also female respondents representing 50% were 91. Regarding age, the respondents who aged between 35-40 years were 76 representing 41%. Those between 41-46 years of age were 64 representing 35%. 32 respondents representing 16% were between the ages of 47-52 while those

between 53-58 years were 10 representing 8%. This implied that female and male single teachers were the same and the teachers who aged between 35-40 years are the highest respondents.

4.2 Answers to Research Questions

The analysis of data used to answer the four research questions is presented in Table 4.2 to 4.5

Research Question One: What are the causes of singlehood among male and female secondary school teachers in Plateau State?

Table 4: Causes of singlehood among male and female secondary school teachers in Plateau State

Item	Male Single Teachers					Female Single Teachers					
	A	D	TS	X	SD	A	D	TS	X	SD	
1 Pursuing education	13	29	43	2.3	1.2	139	29	43	2.4	1.1	
	6	6	2			8	7				
2 Fear of competition.	16	28	44	2.4	1.3	153	28	43	2.2	1.0	
	4	2	6			3	6				
3 Lack of desperation	34	94	53	2.9	0.7	328	96	52	2.8	0.5	
	0		4				4				
4 Fear of marriage	56	33	39	2.1	0.5	46	33	38	1.9	0.6	
		6	2				4	0			
5 Freedom to control self	16	28	44	2.4	1.1	144	29	43	2.3	1.2	
	4	2	6			2	6				
6 Too many expectations	39	16	56	3.0	1.0	370	18	54	2.8	0.7	
	2	8	0			0	0				
7 Same faith marriage	13	29	43	2.3	0.7	130	29	42	2.1	0.9	
	6	6	2			4	4				
8 Searching for right person	36	18	54	3.0	0.9	338	20	53	2.9	0.5	
	8	0	8			0	8				
9 Problem of arranged marriage	33	96	53	2.9	0.7	327	97	52	2.8	0.5	
	8		4				4				
10 Not realizing time is passing	39	16	55	3.0	1.0	368	17	53	2.8	0.7	
	1	8	9				6	4			
Grand Mean				3.1	0.9					2.9	0.8

A=Agree, D=Disagree, TS=Total Score and X=mean. Decision Rule = 2.5

Table 4.2 presented the analysis of data used to answer research question one on the causes of singlehood among males and females secondary school teachers. Five items (3,6,8,9 and 10) were agreed by both male and female teachers to cause singlehood but disagreed with 5 (items 1,2,4,5 and 7) because their mean scores were less than 2.5. The items were agreed because their

calculated means were equal to or more than 2.5 benchmark. This implied that lack of desperateness among teachers to get married, high expectations concerning who to marry, looking for someone with the right qualities, arranged marriage problem by parents and not realizing that time was passing are the causes of singlehood among secondary school male and female teachers. It also implied that pursuing education, fear of competition, fear of marriage, freedom to control self and strictly looking for someone from the same religion or denomination to marry do not cause singlehood among male and female secondary school teachers in Plateau state.

Research Question Two: What is the difference in singlehood on harmonious relationship (communication, agreement) among male and female secondary school teachers and their family members, friends and colleagues in Plateau State?

Table 4.3: Difference in singlehood on harmonious relationship (communication, agreement)

among male and female secondary school teachers and their family members, friends and colleagues in Plateau State.

Item	Male Single Teachers					Female Single Teachers				
	A	D	TS	X	SD	A	D	TS	X	SD
1 I Relate well with people	34	97	43	3.0	1.4	339	99	43	2.9	1.0
	2		7					5		
2 warm and trusting relationship with family members	16	28	44	2.3	1.4	153	28	43	2.2	1.0
	2	1	3				3	6		
3 warm and trusting relationship with colleagues	35	84	53	2.9	0.5	328	96	52	2.8	0.5
	0		4					4		
4 I Enjoy personal and mutual conversation	35	89	45	3.0	0.7	355	90	45	3.1	0.6
	6		5					5		
5 I enjoy much care from people around me	16	28	44	2.4	1.1	144	29	43	2.3	1.2
	4	2	6				2	6		
6 I can Shake off all challenges	39	16	56	3.0	1.0	370	18	54	2.8	0.7
	2	8	0				0	0		
7 I maintain Close relationship with people	39	16	55	2.9	0.7	392	16	56	3.0	0.9
	1	7	8				8	0		
8 I have no need to cry over singlehood	15	28	33	2.3	0.8	134	29	52	2.1	0.5
	4	1	5				2	7		
9 I am Friendly despite my singlehood	33	96	53	2.9	0.7	327	97	52	2.8	0.5
	8		4					4		
10 I Prefer marriage to singlehood	39	16	55	3.0	1.0	368	17	53	2.8	0.7
	1	8	9				6	4		
	Grand Mean				3.0	0.9			3.1	0.8

A=Agree, D=Disagree, TS=Total Score and X=mean. Decision Rule =2.5

Table 4.3 presented the analysis of data used to answer research question two on the difference in singlehood on harmonious relationship (communication, agreement) among male and female secondary school teachers and their family members, friends and colleagues. The respondents agreed that they get along well with people in the society, they experience many warm and trusting relationships with colleagues and people in the society, they also enjoy personal and

mutual conversations with people around them, they are also friendly with people despite their singlehood status, but above all, both male and female respondent prefer marriage to singlehood. The respondents disagreed with the statements that said they experience many warm and trusting relationship with their family members, they enjoy much care from people around them, and they have no crying spell over their singlehood. The cumulative mean score for males and females were 3.0 and 3.1 respectively which indicated that there is no difference in the opinion of male and female single secondary school teachers regarding the influence of singlehood on harmonious relationship (communication, agreement) with their family members, friends and colleagues . The analysis of hypothesis two will further reveal whether the lack of difference that exists between male and female single teachers on the influence of singlehood on harmonious relationship is statistically significant.**Research Question Three:** What is the difference in singlehood on interdependence (mutual dependence, reliance on one another) among male and female secondary school teachers and their family members, friends and colleagues in Plateau State

Table 4.4: Differences in singlehood on interdependence (mutual dependence, reliance on one another) among male and female secondary schools teachers and their family members, friends and colleagues in Plateau State

Item	Male Single Teachers					Female Single Teachers				
	A	D	TS	X	SD	A	D	TS	X	SD
1 Depending on people for counseling	15	27	43	2.2	0.7	147	27	42	2.0	1.0
2 Needing neighbor's help when sick	7	9	6			4	0			
3 Needing family members help when sick	16	28	44	2.3	0.9	153	28	43	2.2	1.0
4 Assisting the sick people	0	2	2			3	6			
5 Respecting people in the society	35	86	53	3.0	0.5	326	93	51	2.7	0.5
6 Others respect my opinions	2		8				9			
7 Lack complete dependence on self	35	87	45	2.9	0.4	354	91	45	3.1	0.6
8 Interdependence is preferable	5		2				5			
9 Enjoy depending on others	39	17	56	3.1	1.1	368	18	43	3.0	1.0
10 It is easy to depend on others	4	0	4				2	6		
	15	28	33	2.3	0.8	134	29	52	2.1	0.5
	4	1	5			2	7			
	38	16	55	2.8	0.7	392	16	56	3.0	0.9
	9	7	5			8	0			
	35	86	53	3.0	0.5	326	93	51	2.7	0.5
	2		8				9			
	33	94	53	2.9	0.7	327	97	52	2.8	0.5
	6		0				4			
	39	16	56	3.1	1.0	368	17	53	2.8	0.7
	4	9	3				6	4		
	Grand Mean			3.2	1.4				2.9	1.0

A=Agree, D=Disagree, TS=Total Score and X=mean. Decision Rule =2.5

Table 4.4 presented the analysis of data used to answer research question three on the difference in singlehood on interdependence (mutual dependence, reliance on one another) among male and female secondary school teachers and their family members, friends and colleagues. Question items 1, 2 and 6 were disagreed by the respondents because the mean scores were less than 2.5. The remaining items were agreed. Respondents' opinions showed that they depend on family members for assistance when they are sick. They respect people in the society because they do not mount pressure on them to get married. But they do not depend on people for counseling, they do not need neighbors help when sick, and people do not respect their opinions. The cumulative mean score for male and female were 3.2 and 2.9 which indicated that there is no

difference in the opinion of male and female single teachers regarding the influence of singlehood on interdependence (mutual dependence, reliance on one another) with their family members, friends and colleagues. The analysis of hypothesis three will further reveal whether the lack of difference that exists between the opinion of male and female single teachers on the difference in singlehood on interdependence with their family members, friends and colleagues is statistically significant.

Research Question Four: What is the difference in singlehood on acceptance (receive, admit and consent) among male and female secondary school teachers and their family members, friends and colleagues in Plateau State?

Table 4.5: Differences in singlehood on acceptance (receive, admit and consent) among male and female secondary school teachers and their family members friends and colleagues in Plateau State?

Item	Male Single Teachers					Female Single Teachers					
	A	D	TS	X	SD	A	D	TS	X	SD	
1 I am a relaxed person	34	97	43	3.0	1.4	339	99	43	2.9	1.0	
	2		7					5			
2 Easily let go of worries	13	29	43	2.3	1.2	139	29	43	2.4	1.1	
	6	6	2				8	7			
3 Accepting unfortunate situations	16	28	44	2.4	1.3	153	28	43	2.2	1.0	
	4	2	6				3	6			
4 Feeling pleased at all times	35	89	45	3.0	0.7	355	90	45	3.1	0.6	
	6		5					5			
5 Feeling proud of my achievement	38	16	55	2.8	0.7	392	16	56	3.0	0.9	
	9	7	5				8	0			
6 I feel in charge of every situation	39	16	56	3.0	1.0	370	18	54	2.8	0.7	
	2	8	0				0	0			
7 Feel confident of myself	15	28	33	2.3	0.8	134	29	52	2.1	0.5	
	4	1	5				2	7			
8 Continue to learn about myself	35	86	53	3.0	0.5	326	93	51	2.7	0.5	
	2		8					9			
9 I am loving and affectionate	33	96	53	2.9	0.7	327	97	52	2.8	0.5	
	8		4					4			
10 I live one day at a time	15	28	33	2.3	0.8	134	29	52	2.1	0.5	
	4	1	5				2	7			
Grand Mean				3.0	1.3					2.8	1.1

A=Agree, D=Disagree, TS=Total Score and X=mean. Decision Rule =2.5

Table 4.5 presented the analysis of data used to answer research question four on the difference in singlehood on acceptance (receive, admit and consent) among male and female secondary school teachers and their family members, friends and colleagues. The respondents agreed that they are relaxed people and always feel pleased when people compliment what they have achieved. They also see people as caring and loving and continue to learn more and more about their singlehood status as they mingle with people, the respondents also agreed with the statement that said they feel proud about their achievement, they feel they are in charge of every situation, they are also, loving and affectionate to people around them. The respondent disagreed with the statement that said they easily let go of their worries, accepting unfortunate situations easily, feeling confident of themselves, and living one day at a time.

The cumulative mean score for males and females were 3.0 and 2.8 which indicated that there is no difference in the opinion of male and female single teachers regarding the influence of singlehood on acceptance (receive, admit and consent) with their family members, friends and colleagues. The analysis of hypothesis four will further reveal whether the lack of difference that exists on the influence of singlehood on acceptance among male and female secondary school teachers and their family members, friends and colleagues is statistically significant.

4.3 Test of Null Hypotheses

Results of test of null hypotheses were presented in Table 4.6 to 4.9.

HO₁: There is no significant difference in the causes of singlehood among male and female secondary school teachers in Plateau State.

Table 4.6: Differences in the causes of singlehood among male and female secondary school teachers

Causes of Singlehood

Alpha value = ($\geq .05$)

Table 4.6 which tested null hypothesis one revealed the t-calculated of 1.13 and p-value of .486. The calculated p-value of .486 was greater than the alpha value of 0.05, the null hypothesis was retained and the alternate rejected. This implied that there is no significant difference in the opinion of male and female secondary school single teachers regarding causes of singlehood in Plateau State.

HO₂: There is no significant difference in harmonious relationship among male and female secondary school unmarried teachers and their family members, friends and colleagues.

Table 4.7: Differences in harmonious relationship among male and female secondary school single teachers and their family members, friends and colleagues

Harmonious Relationship

Alpha value = ($\geq .05$)

Table 4.7 which tested null hypothesis two revealed the t-calculated of 6.53 and p-value of .762. The calculated p-value of .762 was greater than the alpha value of 0.05, the null hypothesis was therefore retained and the alternate rejected. This implies that there is no significant difference in harmonious relationship among male and female secondary school single teachers and their family members, friends and colleagues in Plateau State.

HO₃: There is no significant difference in interdependence among male and female single teachers and their family members, friends and colleagues.

Table 4.8: Differences in interdependence among male and female single teachers and their family members, friends and colleagues

Interdependence

Alpha value = ($\geq .05$)

Table 4.7 which tested null hypothesis three revealed the t-calculated of 3.17 and p-value of .612. The calculated p-value of .612 was greater than the alpha value of 0.05, the null hypothesis was therefore retained and the alternate rejected. This implies that there is no significant difference in interdependence among male and female secondary school single teachers and their family members, friends and colleagues in Plateau State.

HO4: There is no significant difference in acceptance among male and female single teachers and their family members, friends and colleagues.

Table 4.9: Differences in acceptance among male and female secondary school single teachers and their family members friends and colleagues

Acceptance

Alpha value = ($\geq .05$)

Table 4.9 which tested null hypothesis four revealed the t-calculated of 2.78 and p-value of .143. The calculated p-value of .143 was greater than the alpha value of 0.05, the null hypothesis was therefore retained and the alternate rejected. This implies that there is no significant difference in acceptance among male and female secondary school single teachers and their family members, friends and colleagues in Plateau State.

4.4 Summary of Major Findings

Based on the analysis of data collected from the study, the summary of the major findings of the study are as follows:-

1. Results of research question one revealed that lack of desperateness to get married among male and female teachers, high expectations concerning who to marry, looking for someone with the right qualities, arranged marriage problem by parents and not realizing that time was not by their side are the main causes of singlehood among secondary school single teachers. The test of hypothesis one confirmed that there is no difference in the opinions of male and female single teachers regarding causes of singlehood ($t=1.13$, $p=.486$)
2. Results of research question two revealed that there is no difference in the opinion of male and female single teachers regarding the influence of singlehood on harmonious relationship (communication, agreement) with their family members, friends and colleagues. The test of hypothesis two confirmed that there is no difference in the

opinions of male and female single secondary school teachers regarding influence of singlehood on harmonious relationship with family members friends and colleagues ($t=6.53, p=.762$)

3. Results of research question three revealed that there is no difference in the opinion of male and female single secondary school teachers on the difference in singlehood on interdependence (mutual dependence, reliance on one another) with their family members, friends and colleagues.. The test of hypothesis three confirmed that there is no difference in the opinions of male and female single teachers regarding their interdependence with family members friends and colleagues ($t=3.17, p=.612$)
4. Results of research question four revealed that there is no difference in the opinion of male and female single secondary school teachers regarding the influence of singlehood on acceptance (receive, admit and consent)with their family members, friends and colleagues. The test of hypothesis four confirmed that there is no difference in the opinions of male and female single teachers regarding their acceptance with family members friends and colleagues ($t=2.78, p=.143$)

4.5 Discussion of Major findings

The finding of the study revealed that lack of desperateness to get married among teachers, high expectations concerning who to marry, looking for someone with the right qualities, arranged marriage problem by parents and not realizing that time is not by their sides are the main causes of singlehood among secondary school single teachers in Plateau state The finding was found to be similar with that of Pan (2004) who said that people remain single because of the reasons as get established in career; enjoy freedoms; and “wait for the right one”. A number of young men Sand women in his survey talked about how their busy work left them very little time for a

relationship. “Career is the first priority, then family.” Most of them would transcend once on top of the job or established in their career before settling down for marriage. The finding is also in line with the report of Prabhakar (2011) who also found that the two main reasons for remaining single were the individual’s voluntary decision and circumstantial factors. The first category included reasons such as high marital expectations, desire for independence, pursuit of career, disappointment in love, and parental objection to choice marriage, while the second category included financial constraints, loss of parents, inability to find a suitable mate in one’s own cast , and health /disability. However, the finding contradicts the report of Firestone (2009) concluded that, some people are single because they choose to be. Some singles because of fear for marriage. They are simply not interested in being in a serious relationship at this time in their lives. Others are single due to the circumstances of their lives. They may have just gotten out of a meaningful relationship or have dated relentlessly and just have not found someone with whom they are truly compatible. Firestone (2009) also said that some people are single because of their defenses; most people have been hurt in interpersonal relationships, with time and painful experiences, we all risk building up varying degrees of bitterness and becoming . This process begins long before we start dating, in our childhoods, when hurtful interactions and dynamics lead us to put up walls or perceive the world through a filter that can negatively impact us as adults. These adaptations can cause us to become increasingly self-protective and closed off. In our adult relationships, we may resist being too vulnerable or write people off too easily. If for example, you were raised by parents or caretakers who were negligent or cold, you may grow up feeling distrusting of affection. You may feel suspicious of people who show “too much” interest in you and instead, you seek out relationships that recreate dynamics from your past. You may then choose a partner who is aloof or distant. It is not always easy to see -when we have our

defenses up. As a result, we tend to blame our singleness on external forces and fail to recognize that we are not as open as we think.

Another finding of this study revealed that singlehood has influence on harmonious relationship (communication, agreement) among secondary school single teachers in Plateau State. This finding concurs with the report of Kang (2016) conducted a research study, titled “Single in Later Life: interaction effects on family relations and health and found that life-long single older adults reported a higher frequency of family criticism and demands than do their single cohort. In addition, single older adults’ physical health was linked to the frequency of family criticism and family demanding. And that those who suffer from chronic or physical illness may have less active participation in family interaction than healthier older adults. He further lamented that youths are also exempted in the negative effects of singlehood on relationship with family members, associates, colleagues, peers, and friends. Also this finding concurs with the report of Adam, and Corey. (2007) who conducted a research study, titled Marital Status and Social Well-Being: Are the Married always better Off? and found out that, never married men reported significantly lower perceived social wellbeing than their female counterparts. This finding supports the notion that marriage is of central importance to adult male development and well-being. These findings in conjunction with the minimal marriage advantage already reported offers support to the notion that singlehood may indeed be functional for individuals and that the oft-cited negative health implications of singlehood may simply not apply to individual-level social well-being.

Finding of this research study also revealed that singlehood has influence on interdependence (mutual dependence, reliance on one another) among secondary school single teachers in Plateau State. Supporting this finding, Piatkowski (2012) also conducted a research on “An Exploration

of Self-Concept and Life Satisfaction of Single Women”. Results showed that women remain single for a variety of reasons and while women feel pressure from family, friends, and media about their singlehood, the majority of the pressure is internal and indicated that women need a romantic relationship that will eventually lead to marriage to be satisfied with their life. It was also found that the lower the self-concept a woman has, the more dissatisfied she will be if she remains single. It was also found that quite a number of them choose to be interdependence than independence. Some seek help from family and friends when they are sick while do not. Goldsmith (2011) also reported that older singles who have an interdependent relationship with their family members, friends and co-workers experience more frequent positive responses from their families, friends and co-workers in terms of family relationship and support., while those that did not exhibit interdependent relationships with family members, friends and co-workers lacked family support. The relationship between residential independence and adulthood status in Western societies is increasingly applicable to experiences of Korean young adults. The residential independence of unmarried young adults in Korea has been neither a common nor a socially expected part of the transition to adulthood. Traditionally, young adults – especially women – are expected to live with their parents until they marry. Only after forming their own families through marriage are people expected to leave the parental home and establish their own households. The majority of Koreans have never experienced living alone. Moreover, marriage has been a key norm within the family-oriented Korean culture. Thus living alone, as well as singlehood, has been viewed less favorably, and has been often associated with feelings of loneliness, emptiness, and a lifestyle motivated by individualism which deviates from social norms Nho 2014; Ryu and Wang 2010; Yi and Park (2003). At the same time, the increase in the number of unmarried solo residents is viewed negatively, as this is often identified as one of the

main reasons behind delayed marriage and low fertility that, in turn, exacerbates the burden of rapid population aging.

Finding of this research study also indicated that singlehood has influence on acceptance (receive, admit and consent) among secondary school single teachers in Plateau State. The outcome of the study is related to that of Manasra (2003) who found that unmarried women in Palestinian society were not the same in regards to living conditions and mental health conditions. There were two main groups of them. One group of women was satisfied with their lives and did not suffer from emotional distress as a result of being unmarried. On the other hand, the second group complained of psychological distress because they were poorly educated, unemployed, and maltreated by their families and society. Hardly can they bear the stress, or frustration and unfortunate things that come their ways. However, remaining unmarried after the accepted age in this society puts limitations and constraints on the unmarried woman, which in turn cause psychological distress, unhappiness and unacceptability.

Another finding of this study revealed that there is relative influence of singlehood on harmonious relationship, interdependence, and acceptance among male and female single teachers in plateau state. The finding is similar with that of Palner and Mittelmark (2002) who reported that married persons, compared to unmarried persons, consistently reported better mental health which negatively affect their relationships with others, interdependency and acceptability regardless of their physical health status. The associations between living alone and psychological wellbeing are contingent on societal factors, such as cultural attitudes toward family, and individual-level factors, such as gender and quality of the family relationship. For example, the importance of marital status and the presence of children on psychological wellbeing are contingent on societal attitudes toward marriage and family. According to

Vanassche, Swicegood, and Matthijs (2013), married women are more likely to report greater happiness than their cohabiting counterparts. The difference in happiness across marital status, however, tends to decrease in societies where alternative family types, such as cohabitation, are more accepted. In Korea, for instance, married middle-aged men are more likely to report better health and are more likely to participate in health-improving behaviors than are their unmarried counterparts (Lee 2013). This finding also agrees with the study conducted by Ho, (2015) who examined the psychological wellbeing of unmarried solo residents, relying on data from the most recent waves of KSS data (2010 and 2012). Unmarried and married family coresidents were selected as comparison groups, as they represent conformity to traditional family norms and living arrangements. He also examined whether the association between living arrangements and psychological wellbeing varies by attitude towards marriage.

The results suggested that unmarried solo residents are likely to have higher life satisfaction than are unmarried family coresidents. In fact, unmarried family coresidents had the lowest life satisfaction among the three groups examined, and this association did not vary across attitudes toward marriage. This finding is contrary to what has been discussed in previous academic literature and the prevalent public discourse on the negative association between living alone and quality of life Nho 2014; Ryu and Wang (2010); Yi and Park (2003). As discussed earlier, a large body of literature on living arrangements in Korea has focused on older adulthood, in which the family is the main provider of the resources that contribute to individuals' wellbeing. Young adults have needs and resources different from those of older adults, and have access to financial resources from their own work, participate actively in non-family networks, and maintain close contact with their families of origin. Thus, living alone is not necessarily associated with poor economic status, loneliness, or social isolation. At the same time, with

higher unemployment rates and delayed marriage and childbearing becoming more common, the traditional transitional period to adulthood has become longer and more blurred Nahm and Namgood (2012). Residential independence may help young adults gain a sense of self and social identity as autonomous adults and thus be related with better psychological wellbeing. The relatively low life satisfaction among unmarried family coresidents suggests that the traditional norms of family coresidency may not be adequately addressing the changing needs and preferences of the unmarried young. The number of young adults living alone is likely to continue to increase, since this lifestyle is related with better psychological wellbeing than the traditional arrangement of living with parents, as well as the aforementioned socioeconomic changes.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter was presented under the following sub-headings

- 5.1 Summary
- 5.2 Conclusion
- 5.3 Contributions to Knowledge
- 5.4 Recommendations
- 5.5 Suggestions for further study

5.1 Summary

The research is on assessment of the influence of singlehood on psychological well-being of secondary school teachers in plateau state, Nigeria. The study had four specific objectives, four research questions and four null hypotheses. Descriptive survey research design was used for the study. The population of the study was eight hundred and twenty seven (827) single teachers in Government secondary schools in Plateau state. One hundred and eighty two (182) male and female single teachers were used as sample for the study. Structured questionnaire was used as instrument for data collection. The instrument was divided into five (5) sections: Sections “A, B, C D and E” Section “A” contained bio-data of the respondents. Section B, C, D and E consisted of 40 question items which answered all research questions and tested null hypotheses. Face to face method of delivery was used to distribute the questionnaire with the help of four research assistants. The researcher and assistants followed the respondents to their respective schools to distribute the instrument. One hundred and eighty two (182) copies of questionnaire were distributed and all the copies were duly completed and returned.

Frequency and percentages were used to describe the bio-data of the respondents. Mean score and standard deviation were used to answer the research questions earlier raised in chapter one of the study, t-test statistics was used to test all the null hypotheses at $p = 0.05$ (5%) level of significance. Based on the findings, the results revealed that lack of desperation to get married among teachers, high expectations concerning who to marry, looking for someone with the right qualities, arranged marriage problem by parents and not realizing that time was not by their side are the main causes of singlehood among secondary school single teachers in Plateau state. It was also revealed that singlehood has no difference on harmonious relationship (communication, agreement) among secondary school single teachers with their family members, friends and colleagues in Plateau State. The result further indicated that singlehood has no difference on interdependence (mutual dependence, reliance on one another) among secondary school single teachers with their family members, friends and colleagues in Plateau State. It was also revealed that singlehood has no difference on acceptance (receive, admit and consent) among male and female secondary school single teachers with their family members, friends and colleagues in Plateau State.

5.2 Conclusion

Based on the findings of this study, the researcher concluded that there is no significant difference in the psychological well-being of male and female secondary school teachers with their family members, friends and colleagues in plateau state, Nigeria. This therefore implies that any unmarried person who does not relate well with people around him or her in terms of harmonious and interdependent relationship, will not receive help from them, i.e. (his or her family members, friends and colleagues), when the need arises.

Contributions to Knowledge

Based on the findings of this study, the following contributions to knowledge were established:

1. Lack of desperation to get married among male and female secondary school unmarried teachers, high expectations concerning who to marry, looking for someone with the right qualities, arranged marriage problem by parents and not realizing that time is passing are the main causes of singlehood among secondary school single teachers in Plateau state. ($t= 1.13$, $p=.486$).
2. There is no difference in the opinion of male and female secondary school single teachers in their harmonious relationship (communication, agreement) with their family members, friends and colleagues in Plateau State. ($t=6.53$, $p=.762$).
3. There is no difference in the opinion of male and female secondary school single teachers in their interdependence (mutual dependence, reliance on one another) with their family members, friends and colleagues in Plateau State. ($t=3.17$, $p = .612$).
4. There is no difference in the opinion of male and female secondary school single teachers in their acceptance of singlehood (receive, admit and consent) with their family members, friends and colleagues in Plateau State. ($t=2.78$, $p= .143$).

5.4 Recommendations

Based on the findings of the study, the following recommendations were made

1. District heads and community leaders should lower the set targets or cultural demands for marriage to enable intending couples get married without much oppositions and hindrances.
2. Community and religious leaders should also sensitize their followers on the side effects of singlehood as it directly affects their harmonious relationship with others.

3. Parents should be ready at all time to support their children who are in courtship to marry irrespective of differences in cultural, ethnic, religious, denominations, social and political backgrounds.
4. There should be community marriage committee (CMC) who will encourage marriage among people and wade into challenges that might be faced by the intending couples as a way of providing solutions to such problems

5.5 Suggestions for Further Studies

The researcher suggested that further studies should be conducted on:-

1. Assessment of the influence of singlehood on psychological well-being of secondary school teachers in Nasarawa state, Nigeria
2. Assessment of the influence of singlehood on social well-being of secondary school teachers in Plateau state, Nigeria.

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APPENDIX I

DEPARTMENT OF HOME ECONOMICS
FACULTY OF EDUCATION



AHMADU BELLO UNIVERSITY, ZARIA

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30th November 2017


TO WHOM IT MAY CORNCERN
Letter of Introduction

I certify that **DA'AP REJOICE NANDI** with registration number **P13EDVE8019** is a Master Degree student of Department of Home Economics, Faculty of Education, Ahmadu Bello University Zaria.

She is undertaking a research on: **ASSESSMENT OF THE INFLUENCE OF SINGLEHOOD ON PSYCHOLOGICAL WELL-BEING OF SECONDARY SCHOOL TEACHERS IN PLATEAU STATE NIGERIA**

Please, kindly permit her have access to data relevant to this case.

Thank you.


Mrs. R.C. Nwaebi
For: Head of Department

HEAD
Dept. of Home Economics
Faculty of Education
A B U., Zaria.

APPENDIX II

QUESTIONNAIRE ITEMS

SECTION A

Section A: Respondents' Bio-data (please tick (√) an appropriate column)

1. Gender: (a) Male [] (b) Female []
2. Age (a)35-40years[] (b)41-46years[] (c)47-52years[] (d)53-58years[]

SECTION B

Instruction: Please indicate the appropriate response by ticking [] the column that best suits your opinion.

Keys:

SA –Strongly agreed

A –Agreed

D – Disagreed

SD – Strongly Disagreed

Causes of Singlehood

S/N	SECTION A ITEMS	SA	A	D	SD
1	Trying to pursue education is one of the reasons for my singlehood.				
2	Fear of competition with younger singles is one of the reasons for my singlehood.				
3	I am single because I was not desperate for marriage.				
4	Fear of marriage is another reason for my singlehood.				
5	Wanting freedom to control my own life is the reason for my singlehood.				
6	My expectations were too high concerning who to marry is the reason for my singlehood.				
7	Wanting to marry strictly from my religion/denomination is the reason for my singlehood.				
8	Looking for someone with the right qualities is the reason for my singlehood.				
9	I had problem of arranged marriage by parents that made me to be single today.				
10	I did not realise that time is passing is the reason for my singlehood.				

Source: Designed by the researcher.

Differences in singlehood on harmonious relationship

S/N	SECTION B ITEMS	SA	A	D	SD
1	I get along well with people in the society				
2	I have experienced many warm and trusting relationships with people in the society.				
3	I have experienced many warm and trusting relationships with my colleagues.				
4	I enjoy personal and mutual conversations with people.				
5	I enjoy much care from people around.				
6	I feel I can shake off every challenge with the help of people in the society				
7	I Maintain a close relationship with people in the society.				
8	I have no cause to cry over my singlehood status.				
9	I am friendly with people despite my singlehood status				
10	I prefer marriage to singlehood.				

Source: Ryff's Psychological Wellbeing Scales, adapted.

Differences in singlehood on interdependence

S/N	SECTION C ITEMS	SA	A	D	SD
1	I depend on people in the society for counseling.				
2	I depend on people in the neighborhood when I am sick.				
3	I depend on my family members too when I am sick.				
4	I render assistance to the sick people in my community.				
5	I respect people in my society for not placing undue pressure on me to marry.				
6	My colleagues have respect for my opinions as a single.				
7	I do not have complete dependence on myself as a single.				
9	Interdependence is healthier for me than independence.				
10	I find It easy and pleasurable to depend on others in my society				

Source: Ryff's Psychological Wellbeing Scales adapted.

Differences in singlehood on acceptance

S/N	SECTION D ITEMS	SA	A	D	SD
1	I am a relaxed person and do not easily worry about my singlehood status.				
2	I easily let go of my worries when troubled.				
3	I can accept unfortunate situations that may come way and let it go.				
4	I feel pleased about having accomplished something as a single.				
5	I feel proud when people compliment on what I have achieved as a single.				
6	I feel I am in charge of the situation in which I live in				
7	I feel confident and positive about my singlehood.				
8	I continue to learn more about my singlehood as time goes by.				
9	I am seen by most people as a loving and affectionate person despite my singlehood status.				
10	I live life one day at a time and do not really think about my singlehood status.				

Source: Ryff's Psychological Wellbeing Scales (1989) Adapted.

APPENDIX III

T-TEST PAIRS=TGT WITH CNVT (PAIRED)

/CRITERIA=CI(.9500)

/MISSING=ANALYSIS.

T-Test

Independent T-Test Statistics

	Mea n	N	Std. Deviati on	Std. Error Mean
Pai MA r 1 LE	3.18 063	91	1.13	.84106
FE MA LE	0.92 500	91	.486	.67651

Independent T-Test

Correlations

	N	Correl ation	Sig.
Pai MALE r 1	91	-.321	.073

Independent T-Test Statistics

FE
MA
LE

	Paired Differences					t	Df	Sig. (2- tailed)
	Mea n	Std. Deviati on	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pai MALE r 1 &FEM ALE	4.08 063	1.13	1.23712	1.63313	6.67937	1.13 20	BOT H 180	.486

T-TEST PAIRS=TAI WITH CNVT (PAIRED)

/CRITERIA=CI(.9500)

/MISSING=ANALYSIS.

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	MALE	3.0938	91	.92500	.68297
	FEMALE	3.1250	91	.82690	.87800

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	MALE&FEMALE	182	-.183	.317

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	MALE & FEMALE	4.08750	6.82707	1.20687	1.72608	6.64892	6.530	180	.762

DATASET ACTIVATE DataSet2.
T-TEST PAIRS=TGT WITH TAI (PAIRED)
/CRITERIA=CI(.9500)
/MISSING=ANALYSIS.

T-Test

[DataSet2]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	MALE	3.28063	91	1.75774	.84106
	FEMALE	2.93810	91	.86347	.68297

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 MALE & FEMALE	182	-.069	.708

Paired Samples Test

FEM
ALE

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
MALE & FEMALE	4.16850	1.33188	1.11933	-3.97039	.59539	3.1758	180	.612

DATASET ACTIVATE DataSet3.
T-TEST PAIRS=DTGT WITH DCNVT (PAIRED)
/CRITERIA=CI(.9500)
/MISSING=ANALYSIS.

T-Test
[DataSet3]

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 MALE	3.0063	91	1.3054	.85645
FEMALE	2.8675	91	1.13565	.57025

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 PTGT & DTGT	32	-.301	.940

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 MALE% FEMALE	4.0250	6.48043	1.14559	1.22606	5.89894	2.785	180	.143