

**IMPACT OF FAMILY STRUCTURE ON THE SOCIAL AND
EMOTIONAL BEHAVIOR OF ADOLESCENTS IN SENIOR
SECONDARY SCHOOLS, KADUNA STATE, NIGERIA**

BY

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**A THESIS SUBMITTED TO THE POST GRADUATE SCHOOL IN
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DECLARATION

I, Salisu, Halima Mohammed declare that this thesis titled impact of family structure on the social and emotional behavior of adolescent students in Kaduna state” has been carried out by me in Home Economics section of the Department of Vocational and Technical Education under the supervision of Prof. (Mrs) E. Ike and Dr. (Mrs) E.E. Adamu. The information from the literature has been duly acknowledged in the text references and list of References. There is no part of this Thesis that was previously presented for another diploma or degree at any university.

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CERTIFICATION

This Thesis Title Impact of Family Structure on the Social Emotional Behaviour of Adolescent Students in Kaduna State written by Salisu, Halima Mohammed meet the regulation governing the award of the degree of Masters of Education in Home Economics in Ahmadu Bello University, Zaria. It is approved for the contributions to knowledge and literary presentation.

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This work is dedicated to Ifeoluwa, Eniola and all adolescent students in Nigeria.

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ABSTRACT

The role of family structure can not be over emphasized on the social and emotional behaviors of adolescents which have a great influence on their educational and physical attainment. The adolescence period is the transitional stage between childhood and adulthood. Parents have the task of directing the behavioral development of adolescents towards the desired normative emotional and socially valued goals. Therefore the aim of this study was to determine how the family structure affects the social and emotional behavior of adolescent students. A total of 370 adolescents were selected from 12 senior secondary schools in 3 senatorial districts of Kaduna State. A multistage sampling technique was used to select 370 samples from 6963 students in public senior secondary schools, questionnaire and students affective/psychomotor records were used for the collection of data from the students and their teachers. Descriptive statistical analysis was used for analyzing the research questions. While t-test statistics was used for testing the null hypotheses 1- 4 at 0.05 level significant and Pearson product moment correlation coefficient for testing the relationship between the emotional and social behavior and psychomotor domain scored by their teachers. The results of this study showed that the family structure of the adolescents influenced their social and emotional behavior; Adolescents from single parent families and those from dual parent families differed significantly in the social and emotional behavior. It was also observed that adolescent from single mother families emotional and social behavior was significantly different from adolescents from single-father families. Based on these findings, it was recommended that the father and mother should stay together for good upbringing of their children.

Key words: *adolescents, emotional, social , behavior, family structure*

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Operational Definitional of Terms

- Family Structure:** A group consisting of one or two parents and their Children.
- Single Parenting:** Only one partner, spouse or parent is responsible for teaching and caring of a child or children.
- Dual Parenting:** The two partners, spouses or parents responsible for teaching and caring of a child or children.
- Affective Domain:** Emotional expression scope found in the student terminal assessment report sheet.
- Psychomotor Domain:** The physical and social scope found in the student terminal assessment report sheet.
- Menarche:** First menstruation of a girl.

CHAPTER ONE INTRODUCTION

1.1 Background to the Study

Each day more than three-quarters of a million adults around the world experience the joy and heartaches, the challenges and rewards, of becoming new parents. Despite the fact that most people become parents, and everyone who ever lived have had parents, one thing is certain; it is the principal and continuing task of parents in each generation to prepare children of the next generation for the physical, economic, and psychosocial situations in which the children must survive and thrive. Bornstein (1998), described childhood as the phase where parents' experiences are believed to exert their most significant and salient influences.

Childhood is also the time when human beings are particularly susceptible and responsive to external experiences. Bornstein(1998), further stated that human childhood duration is prolonged than any living creature for parental influence to be impacted to the individual. The opportunity to enhance parental influence, and prolonged learning, is thought to be the evolutionary reason for the extended duration of human childhood. According to Agulanna (1999), the family lays the psychosocial, moral and spiritual foundations in the overall development of the child, while the mother's significant role in this cannot be over-emphasized. He also

observed that studies on father-child relationship suggest that the presence of a father in the home influences significantly the development of a child. Thus, parenthood is a responsibility requiring the full cooperation of both parents who must ensure the total development of their offspring(s).

Bornstein (1998), described parenting as being under "friendly fire" today on account of strong secular and historical trends operating in modern society. Industrialization, urbanization, poverty and increasing population growth have constituted some of the challenges faced by most parents. Structurally family can be divided into two types, an intact family and a broken family. Conkline (1996), defined intact family as a home where both the biological mother and father are present and are duly carrying out their functions in that home. This type of home is also called dual or two parents' home.

The broken family also called single parent family is not structurally intact for various reasons; death of a parent, divorce, separation, desertion and illegitimacy, adoption, artificial insemination, surrogate motherhood, or extramarital pregnancy. According to Callister (2006), in a dual parent family, parents are mainly responsible for the educational and career development of their children. Children tend to behave better when both parents are present. However, with the present modernization, the economic

instability and industrial revolutions, both parents engage in jobs that can provide more income to the family thereby living their children for a long period of hours at home or school, thus depriving the family of a more intimate parent-child relationship. These contribute to the reasons why some children's behavior from dual parent families is morally and socially poor.

Single-parent is a term that is mostly used inaccurately with the assumption that the other parent is simply not alive (Mackay, 2006). Single parenting as described by Henslin (1985), as a role in which one of the two individuals involved in the conception of the child is being responsible for the upbringing of the child. Single parenthood may also arise when either the male or female decides to produce and rear a child or children outside wedlock (Ortese, 1998). In western society, following separation, a child will end up with a primary care giver, or be taken to school particularly boarding school that can help provide the child with emotional, social along side academic empowerment (Blankenhorn, 1993). Therefore concerned organizations at all levels of the society are increasingly feeling the need to intercede in childrearing and to right some of societal ills through some forms of intervention, (Celeste, 1995).

Russel (2005), defined adolescence as the transitional stage of development between childhood and adulthood, representing a period in life

time during which a person experiences a variety of biological changes and encounters a number of emotional issues. The ages which are considered to be part of adolescence vary by culture, and ranges from preteens to 19 years. According to the World Health Organization (WHO), adolescence covers the period of life between 10 and 20 years of age. Adolescence is often divided by psychologists into three distinct phases: early, mid, and late adolescence. Adolescence can be a specifically turbulent as well as a dynamic period of one's life. A period in which young people develop abstract thinking abilities, become more aware of their sexuality, develop a clearer sense of psychological identity, and increase their independence from parents. Adolescence is noted as one of "Storm and Stress" time in a human life, conflict at this developmental stage is normal and not unusual, (Russel , 2005). Mead (2008), attributed that there is some evidence that risk-taking adventure in adolescents is biologically driven, caused by the social and emotional part of the brain (amygdala) developing faster than the cognitive-control part of the brain frontal cortex.

According to Allport (1985), the study of social behavior is often referred to as "social psychology", how individuals act in social situations, and how they are influenced by social processes. Social influence can include direct influences, like group decision making, as well as indirect

influences, like imagining how friends would react to a particular situation, because from the moment of birth, humans are social creatures made to have social interactions with the people and environment they find themselves. Even when we become capable of living independently, very few people seek to live in isolation, human being generally welcome social interactions, and no study of behavior would be complete without considering these interactions.

Emotion is associated with mood, temperament, personality, and disposition. People often behave in certain ways as a direct result of their emotional state, such as crying, fighting or fleeing. Drake (2006), noted that some emotions occur over a period of second's example, surprise, where others can last year's example, love. Emotions are thought to be related to activity in brain areas called limbic system, which include the hypothalamus, cingulated cortex, hippocampi and other structures that direct our attention, motivate our behavior, and determine the significance of what is going on around us, (Laird 1991).

So many studies had been carried out on the study of parenting; the impact on the parent, children and society. For instance, Bennett et-al (1965) carried out a research on the long term social effect single parenting had on

adolescents. It focus on the anti-social behaviors of these adolescent, which he emphasized that adolescent murders cases are more in children from single parent's homes . The study was limited to the anti-social behaviors of adolescents from single parent homes. However, it is paramount to consider the emotional and social behavior of both adolescent from single parent homes and dual parent homes in other to understand why and how these adolescents behave based on their family structure. In view of the fact that single or dual parenting play crucial roles in the social and emotional behaviors of children, this study sought to determine how the family structure affect the behavioral patterns of children especially adolescents.

1.2 Statement of the Problem

The researcher observed that in technological advancing countries such as Nigeria, some people argue that the traditional family base upon a married biological father and mother and their children is turning to be a burdensome task instead of a pleasurable function. Some others think there should be freedom of choice, self-fulfillment, and equal respect for all kinds of families. It was claimed that women and children did not need men, and are, often better off without them. Sometimes it is said that families were not breaking down, they were just changing; that the most important thing for children was their parents' happiness and self-fulfillment, thus restructuring

the family type that the children would suffer few negative effects of divorce and family disruption.

However, anecdotal evidence and self-report data suggested that children seem to become progressively self-conscious and concerned with other people's opinion as they go through puberty and the period of adolescence. If their emotional and social dispositions is affected it may result to lack self confidence and being apprehensive about their immediate environment, (Steinberg, 2005). According to William (2003), Adolescents most of the time behave irrationally to people, situations and even to their parents because of the adolescence period that is characterized with a lot of mood swings. It could be devastating if the homes which they come from are not homely, loving and comfortable for them; this influences their social and emotional behaviors.

In Nigeria, there is limited available statistic information on single-parent and two parents' families, but practical experiences and newspaper reports show that there is an increase of single parents and children living in single parent households in Nigeria, although the two parent families still out numbered the single parent families, (Nwachukwu 1998). The influence of industrialization and urbanization has affected the cultural system of the society consequently, the issue of single parenting is becoming more

alarming in most developed countries of the world this could also be a reflection of Nigeria situation. According to Hope for the family development Initiative (HFDI 2009), Nigerian children from single parent homes are faced with several challenges and difficult conditions. Ogundele (2007) noted that single parent homes contributed significantly to child abuse and neglect among parents in Nigerian homes, where children are forced to hawk or engage in unwholesome activities.

The care given to adolescents is very vital to achieve a desired purpose in life. When parent are not able to meet up with their marital and parental responsibilities, the necessary developmental areas of the adolescent life which are educational, physical and most importantly emotional and social behaviors could be retarded, (O'Neill ,2002).

The impact of family structure can not be over emphasized on the social and emotional behaviors of adolescents which have a great influence on their educational and physical attainment; therefore the researcher finds it very necessary to study how the family structure affects the social and emotional behavior of adolescent students.

1.3 Objective of the Study.

The main objective of the study is to determine the impact of family structure on the social and emotional behavior of senior secondary school adolescents in Kaduna state.

The specific objectives are to:

1. compare the social behavior of senior secondary school adolescents from dual parent families and those from single parent families in Kaduna state.
2. compare the emotional behavior of senior secondary school adolescents from dual parent families and those from single parent families in Kaduna state.
3. identify the social behavior of senior secondary school adolescent from single (father) families and those from single (mother) families in Kaduna state.
4. identify the emotional behavior of senior secondary school adolescent single (father) families and those from single (mother) families in Kaduna State.
5. compare the data obtained from the respondents' and the social (psychomotor) domain scored by their teachers.

6. compare the data obtained from the respondents' and the emotional (affective) domain scored by their teachers.

1.4 Research Questions

The research sought to answer the following questions:

1. To what extent is the social behavior of senior secondary school adolescents in dual parent families different from those in single parent families in Kaduna state?
2. What is the difference in the emotional behavior of senior secondary school adolescents from dual parent families and those from single parent families in Kaduna state ?
3. To what extent is the social behavior of senior secondary school adolescents from single (father) families different those from single (mother) families in Kaduna state?
4. What difference is there in the emotional behavior of senior secondary school adolescents from single (father) families and those from single (mother) families in Kaduna state?
5. What is the relationship between data obtained from the respondents and the social (psychomotor)domain scored by their teachers in Kaduna state?

6. What is the relationship between the data obtained from the respondents and the emotional (affective) domain scored by their teachers in Kaduna state?

1.5 Null Hypotheses

The following null hypotheses are formulated at 0.05 level of significance.

1. There is no significant difference between the social behavior of senior secondary school adolescents from dual parent families and those from single-parent's families in Kaduna state.
2. There is no significant difference between the emotional behavior of senior secondary school adolescents from dual parent families and those from single-parents families in Kaduna state.
3. There is no significant difference between the social behavior of senior secondary school adolescents from single (father) families and those from single (mother) families in Kaduna state.
4. There is no significant difference between the emotional behavior of senior secondary school adolescents from single

(father) families and those from single (mother) families in Kaduna state.

5. There is no significant relationship between the data obtained from the respondents and the social (psychomotor) domain scored by their teachers in Kaduna state.
6. There is no significant relationship between the data obtained from the respondents and the emotional (affective) domain scored by their teachers in Kaduna state.

1.6 Significance of the Study.

Based on the understanding of the researcher, most of the researches conducted in this area have shown the academic performance of students from the two family structures. Studies have been carried out on the pains and trauma of adolescents from single parent's homes, likewise, the health related issues of adolescent from single parents homes encounter. The significance of this study is as follows;

- The study help the body of knowledge determine the extent at which family structures affect the emotional and social behaviors of adolescent students.
- The outcome of the study will assist teachers understand that the social and emotional behavior of adolescent students is based on their family

structure, therefore enhancing teachers and students relationship for a better teaching and learning process.

- This study will educate dual and single parents on the social and emotional behavior of their adolescents, and hence, encourage acceptable and discourage any unacceptable behaviors.
- This study can help to restrain any parent opting for divorce or separation due to marital challenges, understand the negative impact it could have on the social and emotional behavior of their adolescents. This will make them not to blame the society, teachers or people around for the errors of their children.
- The study will support the Social policy makers to make recommendation that will protect the social and emotional interest of adolescents.
- The study will guide adolescents on how family structures influence their emotional and social behavior, thus, serve as a guide not to make any form of marital mistake that could affect their generation.
- In addition, the result will serve as a term of reference for future researches.

1.7 Basic Assumptions of the Study.

The study is based on the following assumptions that:

1. Adolescent students from dual parent families are more emotional behaved compared to those from single- parent families in Kaduna state.
2. Adolescent students from single-parent families are more predisposed to poor social behavior than students from dual parent families in Kaduna state.
3. Adolescent students raised by single-parent (mothers) could have the same level of social behaviors with those raised by single-parent (fathers) in Kaduna state.
4. Adolescent students raised by single-parent (mothers) possibly will have the same emotional behavior with those raised by single-parent (fathers) in Kaduna state

1.8 Delimitations of the study.

The study was delimited to a comparative assessment of the emotional and social behaviors of adolescent students from single-parent and dual parent families. The study was delimited to boys and girls of senior secondary schools partly, because at this stage they are at their mid adolescents stage which is associated with so many social and emotional change. Also at this stage they are still under the custody of their parents. The study covered senior secondary schools within the three senatorial

districts in Kaduna state. The schools used were Government owned Boarding and Day senior secondary schools. The study did not include single-parent families formed as a result of parental death as this is not subjected to individual choice. The scope also included students affective and psychomotor domain scores obtained from the class teachers, for 2010/11 academic calendar.

CHAPTER TWO

REVIEW OF RELATED LITERATURES

This chapter reviews the literatures that are related to the study.

The reviewed are discussed under the following sub-headings;

- 2.1 Theoretical Framework
- 2.2 Family Structure
- 2.3 Concept of Adolescence
- 2.4 Adolescent Social Behaviors
- 2.5 Adolescent Emotional Behaviors
- 2.6 The Stress Faced During The Adolescent Period.
- 2.7 The Responsibility of Parents to Their Adolescents
- 2.8 Parenting Style.
- 2.9 Parenting the Adolescents
- 2.10 Effect of Dual Parenting on Adolescent Behaviors.
- 2.11 Effect of Single Parenting on Adolescent Behaviors.
- 2.12 Empirical Studies
- 2.13 Summary of Literature Reviewed

2.1 Theoretical Framework

This study anchors on some scientific proven theories that explain how behaviors in human are influenced by people, situation or environment. Social Learning Theory posits that people learn from one another, via observation, imitation, and modeling. Bandura (1964) noted that adolescent learn through observing others' behavior, attitudes, and outcomes of those behaviors. Most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action. Social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences.

The necessary conditions for effective modeling of behaviors according to Bandura are:

1. Attention — various factors increase or decrease the amount of attention paid. Includes distinctiveness, affective valence, prevalence, complexity, functional value. One's characteristics (e.g. sensory capacities, arousal level, perceptual set, past reinforcement) affect attention.

2. Retention — remembering what you paid attention to. Includes symbolic coding, mental images, cognitive organization, symbolic rehearsal, motor rehearsal
3. Reproduction — reproducing the image. Including physical capabilities, and self-observation of reproduction.
4. Motivation — having a good reason to imitate. Includes motives such as a past (i.e. traditional behaviorism), promised (imagined incentives) and vicarious (seeing and recalling the reinforced model)

Bandura believed in “reciprocal determinism”, that is, the world and a person’s behavior cause each other. He suggested that behavior causes environment, therefore the behaviors determine the kind of environment or home where people live. Later, Bandura soon considered personality as an interaction between three components: the environment, behavior, and one’s psychological processes (one’s ability to entertain images in minds and language).

Social learning theory was used in this study to examine the relationship between parent’s marital situation and their adolescents behavior. The relevant aspect of the social learning theory to this study is , the behavior of the parent determine the type of family structure they create for their

children ,as adolescents learn more through observations' and role modeling. Therefore the necessary measures to make adolescents exhibit positive behaviors everywhere they go should be introduced by the parents by them being to their children a good role model of emulation..

Theoretically, one can hypothesize that the type of family environment an adolescent comes from influences the behavior exhibited. The family has relationship with the adolescent behaviors; therefore portraying right qualities help adolescents to lives well.

2.2 The Family Structure

The family is a very important aspect of any living thing .According to Kamerman (2003), one of the primary functions of the family is to produce and reproduce persons, biologically and socially. e. Family structure, like society at large, has undergone significant changes. Most of the time when a person imagine of the definition of a family, the figure of a mother, father and children is what comes into the mind. Structures are the substantial make up of the members in relationship to each other without respect to roles and function. There are famous four types of a family's structure

namely; Nuclear, Single Parent, Extended, and Childless, according to (Toby 2000).

- The first structure from the four types is the Nuclear family. A nuclear family consists of a mother, father, and their biological or adopted descendants, often called the traditional family. It can be a fostering environment in which to hoist children as long as there is love, time spent with children, emotional support, low stress, and a constant economic upbringing.
- The second structure is the Single-Parent family. It is one most outstanding transformed family, from the four types of family structure. Children are most likely to live in a single-parent structure for reasons other than the death of a parent. One of the most luxurious things for a single-parent is child care. Single families frequently have less pressure compared to the pressure in nuclear families. Usually parents and children are more eager to work together with each other to find solutions to solve household chores and needs in single-parent families.
- The third family structure is the Extended Family. It consists of more than parents and children; it may be a family that includes parents, children, cousins, aunts, uncles, grandparents, foster children. At times children are raised by their grandparents when their biological parents

have died or no longer can take care of them. Extended families can be found all over the world in different communities and countries. In the four types of structure nuclear family is more probable to become an extended family than any other family type.

- The fourth and last structure from the four type of family structure is the Childless Family. A childless family is basically a group of people from all variety of backgrounds and all walks of life who, for whatever reason, have never had children. Others will perhaps have children at sometime in the future, but are not prepared just yet, and some sought to have children but were unable to because of a variety of social and/or biological forces.

The distribution of family structures vary among countries with the proportions of couple-only families and single parent families with dependent children increasing, while proportion of couple families with children and extended relatives decreasing. Cropley, (2002), between 1991 and 2000, there was a decrease in number of nuclear families units with an increase in single parent families units in the USA, and a similar trend was observed in Australia between 1976 and 2001, Bureau USC(2005). For the period between 1979 and 1998, there was a decline in number of couples with dependent children from 31 to 23% and an increase from 4 to 7% in

single parent families in the UK. In Japan, there was an increase in single-person households from 1990 to 2005, (Canberra, 2004). The trend in family structures in developing countries are also varying, with extended family structures being replaced by nuclear families resulting in increases in number of elderly people living alone (Quah, 2005).

2.3 Concept of Adolescence.

The adolescence period is the transitional stage between childhood and adulthood that move forward from a child to an adult Nauret, (2009). Hence, adolescence period is a transitional period, where an individual reaches to the physical maturity. According to National Middle School Association (NMSA) (2007), adolescence is a distinct period of human growth and development situated between childhood and adulthoods. During this remarkable stage of the life cycle, young adolescents (10 to 15years) experience rapid and significant developmental change. Adolescents are characterized by their diversity as they move through the puberty growth cycle at varying times and rates.

According to Hudson and Gray (1986), this period distinguished among males and females quite evidently by developing sexual characteristics. However, the secondary sexual characteristics become visible during prepubescent period. In the prepubescent period, a female

may begin to develop her breast buds around the age of 8 years, which take the mature shape with full breast development during late adolescent phase. Apart from that, pubic hair growth - armpit and leg - has been observed during 9 to 10 years, where the distribution pattern becomes prevalent at the age of 13 to 14 years. Another significant physical change that occurs in adolescent females is the menarche. In general, the menarche occurs after 2 years of prepubescent changes. A male penis size reaches to its adult size around 15 -16 years of age. They also stated that occurrence of nocturnal emissions is around every 2 weeks interval consisting of seminal fluid which may define the onset of puberty among male adolescents. This typically occurs during the age of 13 years to 17 years. A contemporaneous brisk of growth in height is noticed between ages of around 10.5 to 11 years and 16 to 18 years, with a peak period characterized around the age of 14 years. Another significant change according to Hudson and Gray (1986), in males is the changes in voice which is usually parallel to penis development, whereas the occurrence of nocturnal emissions corresponds with the peak period of height spurt.

In the area of intellectual development Fulmer (2007), stated that, young adolescents are in period of transition from concrete thinking to abstract thinking and they prefer active over passive learning

experiences Adolescents are curious and have a wide range of intellectual pursuit but few are sustained later in life. Adolescent especially during the early adolescent period are inquisitive about adults, often challenging their authority and always observing them. In the area of moral development, Fulmer (2007) stated that adolescents are generally idealistic, desiring to make the world a better place and to become socially useful. Adolescents often show compassion for those who are downtrodden or suffering they also have special concern for animals and the environmental problems that our world faces. They are moving from acceptance of adult moral judgments to development of their own personal values; nevertheless, they tend to embrace values consonant with those of their parents, (Fulmer 2007).

Steinerg (2005), noted that anecdotal evidence and self report data suggest children seem to become progressively self conscious and concern about people as they go through puberty and the period of adolescent and the emotional and social context of adolescents is markedly different to that of children and adult. Relationship with peers, family and society goes through distinct changes during this time. The school context at this time has an intensive socialization process on these adolescents, (Berzonsky and Adam 2003).

2.3 Adolescents Social Behaviour.

From both cultural and sociological perspective, adolescence period is considered as a transitional standardized human developmental phase, which is crucially important to every human identity and society as a whole,(Sarkar 2007). The family is the center of social life for children. Social development refers to a person's capacity for more mature interactions with individuals and groups. Adolescents have a strong need to belong to a group with peer approval becoming more important as adult approval decreases in importance (Scales, 2003).The development of the social behavior of the adolescent prepare them to live among their fellow individual. Parent characteristics play an important role in the socialization of the adolescent. This need often results in fierce loyalty to peer groups . Friendships, positive peer relationships, and social interactions can boost young adolescents' self-esteem. As young adolescents mature socially, they often experience opposing loyalties to peer group and family. Wiles, (2006) noted that as adolescents search for a social position within their peer group, they may experiment with slang and alternative behaviors. Young adolescents tend to emulate esteemed peers or non-parent adults and prefer to make their own choices, yet the family remains a critical factor in final decision-making. According to Scales (2003), described the attitude of young adolescents that

they may be rebellious to parents and adults, while they still depend on them. Adolescents also tend to test the limits of acceptable behavior and often challenge adult authority. He further stated the feelings of adult rejection can drive young adolescents into the somewhat secure social environment of their peer group.

Social maturity often lags behind physical and intellectual development. Consequently, young adolescents may overreact to social situations, ridicule others, and feel embarrassment Scales (2003). Young adolescents are also socially vulnerable due to influences of media and negative interactions with adults. Levy (2009), stated that during adolescence, the peer group begins to replace the family as the child's primary social focus. Peer groups are often established because of distinctions in dress, appearance, attitudes, hobbies, interests, and other characteristics that may seem profound or trivial to outsiders. Initially, peer groups are usually same-sex but typically become mixed later in adolescence. Peer groups assume an importance to adolescents' life because they provide validation for the adolescent's tentative choices and support in stressful situations.

The radical and dynamic changes both at physical and psychological level throughout the adolescent period make it typically distinct from other phases of development. An adolescent, irrespective of gender, experiences

an individualized form of self consciousness, sensitivity about the surrounding environment and an increased concern over one's own body image along with excruciating evaluation between own self and peers. An important aspect of the psychosocial development contributing to the, adolescence period is adolescent egocentrism. According to Sarker (2008), adolescent egocentrism included a belief system carried by adolescents that makes them to consider as special and unique individual that will accomplish a new psychological abilities. Adolescent egocentrism is characterized with an imaginary audience with an increased self consciousness. Adolescents consider that the people in their surrounding areas, especially peers, observe their activities and appearance.

Resnick, & Blum, (1997) stated that adolescence possess an increased interest in their thoughts and behavior, therefore take much time on thinking about themselves, as they consider that other peoples are doing the same thing. Typically, at the toddler period a child experiences separation from parents, this eventually materializes during adolescent period with a typical increasing involvement with peer group. As a result, social development shifts off the primary mode of interaction governing the adolescent's world from family to peers. The close interpersonal relationship within family structure has been corroborated as the most significant defensive aspect that

contributes against specific high-risk behaviors like smoking, alcohol and drug abuse, and premature commencement of sexual intercourse (Resnick, & Blum, 1997).

2.5 Adolescent Emotional Behavior

For some people, the changes associated with adolescence conjure up pictures of strong emotions, a developmental period characterized as a time when teens become moody and negative. According to Steinberg (1999), emotional development continues once children reach adolescence. Emotions have often been used to define the period of adolescence, During adolescence, emotional and psychological development is characterized by the quest for independence and identity formation. It is a time when young adolescents seek their own sense of individuality and uniqueness. They are searching for an adult identity as well as adult acceptance, while striving to maintain peer approval .As young adolescents' affiliation base expands to include family and peers, feelings of conflict arise because of competing allegiances Wiles,et.al (2006). Scales, (2003) noted that adolescents search for identity and self-discovery may exacerbate feelings of vulnerability as they become increasingly attuned to the differences between self and others. Typically, the period of early adolescence is intense and unpredictable, as adolescents have a tendency to be moody, restless, and may exhibit erratic

and inconsistent behavior including anxiety, bravado, and fluctuations between superiority and inferiority. They are also often self-conscious, prone to lack self-esteem, and are highly sensitive to criticism of their perceived personal shortcomings. Emotionally-charged situations may trigger young adolescents to resort to childish behavior patterns, exaggeration of simple occurrences, and vocalization of naive opinions or one-sided arguments. Furthermore, Scales, (2003) stated that adolescents emotional variability also puts young adolescents at risk for making decisions with negative consequences young adolescents are apt to believe that their experiences, feelings, and problems are unique.

Most adolescents cope with the changes in emotion in positive ways. When emotional stress does arise, it often is the result of adolescents' conflicts with their parents. These conflicts frequently occur because adolescents are striving to make independent choices and do not agree with parents' requests and opinions as readily as they did when they were younger. At this period the emotional behaviors is marked by changes that are relatively brief and not typically associated with long-term adjustment problems (Steinberg, 1999). The normative timing of these changes has just begun to be more clearly established and most of these tend to occur at the

onset of adolescence. First, there are relatively sudden changes in both positively- and negatively-valence affect.

Resnick et.al (1997) emphasized that, adolescents experience less positive emotions .The emotional landscape of a young adolescent becomes complex not just with an increase in emotional intensity but with a comprehension of mixed emotions as well. Most significantly, the incidence of dysphonic or depressed moods radically increases, especially for girls as their social aspects of emotion expression and regulation become more developed .There are increases in the ability to mask emotions as well as in the use of emotion to manage relationships, their social referencing aspects of emotion become highly attuned. According to Rosenblum (2003), in the early adolescence, there is sharp increase in the awareness of other's perception of their personality, and therefore shame, as well as more daily fluctuations in self-esteem occurs. Emotions and emotion regulation in adolescence are often considered simply as more mature than childhood but less mature than adulthood. However, most evidence points to adolescence as being qualitatively distinct.

2.6 The Stress Faced During The Adolescent Period.

It has been rightly indicated that the most part of the turbulent of adolescence is associated with stressful events, which are largely caused by

family variables. Nauert , (2000) described the nature and structure of family to a large extent has been associated with the causation of stress among adolescents. This is particularly in case of the adolescents of single parent families. This situation mainly exists due to family variables such as the nature and structure of the families. According to Kendra (2007) the adolescents develop psychological independence from their parents and it is evident that the children's relations with the parents are clearly related to the individual differences in father's characteristics in number of domains, particularly in the cortex of behavior.

Hetherington (2002) stated that in order to develop proper adjustment process, the adolescents dependent relationship of childhood must be altered as they near the Independent strata needed in the adolescent stage. On the other hand, stress is inevitable due to the fact that during this shift parents and adolescents are often at contrast in life views with one another. The other cause of adolescence stress is centered on the reason that the parents still see the need to exert control over the children. As they regard their adolescents as dependent and immature to face the challenges that are common to them during this period. Whereas the adolescents feel they are treated like an infant and prefer to think of themselves as adults most commonly through disobeying their parents rules this could be say to be a

defense behavior. Hetherington (2002) stated that this pattern of behavioral interaction between the adolescents and parents invariably leads to stressful events.

The outcome of this stress, which gets perpetuated further lead to the situations where the interaction between parents and their children are found to becoming every time argumentative and hostile. An adolescent may viewed his parent opinion as old fashion while on the other hand, he develop a feeling that the dependent relationship of childhood period is to be abandoned for he to secure and have a independent free life for the adolescents, these views are obviously attractive; but not considering their level of maturity and intelligence for acting independently will lead to stress during the adolescence period. Maccoby (1992) noted that, parents should realize the transition of adolescent to adult independence is not a sudden one and they should not feel that they may loss control over night as the adolescents need to remain dependent dissipates gradually and continuously. He further stated that when the struggle for emotional independence in adolescents takes its form in hostility, belligerence and perhaps some mild delinquency and the conflict will be very stressful for both parents and adolescents.

Kendra (2007), cited that decision making is another important area in which adolescents stress is very well associated. The adolescents who have no say in the family decision making process are bound to be rebellions and show negative importance to the decisions of the parents. Adolescent stress is also associated with the problems of generation gap. The notable point is that today's adolescents are inalterably opposed to the attitudes and values expressed by their parents' generation and conversely, that parents are antagonistic to adolescent's peers, who are viewed as anti social or anti – establishment. This so called generation gap leads to inevitable conflicts and hostility between parents and adolescents, because neither side understands the other. Whether adolescents have positive or negative attitudes about their parents and whether they accept their parent's ideals as valid, all depend to a large extent on whether they see their parents as caring, responsible and reliable. However it is worthwhile to note that the occurrence of major life transitions is often a source of stress for young people. Their ability to cope with significant life events will reflect on their own sense of personal self worth and on their ability to cope with life subsequent stress.

Kendra (2007) caution that not all life events are universally stressful as wide individual differences exist , for example a change in schools to some adolescents may look forward to the change and see it in a positive

light, while others may see it on a negative light. This is to say not all significant life events affect all adolescents in the same way. The effect of significant life events depends on how important they are to the individual, (Healy and Stewart, 1984).

2.7 Parent Responsibility to Their Adolescents

The role of parents in the family and the society in general cannot be over-emphasis because child-care is one of the most important roles perform by the parents. Nigerian parents care much about their children; they inculcate the norms and values of the society into their children. They guide and monitor them in their educational, moral, educational and career development. Children are totally dependent on parents for survival Amato (1993). According to Owuamanam, (1997), childhood is the time when we as individual first make sense of and understand objects in the world, forge our first social bonds, and first learn how to express and read basic human emotions. In childhood, individual personalities and social styles also first develop. It is parents who escort children through all these dramatic "firsts". These developmental dynamics are closely tracked by parents, parents shape their and also the parenting process.

In the view of many social theorists, the child's first relationships with parents set the tone and style for all of the child's later social relationships.

Christian women magazine stated that adolescents who receive from their parents' decent education encourage them in their studies and it make them to have a proper career guidance and counseling. It is a biological fact that human children do not and cannot grow up as solitary individuals therefore; parents should provide a stable background for their adolescents, (White 1996). Parenting constitutes an all-encompassing ecology of a child's development. Mothers and fathers, as well as siblings, other family members, and even children's daycare providers guide the development of children through many direct and indirect means. The father and mother of a child are normally responsible for structuring the universe of their child's life experiences. Bornstein (1998) stated that nurturant, material, social, and didactic care giving are very vital to human, even if they vary in their instantiations or emphases with different aged children or in different ethnic groups or locales. Nurturant care giving meets the biological, physical, and health requirement of children. Parents are responsible for promoting children's wellness and preventing their illness. Parents in virtually all higher species nurture their young, providing sustenance, routine care, protection, supervision, grooming, comfort, and the like. Nurturance is prerequisite to children's survival and well-being, (Bornstein, 1998).

Material care giving includes the ways in which parents provision, organize, and arrange the child's physical world, including home and local environments. Adults are responsible for the number and variety of inanimate objects (toys, books, tools) available to the child, the level of ambient stimulation, the limits on physical freedom, and the overall safety and physical dimensions of children's experiences. The amount of time children spend interacting with their inanimate surroundings rivals or exceeds the time children spend in direct social interaction with parents or others. (Bornstein 1998). Social care giving includes the variety of visual, verbal, affective, and physical behaviors parents use to engage children emotionally and manage their interpersonal exchanges. Rocking, kissing, tactile comforting, smiling, vocalizing, and play illustrate parent-child interpersonal interactions.

The effects of poor parenting may show up in the teen years, adolescents generally become involved in wrong activities and attitudes, (Owuamanam, 1997). Through positive feedback, openness and negotiation, listening, and emotional closeness, parents can make their children feel valued, accepted, and approved of. Social care giving includes helping children to regulate their own affect and emotions, and influencing the communicative styles and

interpersonal repertoires which bring adolescent to form meaningful and sustained relationships with others. (Bornstein, 1998).

2.8 Parenting Style.

Developmental psychologists have long been interested in how parents impact child development and behaviors. However, finding actual cause-and-effect links between specific actions of parents and later behavior of children is very difficult. Some children raised in dramatically different environments can later grow up to have remarkably similar personalities. Conversely, children who share a home and are raised in the same environment can grow up to have astonishingly different personalities than one another. Despite these challenges, researchers have uncovered convincing links between parenting styles and the effects these styles have on children, Baumrind,(1967). Further research however suggested the addition of a fourth parenting style (Maccoby & Martin, 1983). These styles are:

2.8.1 Authoritarian-Parenting

In this style of parenting, children are expected to follow the strict rules established by the parents. Failure to follow such rules usually results in punishment. Authoritarian parents fail to explain the reasoning behind these rules. If asked to explain, the parent might simply reply, "Because I

said so." These parents have high demands, but are not responsive to their children. Authoritarian parents are not warm, stress rigid adherence to the rules they set (obey-just because we, the parents, are setting the rules), emphasize the power of their role, and use physical punishment for transgression According to (Baumrind 1991), these parents "are obedience- and status-oriented, and expect their orders to be obeyed without explanation"

2.8.2 Authoritative-Parenting

Like authoritarian parents, those with an authoritative parenting style establish rules and guidelines that their children are expected to follow. However, this parenting style is much more democratic. Authoritative parents are responsive to their children and willing to listen to questions. When children fail to meet the expectations, these parents is more nurturing and forgiving rather than punishing. This style of rearing is marked by parental warmth, the use of rules and reasoning (induction) to promote obedience and keep discipline, non-punitive punishment (e.g., using "time out" or "grounding" instead of physical punishment), and consistency between statements and actions and across time. Baumrind (1991), suggests that these parents "monitor and impart clear standards for their children's conduct. They are assertive, but not intrusive and restrictive. Their

disciplinary methods are supportive, rather than punitive. They want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative".

2.8.3 Permissive-Parenting

Permissive parents, sometimes referred to as indulgent parents, have very few demands to make of their children. These parents rarely discipline their children because they have relatively low expectations of maturity and self-control. According to Baumrind (1991), permissive parents "are more responsive than they are demanding. They are nontraditional and lenient, do not require mature behavior, allow considerable self-regulation, and avoid confrontation" Permissive parents are generally nurturing and communicative with their children, often taking on the status of a friend more than that of a parent. Permissive parents do not show consistency in their use of rules, they may have a "laissez-faire" attitude towards their child's behaviors (i.e., they may either not attend to the child or let him or her do whatever he or she wants), and they may give the child anything he or she requests; their style may be characterized as being either more of a peer or, instead, as an independent "observer" of their child. Indeed, because of the diversity of behavioral patterns that can characterize the permissive parenting style, Maccoby (1983) proposed that this approach to parenting can

best be thought of as two distinct types: which are Indulgent (e.g., "If my child wants something, I give it to her") and neglectful (e.g., "I really don't know what my child is up to. I don't really keep close tabs on her").

2.8.4 Uninvolved-Parenting

An uninvolved parenting style is characterized by few demands, low responsiveness and little communication. While these parents fulfill the child's basic needs, they are generally detached from their child's life. In extreme cases, these parents may even reject or neglect the needs of their children.(Maccoby,1992).

2.9 Parenting the Adolescents.

In a study of about 10,000 high school students, adolescents whose parents are accepting, firm, and democratic achieve higher school grades, are more self reliant, less anxious and depressed, and less likely to engage in delinquent behavior than are youth with parents using other rearing styles (Steinberg, 1991). Moreover, adolescents with authoritative parents are more likely to have well-rounded peer groups, that is, groups that admire both adult as well as youth values and norms, e.g., academic achievement, school success and athletics social popularity, respectively. In turn, youth with uninvolved parents had peer groups that did not support adult norms or

values, and boys with indulgent parents were in peer groups that stressed fun and partying.

2.9.1 Parent-Child Relationship in Adolescence

There are a range of behaviors and associated emotions exchanged between parents and their adolescents. Some of these exchanges involve positive and healthy behaviors and others involve the opposite behavior. Some of the outcomes for adolescent development of these exchanges reflect good adjustment and individual and social success, whereas other outcomes reflect poor adjustment and problems of development. As it is true for all facets of human development, there is diversity in the nature and implications of parent-child relations in adolescence, according to (Wilson 1998).

2.9.2 Parental Influences on Adolescents Emotional and Social Development.

As adolescent grow up, there are many aspects of their lives which influence and affect their development and behaviors. One of the most important facets during this time period of development is the parental

figures in their life. They play a large role in the social and emotional behaviors a child which proceeds from childhood to late to late adulthood. The way a parent socializes may have a slight amount to do with their genetic makeup, but due to the child's interactions with and observations of, the parents contribute more to the social and empathy related development than heredity does, (Zhou 2002). A parent, who shows concern and compassion for their adolescent, will help their child develop a high level of self esteem. According to Halloran (2002) a national longitudinal study on adolescent health found that parental connectedness including feelings of warmth, love, and caring from parents was protective against many adolescent health risks including emotional health. It has been proven that children feel better about themselves when they know their parents are interested in their lives and what they do; Also parents play a vital role in the socialization of the adolescent. Parents have the task of directing the behavioral development of adolescents towards the desired normative emotional and socially valued goals, (Odu 2008). When children observe their parents emotions, they feel that that is how they should be reacting as well. Parents need to take their adolescents into consideration before themselves at times, and often they don't do that.

A research was carried out and it was found that children take their parents problems into themselves and worry about it just as much as the parent, even if it doesn't involve them therefore are not to blame their children for their own wrongs,(Cytryn & McKnew, 1996). This is a common problem families face during a divorce or separation, children believe it is because of them and therefore it is their problem to deal with, even though in most cases it has nothing to do with them. The emotions adolescents' exhibits influence how they deal with social interactions as well. Not only do the emotions of the parents affect how adolescents will deal with their own emotions, but social behaviors are also passed on through observation, (Halloran, 2002).

2.10 Effect of Dual Parenting on Adolescents Behaviors

The two-parent family has traditionally been assumed to offer a better environment for the children's development than a single-parent family. Lidz (1983) noted that the family is the key social institution which nurtures many of the socialization processes of children. It has been argued that a child models him/herself parent of the same sex, but regards the parent of opposite sex as basically a "love object", whose affection and approval are sought by identifying with the parent of the same sex, (Lidz 1983). However, the traditional two-parent family or dual parent family is that

which the biological parents maintain their marital union and joint custody at least until the child reaches adulthood. Over the past 35 years, the proportion of children from developed countries being raised in two-parent homes has dropped significantly from about 85 percent in 1968 to 70% in 2002.

2.10.1 The Emotional Behaviors of Adolescent from dual families.

Children growing up in intact families engage in more adolescent accepted behaviors, which help their grades and test scores. Dawson (1991), found that adolescent from both biological parents did better in a number of well-being. Adolescent from this home are approximately 10% at the risk “of receiving moderate injury or harm as a result of child maltreatment;” and less than 10% at the risk “of being endangered by some type of child abuse or neglect. They are 65% less likely to suffer mental health emotional disorders, (Fagan,2008). Intact families are also the safest possible environment for children. These adolescents are less likely to suffer serious abuse or being harmed by physical abuse or neglect. A child from homes where the father and the mother are present will be well taken care of and socialized in the best way possible (Ortese, 1998). This is due to the fact that the process of socialization depends on both parents playing complimentary

roles in bringing up the child. Such a child is likely to achieve self-actualization later in life.

Adolescent of intact married families also tend to have superior outcomes educationally than those of alternative family structures because they have a better stable emotion. Family structures substantially influence outcomes such as high school dropout rates, high school graduation rates, and age at first pregnancy; adolescents from intact families are significantly less likely to drop out of school (Fagan, 2008). Studies comparing the effects of family structure on educational attainment in the U.S. and Sweden showed a fascinating result. In both countries, children living in -intact families did better educationally, such that each additional year a Swedish or an American child spends with both parents increases the child's overall educational attainment by approximately one-half year (Bornstein, 1998)

The intact married family confers numerous and unrivalled benefits upon children. It is the safest and most nurturing environment for young people, as evidenced by the comparable educational and social benefits associated with it, as well as the dangerous negative consequences associated with its absence. These material differences play out in very concrete ways. Adolescent children in an always single family structure are twice as likely to have poor health as those in an intact married family. According to the

Department of Health and Human Services (HHS) UK, the children of single parent also have approximately 80% greater risk of suffering serious injury or harm from abuse or neglect,(Fagan 2000).

2.10.2 Social Behavior of Adolescent from dual families

Socialization of adolescent depends on both parents playing complimentary roles than peers or environment .Such a child is likely to achieve self-actualization later in life. Adolescent from dual-parent homes are less likely to suffer deprivation and denial of some rights and opportunities. Salami (1998) viewed that adolescents' from dual homes are usually associated with less anti-social behaviors. The effect of the present of a second parent is good enough for the social developmental behavior of the growing adolescent.

As early as age three, children's ability to adapt to classroom routines appears to be influenced by their parents' marital status. For instance, three- and four-year-old children growing up with their own married parents (or in an "intact" family) are three times less likely than those in any other family structure to experience emotional or behavioral problems such as attention deficit disorder. Overall, children living with their own married parents have fewer social behavioral problems. The present of both parents causes a child

to feel secured and courageous to face their challenges, and find it easier to be a friend and make friends from their age group,(Dawson 1991)

2.11 Effect of Single Parenting on Adolescents Behavior.

The concept of the single-parent family is used when a family is formed of one custodial parent and a number of dependent children. In the past, death of a parent was more likely to disrupt families than was divorce (Amato 1994). Nowadays, a single-parent family is usually formed after parental divorce. The increase of the proportion of children living only with their mothers is accounted for mainly by a rise in the proportion of children living with the divorced mother, although there has also been a dramatic rise in the proportion of children born to never-married mothers (Bumpass, 1990). The family is the first place where children learn life skills and get ready to be part of the larger society. Parents are the first resources of unconditional love, emotional support, material security and cultural skills for children.

A situation where one parent take full responsibility for all these leads this family unit to fall apart and the consequences are devastating for the children. According to the released by the U.S. Census Bureau of August, 2007, there are approximately 13.6 million single parents in the United States today, and those parents are responsible for raising 21.2 million

children (approximately 26% of children under 21 in the U.S. today). Approximately 84% of custodial parents are mothers, and 16% of custodial parents are fathers .Of the mothers who are custodial parents: 44% are currently divorced or separated, 33% have never been married and 22% are married (In most cases, these numbers represent women who have remarried.) while 1% were widowed. Of the fathers who are custodial parents: 5% are divorced or separated.24% are currently married (In most cases, these numbers represent men who have remarried.)18% have never married while 1% was widowed.

Although this statistic will not be exactly the same with the country in focus, it could be said that something similar could be the situation of the country and many other developing nations. Many studies have documented the effects of single parenting on children and almost all of them have concluded that children of such parents suffer from both immediate as well as long-term emotional and psychological problems. Added to these are the loss of familiar resources and a certain lowering of economic standards. The result is greater levels of anxiety and grief which may be manifested as psychological, behavioral as well as physical problems. Some of the important ways in which this parenting structure affects adolescent behaviors' are highlighted as follow.

2.11.1 Emotional behavior of Adolescent from single Parent Families

The family is the first and most important emotional support structure for children. When this falls apart, children are bereft emotionally and the initial feelings are of extreme loneliness and abandonment. There is a feeling of great loss with acute sadness and confusion. The loss of a parent makes them feel emotionally as well as physically insecure and afraid of being discarded just like the parent who has gone away. Some children may in fact continue to experience emotional problems several years after, according to Wallenstein (1991). Teachers commonly describe children from single parents as more hostile, aggressive, anxious, fearful, hyperactive and distractible than children from intact families (Nwachukwu, 1998). It is difficult for children to grasp or appreciate how parents can stop loving each other and go their own ways in cases of divorce or separation. The result is increased anxiety on the part of the children over a possibility of their own abandonment. Almost inevitably children of separated parents feel that somehow the divorce is their fault. They think that the parent who left did so because of them or because he/she does not love them anymore. Girls in fact feel the loss of a father directly and emotionally and often believe that this rejection by their father is because they are not pretty enough or smart enough. Children/Adolescents who experience conflict and are under this parenting

structure suffer from serious emotional difficulties, living in shame, their sense of self undermined and with little confidence in the future. They are anxious, living in fear and waiting for the next violent episode to occur (Jaffe, 2000). Adolescents can react either by running away or becoming involved in delinquent behaviors or trying to take on responsibility for keeping the peace and ensuring the safety of their family. Emery ,(1998) stated that adolescents from other single parent families have more psychological challenges as compared to those suffering the death of a parent. These children suffer from a debilitating loss of self-esteem and think that they are worthless or bad. Adolescent are also likely to go into depression, unable to deal with the acute feelings of loss and grief.

Dawson (1991) stated that broken homes suffer from higher rates of suicide of children than stable families. Often the parent with whom the children are left is too busy coping with his/her own feelings of pain or betrayal. This leads to further feelings of loneliness and abandonment and older children may respond by rebellious and defiant behavior with an increased tendency to break rules and test limits within the family as well as the larger society The sense of grief, anxiety and abandonment faced by children when their parents' divorce may be manifested in certain physical symptoms as well. Regular patterns of sleep and appetite may be disturbed

while teenagers may fall prey to destructive food habits like anorexia and bulimia. Several previous studies have suggested that children from single-parent families are likely to be in poorer health compared with other children. The risk of accidental injuries and infections, in particular, seems to be elevated among children from single-parent families. The risk increase seems to vary from two- to over three-fold (Roberts,1994). Low income, poor housing, lack of supervision as well as stress and insecurity of a single-parent in child rearing have been suggested as explanations of increased risk of accidents and hospitalization of children in single-parent families.

Adolescents from single-parent families also had more somatic complaints (aches and pains, palpitations, nausea, dizziness, difficulties falling asleep, irregular bowel function, and heartburns) than other adolescents. But according to some studies the difference was apparent only for females. Furthermore, the risk of hospitalization due to intoxication was found to be higher among adolescents (aged 11 to 16 years) from single homes than adolescents from intact families .

2.11.2 Social behavior of Adolescent from single Parent Families

Adolescents from single parent families may have a tough time building and maintaining other relationships. They may have trouble getting along with members of the own family or bonding with their peers Burnett (1993). When they grow up, such children may have difficulty in committing to or maintaining long-term relationships. Also children from single parent homes have greater chances of succumbing to teenage pregnancy, promiscuity and marital problems than adults who came from stable homes. Adolescent from single parent families seem to have a lot of problems in the area of discipline and many such adolescent have been found to be involved in alcoholism, smoking, drug addiction, cultism and other form of negative behavior (Odu 2008). Peterson and Zill (2006) discovered that children living with parents of opposite sex were especially prone to problem behaviors. Maccoby (2007), found no significant differences between sex of custodial parent and child's adjustment. It has also been argued that the differential impact of broken home/divorce on children may be linked to parenting styles- particularly with regard to the issue of discipline. Heath and MacKinnon (1999) found that mothers on boys were a high predictor of the child's competent social behavior. Furthermore, custodial fathers and mothers have been found to differ in their

parenting style, with fathers much less likely to become involved in coercive exchanges with boys than mothers. The very small number of father custody families and the very selective nature of this arrangement compared mother custody families means that these studies must be interpreted with a great deal of caution .

The experience of single parenting also affects the performance of children at school. Feelings of loss and anxiety caused by the separation of parents many cause younger kids to suffer from exhaustion and lack of concentration while older children may be more prone to absenteeism, falling grades and unruly behavior at school, according to DeBoer (2001). Salami (1998) is of the view that adolescents' from-broken homes are usually associated with anti-social behavior and poor academic records. The problem of deprivation of a second parent is bad enough but when the remaining parent cannot cope with the resultant problems a tragic situation arises. In such a situation, the child becomes a misfit in the society. These adolescents are also more likely to repeat a grade and drop out from school while in college they may struggle with lower grades and lack of self-discipline. Agbo, (1997) noted that children from single-parenting homes exhibit lower self-esteem, lower achievement motivation, lower tolerance for delay of gratification and lower academic achievement than those from

intact homes where both father and mother are present. Families where there is loss in the stability family structure may lead children to feel rudderless. As they no longer find role models in their parents. This may lead kids in their teens to experiment with drugs, gangs and engage in other kinds of delinquent behavior. A study found that seventy percent of long-term prison inmates grew up in broken homes (Bush, 2000).

Amato (1991), found that children from single parent families were on an “average” worse off than children from intact marriages. These adolescent showed many of the classic problems of single parenting families like negative self-image, problems with peers as well trouble getting along in their own families. Hetherington’s(2002), found out that while many children of single parents, in their adult years, looked back on their parents’ divorce as a painful experience, most of them had been able to have careers and intimate relationships with a degree of success.

According to Wofl (2000), a single parent might not often think of being a single parent family as a bonus for their adolescent, because there have been many sacrifices along the way, and plenty of times when parents wished things were different. However, there are some positive effects of single parenting that could be attributed to their adolescents at this stage of their lives.

Wofl (2000), stated that parent spending quality one-on-one time with their children allows the development of a unique bond that may actually be *stronger* than it would have been if you were not a single parent, as they experience the joys and frustrations of one-parent home life, they become more loving, communicative and supportive. They are mutually dependent upon one another. This creates an especially strong parent-child bond. Adolescents who grow up in single parent homes learn that their parents work hard to provide therefore children in one-parent homes have realistic and cautious views of marriage and family life.

According to Raplh (2003), Adolescents in single parent homes know how very difficult it is to keep a family going. Their experiences can give them a healthy respect for marriage and relationships. They may plan to delay marriage and to select a mate very carefully. They may also realize that they should prepare themselves to be capable of supporting a one-parent family both emotionally and financially for they know this is a real possibility.

Ralph (2003) noted that children and parents in single parent homes develop self-reliance. Because the children have only one resident parent and that parent is probably employed, they will often be at home alone. As long as safety concerns have been addressed, children can learn to enjoy

being on their own and can take care of their own needs. Being able to be content alone as well as with other people is a value adjustment. These family also develop self-concepts are strength. Initially, many single parents and their children experience a severe drop in their economic and social standings as well as in self-concepts as most experience guilt feelings and a sense of hopelessness. However, overcoming their negative concept is in itself, a proof of inner strength (Benokraitis ,2007). Ralph(2003), noted also that adolescents in single parent families gain a special understanding of adults. They are aware their parents do not have a spouse, the adolescent is often confided in and they develop empathy and an ability to comfort their parent. As long as the parent doesn't go over-board and expect the child to take care of all their emotional needs.

2.12 Empirical Studies

The researcher reviewed journals and theses reports from internet and came up with the following related empirical studies on this topic.

Ewumi, (2009) investigated the effect of family type, size and structure of university students emphatic functioning in Ijebu Ode Local Government Area of Ogun state in Nigeria. The objectives of the research were to investigate if the influence of some family factors on students emphatic functioning, and to determine the impact of family size, structure and family type on student emphatic functioning. The research design used was ex-post factor. The sample size comprised of hundred male and hundred female undergraduates from four department of the college of applied education. The students were randomly selected and the total sample size used was two hundred. The research instrument used for the data collection was 28 item interpersonal questionnaires. A 5-point likert – type response scale was used. The data was analyzed using the analysis of variance statistics. Frequency table was used to identify the population perception of the respondent. The study found out that student emphatic functioning would not be influence by the size of their family. It also stated that students from different family structure would differ in emphatic functioning. The research

study investigated that students from intact families had a high mean scores on empathic functioning compared to the students from single families.

The similarity of the previous study with the current study is that both seems to discuss on how the family structure influences the behaviors of adolescents, the former focused on the empathic behaviors of youth, the present study focused on the emotional and social behaviors of adolescents. Both research studies employed the use of Analysis of variance to test the significant level at both 0.05. However the difference between the two studies are, the previous study investigated both variables of family size and family structure, while the present study concentrated on the family structure. The sample size of the previous research work was 200 students both male and female –university students, however the present study sample size was 370 respondents from secondary schools in Kaduna State.

Another study was carried out by Eweniyi (2008), on the impact of family structure on student's academy performance in Ogun state. The aim was to fine out the academic performance of students from single homes and those two parent family. The research was also aimed at finding the academic performance of the both gender from the both type of homes. The research design used was descriptive, the sample consisted of 240 students drown from the Faculty of Law, Science ,Education ,Art, Medical science

and Social science Faculties in Onabisi Onaboye University Ayo-Iweye in Ogun state. 120 students from single parent home and 120 from two parent families were the population size. The data was collected using counseling Achievement grade form. The statistical tool used to analyze the data was t-test, and the formulated Null hypothesis was tested at .05 levels level of significant.

The result indicated that there was a enormous difference in the academic performance of students from single parent family than those from two parent families, with a calculated t-value of (4.63) greater than the critical t-value of (1.96). The result also stated that there was a great difference of the academic performance of the both sex from single and two parent home, However it was observed that the age limit of the students used as sample were not indicated. The finding covered tertiary institution which the academic performance of each student varied, because of the difference course of choice.

The research study looked on the academic performance of university students from single and intact family in Ago-Iwoye Ogun state. The present study looked on the emotional and social of adolescent from single and two parent families. The studies both used descriptive design and questionnaire .The previous research used 240 subjects but the present study used 370

respondents sample size. The previous study was conducted in Ago-Iwoye in Ogun state, but the present study was in Kaduna state, although both are in Nigeria. The previous study used guidance and counseling grade forms but the present study used both questionnaire and students affective assessment results.

Gail (2003) reported a research conducted by Lot (2002) on the sexual behaviors of adolescents of secondary school. The aim was to determine whether family structure either polygamous or monogamous is associated with sexual activity among school students in Nigeria. A cross sectional survey design was employed for the study. The population used for the sample was 4,218 students from 39 school within Plateau state. However, only 2,705 students were used in the analysis of the study data. Students between the ages of 12-21 years were the age limit used. Multistep logistic regression was used in analyzing the data. The result of the data showed that 34% of the respondents have ever had sexual intercourse, 41% of these students reported to be from polygamous family, while 28% of these students were said to be from monogamous family. The result indicated that students from polygamous family structure were likely to engage in sexual activities than students from monogamous family structure.

Lot (2002) research showed that students sense of connectedness to their parents and schools, decrease the likelihood of sexual activity among Nigeria adolescent. The researcher observe that the instrument used to collect the data was not mentioned and a stronger statistical tool could have been used to ascertain the influence on family structure on adolescent behaviors, as other factors could make an adolescent to be sexual exposed before becoming an adult. However, the research study was clearly stated and straight forward.

The similarity of the previous study and the present research showed that both focused on adolescents' students from secondary. They were also common, as both focused on the family structure. The difference here is the previous research dealt with polygamous group, while the present research studied single parent families and the intact parent families of both monogamous and polygamous homes.

Another study was conducted by Alawode, (2000) on the influence of single parenting on the academic achievement of adolescent in Osun state. The objectives were to investigate single parenting effects on the academic achievement of the adolescent and also to find out the influence of gender and religion on adolescents academic achievement in secondary school. It

was also aimed at determining the difference of the academic achievement of adolescent from single homes and those from intact homes in Osun state.

The sample size comprised of 50 students from intact homes and 50 students from single homes of both Muslim and Christian background. 5 schools were randomly selected from Ejigbo Local Government Area in Osun state. The total sample size was one hundred (100) with the student age range of 13 –19yrs with a mean of 15.3 standard deviation. The research instrument used for the data collection was the academic records of the students in Mathematics and English examinations also with questionnaires. Descriptive statistic was employed; tallies and frequency tables were also used to identify the respondent perceptions. Students T-test statistics was used to analyze the data collected. The findings of the study reviewed that there was a high scores on the academic performance of students from intact homes than those from single parenting homes. The result of the research also stated that there was a significant difference between the academic achievements of girls from single parenting homes than boys from single parenting homes. The result obtained was there is no significant difference between the academic achievement of Christians and Muslims adolescent from single parenting homes.

Alawode studied the influence of single parenting in the academic achievement of adolescent in Osun state. The current study found out the emotional and social behavior of adolescents from single parenting homes and dual parenting homes in Kaduna state. The present study shared similarity with Alawode's study as both study used adolescent from secondary schools within the age range of 13 – 17years. Descriptive survey was employed in his research and same was employed for this present research using student T-test to test the difference between variables. The major differences in the two studies are Alawode study used both academic records of the student and questionnaires as the research; the present study used both archival records of the students and questionnaire. The previous study used a hundred respondent as the sample size, the present study used 370 respondents. The previous study was carried out in one Local government area; the present study was carried out within the three senatorial district of Kaduna state. The researcher observed that the data collected percentages was not used in the process of analyzing the data .Further more the sample size used was small compared to the populations.

Mojtabaie (2000) carried out a comparative study of stress of Adolescents living with single parent and both parents in Islamic Azad University Roudehen branch, India. The research study was aimed at

exploring stress among adolescents living with single parent and to compare their stress with adolescents living with both parents. Data were collected from adolescents' age group of 12 to 15 years from different high – school of Poona city in India. The sample consisted of 100 male and female adolescents living with both the parents, and 96 adolescents from single parent families which consist of 62 male and female adolescents living only with mother and 34 male and female adolescents living only with father. General Information questionnaire developed by the researcher and stress scale for students was administered. Mean and standard deviations for variables and multivariate analysis of variance and two – way analysis of variance for each stress level score was employed.

The conclusion was that there is a relationship between the type of family and the level of stress experiences by the adolescents, as the adolescents of single parent families experienced higher level of stress than adolescents of both parents families, also the adolescents of only father families experienced higher level of home stress than the adolescents living with only mother families, females experienced higher level of stress than males except in the area of school stress. Type of family is related to the level of stress experienced by the adolescents as the level of stress experienced by the adolescents living with single parent was higher than the

adolescents living with both parents. Adolescents living with only father families experienced higher level of home stress than adolescents living with only mother families. Females experienced higher level of stress than males except in the area of school stress.

The major differences between the two studies are that previous study used a sample size of 292 adolescent from single and two parent homes, the current research used a sample of 370 adolescent from both two parent families and single parent family. The past research focused on the stress faced by adolescent from both homes but the present research studied the behavioral attitude of adolescent from both single and two parent homes. The population of the study for the previous research was the adolescent student within the age range of 12-15 years in Poona city India, while the current study covered the adolescent population within the age range of 14-18 years in Kaduna state of Nigeria. The previous study used a general questionnaire and a stress scale instrument to collect their data whereas the current study used both questionnaires and the affective record scale of the student to collect the data needed.

The previous study was analyzed with two way Analysis of Variance and a one-way multivariate analysis, the current research analysis the data collected with independent t-test and person correlation coefficient

measurement. The researcher noted that the similarities between the two studies are, family structure was used as variable to determine its effect on the adolescents. The research of the previous study was on a secondary school within a big city. It could have been of great benefit if more than one secondary school was used of the population sample. Also it was observed that the research design used was not indicated. However the study was well explained statistically

2.13 Summary of Related Literatures

This Chapter defined parenting structure and the influence it has on the adolescent boys and girls social and emotional behavior. The Literature reviewed explains that family structure is basically divided into either a one parent family or two parent family. Both of these families have ways of influencing children that are raised in such homes especially the adolescent children which are at their developmental stage, physically, socially and emotionally. This chapter discussed how parenting style also influence the behavior of adolescents. The range of behaviors and association emotion exchanged between parent and adolescent differ from homes. Those with a positive and healthy behavior towards their adolescent influence these children to have a good attitude to their parent and the people around them. The behavior is not limited to a particular family structure alone; however

because of the economic challenges and other issues of life the single parent families have a contrary influence in the emotional and social behaviors of their adolescent. Making these adolescent from single homes to suffer inward and outward damage as to when compare with adolescent from intact parents families

The review explained that adolescent from single apparent families show more anxiety and the feeling of being unwanted. This is more common among the adolescent girls, as they feel more emotionally unstable because of the absent of one parent particularly the father. The emotional behaviors of adolescent from single families shows a regular pattern of sleep and appetite which could lead to a destructive food habit, compared to adolescent from intact families. The review further explain that although the adolescent from intact homes have more advantage over those from single homes because of the presence of the both parents, adolescent from single homes could possess some unique ability to bear burden and be financially more able to help in providing for the family needs. They also possess the virtue of sharing and comforting their parent in the circumstances they find themselves, thus make them closer to their parent. Also, from the experience of the background which they hail from most these adolescent are conscious of the kind of friends they keep so as not to repeat the mistake of their

parent. The related literature on the past studies on the influence of family structure on adolescent behaviors were reviewed and compared with the present study in terms of their similarities and differences. The Researcher was compelled to investigate more on the behaviors of these two categories of adolescents to compare their social and emotional behaviors since no any documented study has been done on these two important aspects of the human behavior.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter dealt with the design and methodology used for this study. The main focus of this chapter is discussed under the following sub-headings;

- 3.1 Research Design.
- 3.2 Population for the Study
- 3.3 Sample Size and Sampling Procedure.
- 3.4 Instrument for Data Collection.
 - 3.4.1 Validity of Research Instrument.
 - 3.4.2 Pilot study
 - 3.4.3 Reliability of the Instrument
- 3.5 Procedures for Data Collection
- 3.6 Procedures for Data Analysis

3.1 Research Design.

Descriptive research design was used for this study. Ekeh (2003), stated that descriptive research design is used to describe an event, situation or phenomenon as it is at the time of study. Survey method of research is concerned with generalized statistics resulting when data are obtained from a large number of cases. Since the study is on family structure and the behavior of adolescents, descriptive survey method was therefore considered appropriate for this study.

3.2 Population for the Study

The population for this study comprised of adolescents in senior secondary schools within Kaduna three senatorial districts namely, Kaduna North, Kaduna South and Kaduna Central all within Kaduna state. The total population was six thousand nine hundred and sixty three (6963) from twelve (12) public senior secondary schools randomly selected. The population of the public senior secondary schools in each of the senatorial district within Kaduna state is shown in Table 3.1.

Table 3.1 Population of the Study

| SENETORAL DISTRICT | SCHOOL NAME | CLASS | | | | | TOTAL |
|-----------------------|------------------------------------|----------|--------|-----|-----|--------------|-------------|
| | | TYPE | GENDER | SSI | SS2 | SS3 | |
| Kaduna North | Barewa College | Boarding | M | 204 | 177 | 210 | 519 |
| Kaduna North | Gov't Secondary School | Day | M/F | 197 | 220 | 250 | 663 |
| Kaduna North | Gov't Girls Secondary Sch, Zaria | Boarding | F | 193 | 185 | 187 | 565 |
| Kaduna North | Yusuf Aboki, Memorial Shika | Day | M/F | 250 | 222 | 215 | 687 |
| | | | | | | | |
| Kaduna Central | Gov't Sec, Sch kakuri | Day | M | 210 | 216 | 198 | 624 |
| Kaduna Central | Saudana Memorial College | Day | M | 188 | 178 | 182 | 546 |
| Kaduna Central | Gov't Secondary Sch. Ungwan ma'azu | Day | F | 220 | 201 | 197 | 618 |
| Kaduna Central | Gov't Secondary Sch. Kawo | Day | F | 180 | 176 | 188 | 544 |
| | | | | | | | |
| Kaduna South | Gov't Secondary Sch. Kwoi | Boarding | F | 176 | 183 | 196 | 555 |
| Kaduna South | Tafawa Balewa College Kataf | Boarding | F | 180 | 164 | 150 | 494 |
| Kaduna South | Gov't Secondary Sch. Kagoro | Day | M/F | 220 | 210 | 196 | 626 |
| Kaduna South | Gov't Day Secondary Sch. Fada | Day | M/F | 170 | 163 | 189 | 522 |
| | | | | | | | |
| | | | | | | TOTAL | 6963 |

SOURCE: Ministry of Education, Statistics Department, Kaduna (2010).

3.3 Sample Size and Sampling Procedure.

The sample size for this study was determined based on Krejcie and Morgan, (1970) table of method of sampling shown in Appendix II. A total of three hundred and seventy (370) respondents were selected.

A multistage sampling method was used to select the sample for this study

First stage: twelve (12) public senior secondary schools were randomly selected from the three Senatorial districts

Second stage: a proportional sampling was used to select the number of students from the selected schools.

Third stage: a stratified random sampling was used to select the students from the senior secondary classes (SS1 to SS3).

Therefore, three hundred and seventy (370) students were selected from the twelve (12) public senior secondary schools in Kaduna state and a proportional stratified simple random to size were used to selected the students from the senior schools, in order to give every member of the population equal chance of being included in the sample (Miles, 2001).

Table 3.2 Samples Size for the Study

| SENATORAL DISTRICT | SCHOOL NAME | CLASS | | | | | TOTAL | SAMPLE SIZE |
|-----------------------|-----------------------------------|----------|--------|-----|-----|--------------|-------------|-------------|
| | | TYPE | GENDER | SSI | SS2 | SS3 | | |
| Kaduna North | Barewa College | Boarding | M | 204 | 177 | 210 | 519 | 28 |
| Kaduna North | Gov't Secondary School | Day | M/F | 197 | 220 | 250 | 663 | 35 |
| Kaduna North | Gov't Girls Secondary Sch, Zaria | Boarding | F | 193 | 185 | 187 | 565 | 30 |
| Kaduna North | Yusuf Aboki, Memorial Shika | Day | M/F | 250 | 222 | 215 | 687 | 37 |
| | | | | | | | | |
| Kaduna Central | Gov't Sec, Sch kakuri | Day | M | 210 | 216 | 198 | 624 | 33 |
| Kaduna Central | Saadana Memorial College | Day | M | 188 | 178 | 182 | 546 | 29 |
| Kaduna Central | Gov't Secondary Sch. Ungun ma'azu | Day | F | 220 | 201 | 197 | 618 | 33 |
| Kaduna Central | Gov't Secondary Sch. Kawo | Day | F | 180 | 176 | 188 | 544 | 29 |
| | | | | | | | | |
| Kaduna South | Gov't Secondary Sch. Kwoi | Boarding | F | 176 | 183 | 196 | 555 | 30 |
| Kaduna South | Tafawa Balewa College Kataf | Boarding | F | 180 | 164 | 150 | 494 | 26 |
| Kaduna South | Gov't Secondary Sch. Kagoro | Day | M/F | 220 | 210 | 196 | 626 | 32 |
| Kaduna South | Gov't Day Secondary Sch. Fada | Day | M/F | 170 | 163 | 189 | 522 | 28 |
| | | | | | | | | |
| | | | | | | TOTAL | 6963 | 370 |

Source: Ministry of Education, Planning, Statistics Department, Kaduna (2010)

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$$\text{Example 1 } \frac{519}{6963} \times \frac{100}{1} = 7.5\% = \frac{7.5}{100} \times \frac{370}{1} = 28 \text{ respondents}$$

$$\text{Example 2 } \frac{663}{6963} \times \frac{100}{1} = 9.5\% = \frac{9.5}{100} \times \frac{370}{1} = 35 \text{ respondents}$$

3.4 Instrument for Data Collections.

The instruments used for the data collection for this study were:

- a. Questionnaire
- b. Student's social and emotional archival behavioral records that is based on teacher assessment of the affective and psychomotor domain.

A. Questionnaire

The questionnaire was in close-ended form. It was divided into two sections. Section "A" consists of Demographic data of the individual respondent such as name of school, sex, age, family type. Section "B" was subdivided into two sections, B1 with 20 items on the social behavior answered research question one and three while B2 with 16 items on the emotional behavior answered research question two and four. The response format was in modified three-point scales namely; Always, Often, Occasionally with a rating scale of 3, 2, and 1, respectively.

B. Student's Affective and Psychomotor Records.

These are the teachers assessment based on the student's social and emotional behavioral performances for 2010/2011 academic year. The

archival records are the continuous assessment terminal reports sheets of the student's affective and psychomotor domain behavior.

3.4.1. Validity of the Instrument.

The questionnaire drafted for this study was given to three experts in family and child development of the rank of Senior Lecturers and Readers, also a Statistical Analyst to vet. The corrected questionnaire was used for the pilot study to ascertain the validity and reliability of the instrument for the study.

3.4.2 Pilot study

The questionnaire was subjected to a reliability test. The objective of the pilot study was to determine the reliability coefficient of the designed questionnaire, assess the ease with which the students will respond to it, and evaluate its ability to fulfill the objective of the study. The pilot study was conducted in two schools in Soba Local Government Area. The reason for choosing these schools in the Local Government Area were based on the fact that the schools are government approved schools and they were proportionally representative of both male and female adolescents in senior secondary schools which are either from single or dual parent family.

A total of 35 of questionnaire were administered to the students in Girls Science Secondary School and Government Technical School Soba Local

Government Area. All copies of the questionnaire were filled and returned within two weeks with help of research assistants.

3.5 Reliability of the Study

The data collected from the pilot study were statistically analyzed for the purpose of reliability co-efficient by using Guttman option of split-half and Spearman –Brown reliability co-efficient method. The result of reliability co-efficient of alpha level of .966 was obtained. These reliability co-efficient were considered adequate for the internal consistencies of the instrument, going by Spiegel and Steven (1990). According to them an instrument is considered reliable if the reliability lies between 0 and 1 and the closer the calculated reliability co-efficient is to zero, the less reliable is the instrument and the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. This therefore confirms the reliability of the instrument used in this study as fit for the main work.

3.6 Procedure for Data Collection

The researcher with the help of trained research assistants administered the copies of questionnaire to the respondents in their various Schools. The researcher used the services of researcher assistants in each school to make the work easier as the schools were in different locations.

Prior to administering the questionnaire, the questionnaires were numbered according to the student's class register for easy identification of the respondents by fore Master/Mistress. This enabled class Master or Mistress to assess the respondents based on their affective and psychomotor performance. After two weeks the researcher went round to collect the completed questionnaire and the archival record score from the researcher assistant from each school.

3.7 Procedure for Data Analysis

Data collected were analyzed in tabular form using appropriate statistic analysis. Descriptive statistics involving frequency, percentages, means and standard deviation were used for the demographic variables. For Null Hypotheses 1 to Hypothesis 4 , independent t-test was used because of the independent variables involved (single/ dual parent) and (social /emotional behavior) at 0.05 level of significance. Null hypothesis 5 and 6 were tested at 0.05 level of significance using Pearson Product Moment correlation because it relates scores from two factors, (teachers and respondents).

CHAPTER FOUR

DATA PRESENTATION

This chapter contains the statistical analysis of the data collected from the students and their teachers, in relation to the study on the impact of family structure on the social and emotional behavior of Senior Secondary School students in Kaduna State. The data analyzed and interpreted were based on the responses collected from the questionnaire and the student's archival record from their teachers.

The chapter is divided into sections; mainly section one described the bio-data, sections two, answered the research questions and section three tested and interpreted the Null hypotheses. Section four presented the discussion of findings while the last section five presented the summary of major findings.

4.1 ANALYSIS OF DEMOGRAPHIC CHARACTERISTICS OF THE SUBJECTS

Table 4:1:1 Distribution of respondents by age in years

| Age in years | Frequency | Percentage % |
|---------------------|------------------|---------------------|
| 14 – 15 | 43 | 11.6 |
| 16 – 17 | 196 | 53.0 |
| 18 – 19 | 131 | 35.4 |
| Total | 370 | 100 |

Table 4:1:1 reveals that students of age 16 – 17 were the majority with 53% of the sample, followed by age 18 – 19, 35.4 %. Age 14 – 15 were the fewest with only 11.6%

Table 4:1:2 Distribution of respondents by their family structure

| Family structure | | Frequency | Percentage % |
|------------------------|-------------------------|------------|--------------|
| Dual families | | 264 | 71.4 |
| Single families | Living with only father | 34 | 9.1 |
| | Living with only mother | 72 | 19.5 |
| Total | | 370 | 100 |

Results of Table 4:1:2 revealed that 264 of the respondents representing (71.4%) lived with both parents, while 106 respondents representing (28.6%) lived with single parent; 72 (19.5%) and 34 (9.2%) respondents lived with only their mothers and fathers respectively.

4.2 Answers to Research Questions

Research Question 1: To what extent is the social behavior of adolescent students from dual parent families different from those from single parent families?

Table 4:2:1 Shows the weighted score of respondent's social behavior

| | Dual | | | | Total | Mean | Single | | | |
|--|-----------------|----------------|-------------|------------|-------|-----------|-----------|-----------------|---------------|-------------|
| | Always f (3) | Often f (2) | Occ f(1) | Total | | | Mean | Always f (3) | Often f(2) | Occ f(1) |
| 1. I easily get along with others | 141 423 | 95 190 | 28 28 | 641 | 2.43 | 26 78 | 51 102 | 29 29 | 209 | 1.97 |
| 2. I obey my parents and teachers rules and regulations promptly and happy | 176 528 | 66 132 | 22 22 | 682 | 2.59 | 28 84 | 36 72 | 42 43 | 198 | 1.87 |
| 3. I help to perform house hold duties and responsibilities. | 163 489 | 73 146 | 28 28 | 663 | 2.51 | 75 225 | 26 52 | 5 5 | 282 | 2.66 |
| 4. I do not fight to defend my rights through bullying and violent act. | 181 543 | 83 166 | 50 50 | 759 | 2.88 | 17 51 | 51 102 | 38 38 | 191 | 1.80 |
| 5. I ask other students for school materials. | 139 417 | 80 160 | 45 45 | 622 | 2.36 | 26 78 | 51 102 | 29 29 | 209 | 1.97 |
| 6. I pay attention when lesson is on in the class | 178 534 | 55 110 | 31 31 | 675 | 2.56 | 87 27 | 53 106 | 24 24 | 217 | 2.05 |
| 7. I accommodate other people behavior | 168 504 | 66 132 | 30 30 | 667 | 2.52 | 57 18 | 42 84 | 45 45 | 186 | 1.76 |
| 8. I am polite to my senior in school. | 169 507 | 66 132 | 29 29 | 668 | 2.53 | 25 75 | 45 90 | 36 36 | 201 | 1.89 |
| 9. I am generous with my school materials. | 172 516 | 69 138 | 33 33 | 687 | 2.60 | 32 96 | 50 100 | 24 24 | 220 | 2.08 |
| 10. I read textbooks and Educational materials that are of benefit to me. | 184 552 | 58 116 | 22 22 | 690 | 2.61 | 33 99 | 34 68 | 39 39 | 206 | 1.94 |
| 11. I am punctual to school. | 181 543 | 55 110 | 28 28 | 681 | 2.58 | 67 201 | 16 32 | 23 23 | 256 | 2.24 |
| 12. I play with my siblings and friends | 171 513 | 70 140 | 23 23 | 676 | 2.56 | 32 96 | 26 52 | 48 48 | 196 | 1.85 |
| 13. I enjoy school activities | 163 489 | 74 148 | 27 27 | 664 | 2.52 | 36 108 | 48 96 | 22 22 | 226 | 2.13 |
| 15. I act friendly to get other people attention. | 155 465 | 66 142 | 43 43 | 640 | 2.42 | 44 132 | 30 64 | 31 31 | 226 | 2.13 |
| 16. I attend social gathering | 148 444 | 74 148 | 42 42 | 634 | 2.40 | 40 120 | 35 62 | 34 34 | 217 | 2.05 |
| 17. I love to dress beautiful and smart | 156 468 | 67 134 | 41 41 | 643 | 2.44 | 34 102 | 38 68 | 37 37 | 208 | 1.96 |
| 18. I love watching romantic movies | 129 387 | 84 168 | 51 51 | 606 | 2.29 | 20 60 | 49 54 | 31 31 | 183 | 1.73 |
| 19. I feel free to discuss personal issues with my parent. | 154 462 | 68 136 | 42 42 | 640 | 2.42 | 31 93 | 31 62 | 44 44 | 199 | 1.88 |
| 20. I am present during class lessons | 83 249 | 46 92 | 35 35 | 376 | 1.42 | 50 150 | 32 48 | 32 32 | 230 | 2.17 |

*Occ;- occasional

Decision rule: A mean score of 2 shows positive social or emotional behavior while below 2 is regarded as negative behaviour.

In analyzing this question, the data collected were analyzed using the mean score. The figure findings are shown in table 4:2:1

Table 4:2:1 indicate that, of the 20 indices of adolescent social behavior, 95% of the adolescents from dual parent families scored a mean of 2 and above. This shows that 95% of these adolescent from dual families exhibit positive social behavior. 45% of adolescent from single parent families scored a mean of 2 and above, showing that only 45% of them exhibit positive social behavior. Therefore the social behavior of adolescent students from dual parent families differs greatly from the social behavior of adolescent students from single parent families.

Research Question 2: What is the difference in the emotional behavior of adolescent students from Dual and single parent families?

Table 4:2:2 Shows weighted scores of respondent's emotional behavior

| | Dual | | | | | Single | | | | |
|---|-----------------|----------------|--------------|-------|------|-----------------|----------------|--------------|-------|-------------|
| | Always f (3) | Often f (2) | Occ f (1) | Total | Mean | Always f (3) | Often f (2) | Occ f (1) | Total | Mean |
| 1. I tolerate other behaviour | 133 399 | 115 230 | 36 36 | 665 | 2.52 | 15 45 | 71 142 | 20 20 | 207 | 1.95 |
| 2. I am calm and relaxed | 145 435 | 98 192 | 21 21 | 652 | 2.47 | 22 66 | 55 110 | 29 29 | 205 | 1.93 |
| 3. I have good will towards others | 147 441 | 45 90 | 22 22 | 553 | 2.09 | 15 45 | 60 120 | 31 31 | 196 | 1.85 |
| 4. I trust others | 106 318 | 122 244 | 36 36 | 598 | 2.27 | 23 69 | 58 92 | 25 25 | 210 | 1.87 |
| 5. My family condition disrupts my sleep | 62 186 | 98 196 | 104 104 | 486 | 1.84 | 43 129 | 34 68 | 29 29 | 226 | 2.13 |
| 6. I feel happy and excited | 148 444 | 100 200 | 16 16 | 660 | 2.50 | 23 69 | 46 92 | 37 37 | 198 | 1.87 |
| 7. I love to be with my parents and siblings | 160 480 | 75 150 | 29 29 | 659 | 2.49 | 32 96 | 41 82 | 33 33 | 211 | 1.99 |
| 8. I have self confidence when talking to others | 141 423 | 95 190 | 28 28 | 641 | 2.43 | 32 96 | 41 82 | 33 33 | 211 | 1.99 |
| 9. I am easily frighten | 99 297 | 93 186 | 72 72 | 555 | 2.10 | 43 129 | 49 98 | 17 17 | 244 | 2.30 |
| 10. I am suspicious of people | 105 315 | 110 220 | 49 49 | 584 | 2.21 | 55 165 | 10 20 | 42 42 | 227 | 2.14 |
| 11. I have constant pain in my body | 106 318 | 94 188 | 70 70 | 576 | 2.18 | 40 165 | 56 20 | 40 40 | 272 | 2.57 |
| 12. I feel attracted to the opposite sex | 106 318 | 97 194 | 61 61 | 573 | 2.18 | 16 48 | 38 76 | 52 52 | 176 | 1.66 |
| 13. I am passionate about my friends feeling | 116 348 | 112 222 | 36 36 | 608 | 2.30 | 14 42 | 67 134 | 25 25 | 201 | 1.89 |
| 14. I encourage and promote people ideas | 131 393 | 108 216 | 25 25 | 634 | 2.40 | 23 69 | 56 112 | 27 27 | 208 | 1.96 |
| 15. I feel easily irritated | 99 297 | 38 76 | 127 127 | 500 | 1.89 | 42 296 | 56 112 | 58 58 | 296 | 2.79 |
| 16. I am patient with people | 132 396 | 108 216 | 24 24 | 636 | 2.41 | 15 45 | 71 142 | 26 26 | 213 | 2.01 |

*Occ;- occasional

The result on Table 4:2:2 analyzed the emotional behavior of adolescent students from dual and single parent families. The findings were: 88% of adolescent students from dual parent families showed a positive emotional behavior with a mean score of 2 and above. While, 38% of adolescent students from single parent families exhibited positive emotional behavior with a mean score of 2 and above. Hence there is a striking difference between the emotional behavior of adolescent students from dual parent families and those in single parent families

Research Question 3: To what extent is the social behavior of adolescent students from single (father) families different from adolescent from single (mother) families?

Table 4:2:3 Shows the weighted scores of respondent's social behavior from single parent families

| Item | Single Father | | | | | Single Mother | | | | |
|---|---------------|-------------|-----------|-------|------|---------------|-------------|-----------|-------|------|
| | Always f (3) | Often f (2) | Occ f (1) | Total | Mean | Always f (3) | Often f (2) | Occ f (1) | Total | Mean |
| 1. I easily get along with people | 5 15 | 17 34 | 12 12 | 61 | 1.79 | 21 63 | 34 68 | 17 17 | 148 | 2.06 |
| 2. I obey my parents and teacher rules and regulation promptly | 2 6 | 11 22 | 21 21 | 49 | 1.44 | 26 78 | 25 50 | 21 21 | 149 | 2.07 |
| 3. I help to perform household duties and responsibilities | 1 3 | 30 60 | 3 3 | 66 | 1.94 | 25 75 | 42 84 | 5 5 | 164 | 2.28 |
| 4. I do not fight to defend my right via bullying and violent acts. | 1 3 | 28 56 | 5 5 | 64 | 1.88 | 16 48 | 23 46 | 33 33 | 127 | 1.76 |
| 5. I asks other students for school materials | 6 18 | 21 42 | 7 7 | 67 | 1.97 | 20 60 | 30 60 | 22 22 | 142 | 1.97 |
| 6. I pay attention when lessons are on in class | 1 3 | 29 58 | 4 4 | 65 | 1.91 | 28 84 | 24 48 | 20 20 | 152 | 2.11 |
| 7. Accommodate other people behaviour | 2 62 | 11 24 | 21 21 | 65 | 1.43 | 17 32 | 31 47 | 24 24 | 152 | 2.24 |
| 8. I am polite to my seniors in school | 1 3 | 14 28 | 19 56 | 50 | 1.47 | 24 72 | 31 62 | 17 17 | 151 | 2.09 |
| 9. I am generous with my school materials | 5 15 | 17 34 | 12 12 | 61 | 1.79 | 27 81 | 33 66 | 12 12 | 159 | 2.09 |
| 10. I read text books and other education material | 4 12 | 9 18 | 21 21 | 51 | 1.51 | 29 87 | 25 50 | 18 18 | 155 | 2.15 |
| 11. I am punctual to school | 21 63 | 12 24 | 11 11 | 98 | 2.88 | 46 138 | 14 28 | 12 12 | 178 | 2.7 |
| 12. I play with my siblings and friends. | 2 6 | 4 8 | 28 28 | 42 | 1.24 | 30 90 | 28 56 | 14 14 | 160 | 2.22 |
| 14. I accept my mistakes | 9 27 | 7 14 | 18 18 | 59 | 1.74 | 27 81 | 33 66 | 12 12 | 159 | 2.21 |
| 15. I act friendly to get people attention | 14 42 | 6 12 | 14 14 | 62 | 2.00 | 30 90 | 26 52 | 16 16 | 158 | 2.19 |
| 16. I attend social gathering of friends and relations | 10 30 | 4 8 | 20 20 | 58 | 1.71 | 30 90 | 27 52 | 15 15 | 159 | 2.21 |
| 17. I love to dress beautiful and smart | 5 15 | 9 18 | 20 20 | 53 | 1.56 | 29 87 | 25 50 | 18 18 | 155 | 2.15 |
| 18. I love watching romantic movies | 5 15 | 7 14 | 22 22 | 51 | 1.50 | 15 45 | 30 60 | 27 27 | 132 | 1.83 |

| | | | | | | | | | | |
|---|---------|---------|----------|----|------|-----------|----------|----------|-----|-------------|
| 19. I feel free to discuss personal issues with my parents | 9 27 | 7 12 | 18 18 | 59 | 1.74 | 22 66 | 24 48 | 26 26 | 140 | 1.94 |
| 20. I am present during class lessons | 9 27 | 6 12 | 19 19 | 58 | 1.71 | 41 123 | 18 36 | 13 13 | 172 | 2.39 |

Table 4:2:3 Twenty indices of social behavior indicates that 80% of adolescent from single mother families exhibited positive behavior with a mean score of 2 and above. Whereas only 10% of adolescent students from single father families showed a positive social behavior with a mean of 2 and above. Thus, the social behavior of adolescent students from single mother families is largely different from those in single father families.

Research Question4: What difference is there in the emotional behavior of students from single (father) families and students from single (mother) families?

Table 4:2:4 Shows the weighted scores of respondent’s emotional behavior from single parent families

| | Dual parents | | | | | Single parent | | | | |
|--|-----------------|----------------|--------------|-------|-------------|-----------------|----------------|--------------|-------|-------------|
| | Always (f) 3 | Often (f) 2 | Occ (f) 1 | Total | Mean | Always (f) 3 | Often (f) 2 | Occ (f) 1 | Total | Mean |
| 1. I tolerate people behaviour | 5 15 | 17 34 | 12 12 | 61 | 1.79 | 10 30 | 54 108 | 8 8 | 146 | 2.03 |
| 2. I am calm and released | 4 12 | 13 26 | 17 17 | 55 | 1.62 | 18 54 | 42 94 | 12 12 | 160 | 2.22 |
| 3. I have good will towards others | 4 12 | 13 26 | 17 17 | 55 | 1.62 | 15 45 | 45 90 | 12 12 | 147 | 2.06 |
| 4. I trust others | 7 21 | 14 28 | 13 13 | 62 | 1.82 | 16 48 | 44 88 | 12 12 | 148 | 2.06 |
| 5. My family condition disrupt my sleep | 7 21 | 11 22 | 16 16 | 59 | 1.74 | 16 48 | 36 72 | 20 20 | 140 | 1.94 |
| 6. I feel happy and existed | 0 0 | 12 24 | 21 21 | 45 | 1.32 | 22 66 | 34 68 | 16 16 | 150 | 2.08 |
| 7. I love to be with my parents and siblings | 11 33 | 9 18 | 14 14 | 65 | 1.91 | 31 93 | 26 52 | 15 15 | 160 | 2.22 |
| 8. I have self confidence when talking to other | 7 21 | 11 22 | 16 16 | 59 | 1.74 | 25 75 | 30 60 | 17 17 | 152 | 2.11 |
| 9. I am easily frighten | 15 45 | 4 8 | 15 15 | 68 | 2.00 | 20 60 | 25 50 | 27 27 | 137 | 1.90 |
| 10. I am suspicious of people | 1 3 | 13 26 | 20 20 | 49 | 1.44 | 9 27 | 41 82 | 22 22 | 131 | 1.82 |
| 11. I have constant pain in my body | 2 6 | 17 34 | 15 15 | 55 | 1.62 | 8 24 | 11 22 | 7 7 | 53 | 0.74 |
| 12. I feel attracted to the opposite sex | 21 63 | 7 14 | 6 6 | 83 | 2.44 | 10 30 | 31 62 | 31 31 | 123 | 1.71 |
| 13. I am passionate about my friends feeling | 4 12 | 20 37 | 10 10 | 82 | 1.71 | 10 53 | 47 90 | 15 15 | 112 | 1.82 |
| 14. I encourage and promoteothers ideas | 6 18 | 15 30 | 13 13 | 61 | 1.79 | 17 51 | 41 82 | 14 14 | 147 | 2.04 |
| 15.I feel easily irritated | - | 5 10 | 29 29 | 68 | 0.94 | 8 24 | 37 74 | 27 27 | 125 | 1.74 |
| 16. I am patient with people | 2 6 | 17 34 | 15 15 | 55 | 1.62 | 13 39 | 54 108 | 5 5 | 152 | 2.11 |

The result in Table 4:2:4 analyzed the emotional behavior of adolescent students from single father families and single mother families. The findings were: 56% of adolescent students from single mother families showed a positive emotional behavior of the mean score of 2 and above, while 13% of those from single father families showed a positive emotional behavior with a mean score of 2 and above. Therefore there is difference in the emotional behavior of adolescent students from single mother families from those from single father families.

Research Question 5: what is the relationship between respondent’s social (psychomotor) domain scored by their teachers and the social data obtained from the respondents?

Table 4:2:5 Pearson product moment correlation on the relationship between respondent’s social (psychomotor) domain scored by their teachers and the social behavior data collected from the respondents.

| Variables | N | Mean | S.D | Com Index | Df | Sig(p) |
|---|----------|----------------|----------------|------------------|-----------|---------------|
| psychomotor domain (social) behaviour of the students showed by their teachers | 370 | 54.1946 | 11.72679 | .363 | 368 | 0.000 |
| Social behavior of respondents’ | 370 | 46.4332 | 8.52970 | | | |

*N = number of student corr. Index =correlation index df=degree of freedom sig= significant level

The relationship between respondents psychomotor (social) domain scored by the teacher and the social data obtained from respondents is directly related, the level of relationship were at a correlation index level g. 363. As the social behavior scores from the teacher increases, the social behavior scores from the students also increases and vice versa.

Research Question 6: What is the relationship between the data obtained from the respondents and the emotional (affective) domain scored by their teachers?

Table 4:2:6: Pearson Product Moment Correlation on the relationship between respondent’s emotional (affective) domain scored by the teachers and the respondent’s emotional behavior data collected.

| Variables | N | Mean | S.D | Com Index | Df | Sig(p) |
|--|------------|----------------|----------------|-----------|-----|--------------|
| affective domain(social)behavior of the students scored by their teachers | 370 | 55.4216 | 11.37656 | | | |
| | | | | 310 | 368 | 0.000 |
| Emotional behavior of respondents | 370 | 34.9378 | 7.15935 | | | |

*N = number of student corr. Index =correlation index df=degree of freedom sig= significant level

The relationship between respondents affective domain scored by their teachers were directly related to the emotional scores from the students’

responses. In other words, as the scores of the students’ emotional domain by their teacher increases likewise their emotional scores obtained from the students increases and vice versa.

4.3 Testing of Hypotheses: This section deals with the testing of the six hypothesis generated for the study using the appropriate statistical tools and tested at 0.005 level of significance

Hypothesis 1: This null hypothesis states that there is no significant difference in the social behavior of adolescent from dual parent families and those for single–parent families.

Table 4:3:1: Adolescents living in Dual Parents Families and those from Single–Parent Families SOCIAL Behavior.

| Family structure | N | Mean | S.D | S.E | t calculated | t critical | Df | Sig(p) |
|--|-----|---------|---------|--------|-----------------|---------------|-----|--------|
| Adolescents Living in dual parent families social behavior | 264 | 49.6326 | 6.95268 | .42791 | 11.580 | 1.96 | 368 | .000 |
| Adolescents Living in Single parent families’ social behavior. | 106 | 39.8962 | 8.14386 | 79100 | | | | |

The independent t-test statistics used in Table 4:3:1 revealed significant difference between adolescents living with both parents and those

living with only one parent in their social behavior. Reason being that the calculated t value of 11.580 is greater than the critical t value of 1.96; while the calculated sig (p) value of 0.000 is smaller than the 0.05 level of tolerance. The mean scores of 49.6326 and 39.8962 for the social behavior of adolescents living with both parents and those living with only one parent respectively confirms this significant difference. Therefore, the null hypothesis is hereby rejected.

Hypothesis 2: This null hypothesis state that there, is no significant difference in the emotional behavior of adolescents in dual parent families and those in single-parent families

Table 4:3:2 Adolescents living in dual parents families and those from single-parent families EMOTIONAL behavior.

| Single parent family structure | N | Mean | S.D | S.E | T calculated | t critical | Df | Sig(p) |
|--|-----|---------|---------|--------|--------------|------------|-----|--------|
| Adolescents Living in dual parent families' emotional behavior | 264 | 37.0038 | 6.27173 | .38600 | | | | |
| Adolescents Living in Single parent families' social behavior | 106 | 29.7925 | 6.64432 | .64535 | 9.830 | 1.96 | 368 | .000 |

The result in Table 4.3.2 revealed the existence of significant difference between adolescents living with both parent (dual families) and

those living with only one parent (single–parent families) in their Emotional behavior.

As the calculated significance (p) value of 0.000 was less than 0.05 level of tolerance stated, while calculated t value of 9.830 is greater than the t critical value of 1.96 implying the existence of significant difference between the two groups of adolescents. The calculated Emotional mean scores of 37.6038 and 29.7925 by adolescents living with both parents and those living with only one parent respectively further showed that significant difference exist. Consequently, the null hypothesis is hereby rejected.

Hypothesis 3 : There is no significant difference between the social behavior of adolescents from single parent (father) families and those from single – parent (mother) families.

Table 4:3:3 Adolescents living in single parent (father) families and those from single parent (mother) families SOCIAL behavior

| Single parent family structure | | Mean | S.D | S.E | T calculated | t critical | Df | Sig(p) |
|---|----|---------|---------|---------|--------------|------------|-----|--------|
| Adolescent Living with only father(social behavior) | 34 | 34.6471 | 6.71896 | 1.15229 | 5.068 | 1.96 | 104 | .000 |
| Adolescent Living with only mother(social behavior) | 72 | 42.3750 | 7.59436 | .89500 | | | | |

The details of the Independent t-test in Table 4:3:3 revealed a significant difference between adolescents living with only their father and those living with only with their mothers in their social behavior.

The t- calculated value of 5.068 was greater than the t critical value of 1.96 at degree of freedom 104, while the sig (p) value of .000 was less than the 0.05 level of tolerance. The social behaviour mean scores of 34.6471 and 42.3750 by adolescent living with only their father and those with only their mother respectively showed that differences exist between the two groups of adolescents from single parent families. Therefore the null hypothesis is hereby rejected.

Hypothesis 4 : There is no significant difference between the Emotional behavior of adolescent from single parent (father) families and those from single – parent (mother) families.

Table 4:3:4 Adolescents living in single parent (father) families and those from single parent (mother) families Emotional behavior

| Single parent family | N | Mean | S.D | S.E | T calculated | t critical | df | Sig(p) |
|---|----|---------|-------|---------|--------------|------------|-----|--------------|
| Adolescents Living with only father(emotional behavior) | 34 | 26.1471 | 6.715 | 1.15171 | 4.174 | 1.96 | 104 | 0.000 |
| Adolescents Living with only mother(emotional behavior) | 72 | 31.5139 | 5.912 | 89679 | | | | |

Details of the Independent t-test in Table 4:3:4 showed that significant difference exist between adolescents living with only father and those living with only their mother in their Emotional behavior. The calculated t value of 4.174 was greater than t critical value of 1.96; the calculated sig (p) value of 0.000 was less than the 0.05 level of tolerance. The calculated Emotional mean score of 26.1471 and 31.5139 for adolescents living with their father and those living with their mother respectively, showed the differences. Hence the null hypothesis is rejected.

Hypothesis 5: There is no significant relationship between the respondent’s social behavior (psychomotor domain) scored by the teachers and the social behavior data obtained from the respondents

Table 4:3:5 Relationship between respondent’s social (psychomotor) domain scored by the teachers and the respondent’s social behavior data collected.

| Variables | N | Mean | S.D | Corr. Index | Df | Sig(p) |
|---|------------|----------------|----------------|----------------|-----|--------------|
| social behavior of students scored by their teachers | 370 | 54.1946 | 11.72679 | .363 | 368 | 0.000 |
| Social behavior from the respondents’data collected | 370 | 46.8432 | 8.52970 | | | |

** Correlation is significant at the 0.01 level (2-tailed)

The results of the Pearson Product Moment Correlation (PPMC) statistics on Table 4:3:5 revealed that significant relationship existed between affective social behavior (psychomotor domain) of students scored by their teachers and the social behavior of the respondents from their data collected .The calculated PPMC significance (p) value of 0.000 was less than the 0.05 level of tolerance at a correlation index level of .363. Hence the Null hypothesis that states there no significant relationship between the social behavior of students as scored by their teachers and the social behavior of the respondents was rejected.

Hypothesis 5 : There is no significant relationship between the respondent’s emotional behavior (affective domain) scored by the teachers and the emotional behavior data obtained from the respondents

Table 4:3:6 Relationship between respondent’s Emotional (Affective) domain scored by the teachers and the respondent’s emotional behavior data collected.

| Variables | N | Mean | S.D | Com Index | Df | Sig(p) |
|---|-----|---------|----------|--------------|-----|--------------|
| Emotional behavior of students scored by their teachers | 370 | 55.4216 | 11.37656 | .310 | 368 | 0.000 |
| Emotional behavior of respondents’ | 370 | 34.9378 | 7.15935 | | | |

** Correlation is significant at the 0.01 level (2-tailed)

Significant relationship exists between the emotional behavior of students scored by their teachers and the emotional behavior of the respondents. The Pearson Product Moment Correlation (PPMC) statistics calculated sig (p) value of 0.000 was less than the 0.05 level of tolerance at a correlation index level of .310. Consequently, the Null hypothesis which states that there is no significant relationship between emotional behavior (affective domain) of students scored by their teachers and the emotional behavior of the respondents' obtained from their data was rejected.

4.3 DISCUSSION OF FINDINGS

Student family structures were categorized into dual and single parent families 71.4% and 28.6 %, respectively.

The study revealed that the social and emotional behaviors of the adolescents were influenced by the family structure. This finding was in agreement with Amato {1993} who made it clear that the role of the family on adolescent's behavior cannot be overemphasized. He said that child care is one of the important roles performed by Nigeria parents. Parents take part in inculcating the norms and moral values of the society into the children. He also mentioned that parents played a vital role in the socialization of the adolescents. Parents have the task of directing the behavioral development of adolescent toward the normative emotional and society value goals.

The research question 1 and Null hypothesis 1 results revealed that there was a significant difference between the social behavior of adolescent students living with dual parents and those living with single parent. This agree with Zhou{2002}who said, parents contributed more to the social and empathy related development in their adolescent than heredity does. The Result of the tested hypothesis revealed that students from dual parent families had positive social behavior than their counter parts from single parent families. For instance, the adolescent students from dual parent families show that they easily get along with others, polite to people and are socially sound, when compared with their counter parts from single parent families. This is also in line with Salami {1998} who said that adolescent from dual parent homes are less likely to suffer deprivation and develops of some right and opportunities. The presence of a second parent contributes to development of social characters of the growing adolescents. The presence of both parents causes a child to feel more secure and courageous to face their challenges and find it easier to be a friend and make friends.

The research question 2 and Null hypothesis 2 results showed that a significant difference exists in the emotional behavior between adolescent living with dual parents and those living with single parent. Emotions are thought to be related to the type of family structure adolescent comes from

and determine their attention, motivation and response to what is going on around them, (Laird 1991). Adolescents often behave in certain ways as a direct result of their emotional state, such as crying, fighting or fleeing. Drake (2006), noted that the family has an influence on development of adolescent's emotion which is often associated with mood, temperament, personality, and disposition. It was observed that adolescents from dual parent families tolerate and relate with their peers than those from single parent structure this supports the finding of Dawson {1991}, that adolescent from both biological parents did better in a number of well-being. It also agreed with Fagan {2000} who noted that adolescent from single parents homes have greater risk of serious harms and injury from abuse and neglect than adolescents from dual parent homes.

Research question 3 and the Null hypothesis 3 results showed that significant difference exist between adolescent living with only their father and those living with only their mother in their social behavior. Adolescents living under a single father experience cruel upbringing this may affect their social mental and emotion state. The study reveals that adolescents living with only their father demonstrate anti social behaviour such as fighting and intolerance this concurred with the observation of Bornstein, (1998) that stated the background where children are nurtured is influenced by the

family structure .He also added that adolescent from single father parent may have a tough time building and maintaining other relationships. They may have trouble getting along with members of the own family or bonding with their peers. When they grow up, such children may have difficulties in committing to or maintaining long-term relationships. Also children from single parent homes have greater chances of succumbing to teenage pregnancy, promiscuity and marital problems than adults who came from stable homes. However this is not in agreement with Maccoby (2007) that found no significant differences between sex of custodial parent and child's adjustment.

Research question 4 and Null hypothesis 4 revealed there was significant difference between the emotional behavior of adolescent living with their father and those living with their mother. In line with this result, adolescents from only mother family demonstrate positive emotional behavior than their counter parts from only father and vice versa. For example adolescents from only mother family tolerate others more. An explanation for this difference could be; adolescents who are brought up by only their father tend to develop more negative emotional behavior than those brought up by their mothers such as drunkenness and crimes. Adolescent from single parent families seem to have a lot of problems in the area of discipline and many

such adolescent have been found to be involved in alcoholism, smoking, drug addiction, cultism and other form of negative behavior (Odu , 2008) . However It has also been argued that the differential impact of single parent family on children may be linked to parenting styles- particularly with regard to the issue of discipline . In most cases children staying with only their fathers are left naturally alone by themselves for many hours or many days as the father may travel to work or stay outside home with other friends {Bush 2000} found out that majority of the adolescents brought by single parent especially by only their father fall into delinquent behavior, drugs, gangs e.t.c. This observation support s the finding that adolescent living with only their mother developed positive emotion behavior than those living with only their father such as controlling their temperament and passion to other people.

The role of schools and teachers in understanding the social and emotional behaviors of student is very paramount .This aids the knowledge of the teachers to known the factors that affect the student's behaviors and educational performance. According Nwachukwu, (1998) Teachers commonly describe children from single parents as more hostile, aggressive, anxious, fearful, hyperactive and distractible than children from dual families. This also supports the observation from this study that there is

relationship between the emotional and social behaviors of adolescents and, psychomotor and affective domain scored by their teachers.

The outcome of research question 5 and Null hypothesis 5 showed that significant relationship exist between the social behavior (psychomotor domain) scored by their teachers and the social behavior response of the respondents. The higher the psychomotor domain scored by their teachers, the higher the respondents social behavior. This implies that their teachers had monitored the student's behavior over long periods closely and were able to rightly assess the students' social behavior. In other words there was direct correlation or relationship between the two variables.

The outcome of research question 6 and the Null hypothesis 6 revealed significant relationship between the emotional behavior (affective domain) scored by their teachers and the emotional behavior response of the respondents'. The results provided evidence that respondents' teacher had monitored them very well. The result showed that the higher the affective domain scores by the teachers, the higher the result obtain from the respondents' emotional behavior, and vice versa

4.5 Summary of Major Findings

The following are the summary of the major findings.

1. Adolescents from dual parents had higher social behavior than their counter parts from single –parent homes, especially in how they easily get along with others, fighting to defend their right, paying attention to lesson in schools.
2. Adolescents from dual parents had higher mean in their emotional behavior than their counter parts from single parent homes, such as tolerating others, trusting others and self confidence; while adolescent from single parent homes had higher mean scores in emotional behavior than their counter parts from dual parent family in experiencing constant pain, suspicious of people and feeling easily irritated.
3. Adolescents from single mother families had higher mean scores in social behavior than their counterparts from single father families. Reason being that the mothers provided better guidance for their children behavior than fathers.
4. Adolescents from single mother families had higher mean scores in emotional behavior than their counterparts from single father

families. As mothers are expected to spend more time with their adolescent, monitor and correct their children emotional behavior.

5. The psychomotor/ affective scores from the teachers revealed that their teachers understand the student's social behavior well enough, as the both scores had a significant relationship.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The role of family structure cannot be over emphasized on the social and emotional behaviors of adolescents, as they greatly influence on their educational and physical attainment; therefore the researcher finds it very necessary to study how the family structure affects the social and emotional behavior of adolescent students which at adolescences are characterized with behavioral swing.

The study objectives among others was to, Compare the social behavior of adolescent students from dual parent families and adolescent students from single-parent families. Also to compare the emotional behavior of adolescent students from dual parent families and adolescent students from single-parent families in Kaduna State.

Descriptive survey method was considered appropriate for the study. The population of six thousand, nine hundred and six three (6963) adolescent students in three Senatorial district in Kaduna were used with a sample size of Three hundred and seventy (370) respondents. Six research questions were stated with a three corresponding Null Hypotheses at 0.05 level of

significant. Independent t-test was used to test hypotheses 1 to 4, while Pearson Product Moment of coefficient relationship was used to test hypotheses 5 and 6. Null hypotheses 1 to 4 stated were rejected, as there were significant differences between the adolescent from dual and single parent families' social and emotional behavior. Null hypotheses 5 and 6 were also rejected as significant relationship existed between the scores from the respondents' teachers and the results obtain from the respondents.

5.2 Conclusion

The Researcher concluded that the family structure an adolescent comes from whether dual or single parent family has a great influence on the social behavior of the adolescents. The social behavior adolescent exhibit could be linked to the type of home the child is coming from. Emotion is said to be the expression of one's feeling due to the situation around him, therefore the study had shown that the family structure of adolescents have impact on the emotional disposition of these adolescents.

The social behaviors of adolescents from single mother families are more desirable than the social behavior of adolescent from single father families. Furthermore the social behaviors of adolescents from

single mother families are more preferable to the emotional behavior of adolescents from single father families.

The affective and psychomotor domain class report of students shows the behavior of the adolescent students in the school, as the teachers carefully study their students to give terminal report of the student's behavior to their parents.

5.3 Recommendations

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

- An acceptable social and emotional behavior of adolescents should be inculcated and monitored carefully by parents. This will help adolescents develop right attitude towards people in their environment.
- In a situation where the family has to be that of a single family, the children should be allowed to stay with their mother, as mothers naturally are expected to care and nurture their children. This will help the social and emotional behaviors of the adolescents to develop and conform to the expectations of the society. However the biological father should provide the love and financial support to his children.

- Parents should cooperate with teachers for the proper development of their adolescent's behavior.
- Teachers should study closely their students to understand them and know if their family structure is standing as a barrier to their academic, social and emotional develop, so as to counsel them wisely.
- Parents should always check their children terminal report to assess their behaviors in school.
- Father and mother should try to maintain a healthy relationship so as to prevent behavioral problems in their children. In order to avoid unhealthy environment for their adolescents, the two parents shall keep the family intact despite whatever they face.

5.4 Limitation of the Study

During the conduct of this research study, the researcher had difficulties to monitor the scores recorded by the class teacher based on their affective and psychomotor domain records of the students for accurate assessment.

5.5 Educational Implication

Findings from this study have implication for counselors, psychologist social works, parents, teachers, youths and the society at large. Since family structure have impact on the social and emotional behavior of adolescents, their talents, abilities and interest should be fully developed to achieve self actualization in life. Efforts should be made to identify the type of home the students come and as much as it is possible, counsel the parents of such students if it is found that such students is from single – parent family. Such parent should be educated on the need to provide more care and attention to their children for them to feel secured and loved, even in the absence on one parent.

Parents should be counseled on providing social and emotional needs of their children so that their future ambition or desire will not suffer, since what adolescent needs at this stage is warmth, care and, attention.

Teachers are to be very observant of their students to identify their challenges, especially their emotional and social depositions, which in turn could influence their academic performance.

Adolescents should be counseled to maintain a positive social and emotional behavior, as it is a gate way for them to achieve their desired goals and ambition. The findings in this study will enrich Home Economies

literatures and provide guidance to child development Expert on how to guide adolescents based on their family structure to possess positive social and emotional virtues.

5.6 Suggestions for Further Study

The following are recommended for further study:

1. The impacts of Boarding school on the social behavior of adolescent from single parent families.
2. The influence of discipline on the social and emotional behavior of adolescents.
3. In-depth study on the influence of family size and structure on the student's academic performance.
4. An intensive long term study of how single parent families influence their children marital relationship and offspring.

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APPENDIX I

**Home Economics Section,
Department of Vocational
and Technical Education,
Faculty of Education,
Ahmadu Bello University
Zaria**

Dear Respondents,

REQUEST TO FILL QUESTIONNAIRE

I am a postgraduate student of Home Economics in the Department of Vocational and Technical Education, Ahmadu Bello University Zaria. I am presently carrying out a research on the impact of family structure on the social and emotional behavior of adolescent students.

Kindly help to complete the questionnaire as your frank response will aid this research a great deal. This is purely for academic purpose and the information you provide will be treated as confidential and will be used only for the purpose of the research, no attempt will be made to disclose the identity of the respondents. Please be as accurate as possible to enable the researcher to get valid information.

Thank you in anticipation for your cooperation.

Yours sincerely,

HALIMA SALISU MOHAMMED

FAMILY STRUCTURE QUESTIONNAIRE
FOR SENIOR SECONDARY STUDENTS
SECTION A

DEMOGRAPHIC INFORMATION

INSTRUCTION: Please kindly tick () where appropriate.

1. Name of school _____
2. Type of School
a. Boarding [] b. Day []
3. Gender
a. Male []
b. Female []
4. Age in years
a. 14-15 []
b. 16-17 []
c. 18-19 []
5. Class
a. SS I []
b. SS II []
c. SS III []
6. Family Structure/Type.
a. Living with both parents. []
b. Living with only one parent. []
7. Are you living with only one parent? If yes,
a. Father [] b. Mother []

SECTION B: KINDLY TICK THE BOX APPROPRIATE IN YOUR CASE, YOUR SINCERITY WILL BE HIGHLY APPRECIATED

The scoring keys rating scale to each opinion is given below.

Always = 3, Often = 2, Occasional= 1,

B1 Adolescent's Social Behavior Displayed by me

| QUESTIONS | ALWAYS | OFTEN | OCASSIONAL |
|--|--------|-------|------------|
| 1. I easily get along with others. | | | |
| 2. I obey my parents and teachers rules and regulations promptly and happily. | | | |
| 3. I help to perform household duties/responsibilities. | | | |
| 4. I do not fight to defend my right through bullying and violent acts. | | | |
| 5. I ask other students for school materials. | | | |
| 6. I pay attention when lesson is on in the class. | | | |
| 7. I accommodate other people's behavior. | | | |
| 8. I am polite to my seniors in school. | | | |
| 9. I am generous with my school materials | | | |
| 10. I read text books and journals, magazines that are of educational benefits to me | | | |
| 11. I am punctual to school. | | | |
| 12. I play with my siblings and friends. | | | |
| 13. I enjoy school activities | | | |
| 14. I accept my mistakes. | | | |
| 15. I act friendly to get other peoples attention. | | | |
| 16. I attend social gathering of friends and relations. | | | |
| 17. I love to dress beautiful and smart. | | | |
| 18. I love watching romantic movies. | | | |
| 19. I feel free to discuss personal issues with my parents | | | |
| 20. I am present during class lesson | | | |

B2 Adolescent's Emotional Behavior.

| QUESTIONS | ALWAYS | OFTEN | OCASSIONAL |
|---|--------|-------|------------|
| 1. I tolerate others behavior | | | |
| 2. I am calm and relaxed. | | | |
| 3. I have good will towards others. | | | |
| 4. I trust others. | | | |
| 5. My family's condition disrupts my sleep. | | | |
| 6. I feel happy and excited. | | | |
| 7. I love to be with my parent and siblings. | | | |
| 8. I have self confidence when talking to others. | | | |
| 9. Am easily frightened. | | | |
| 10. I am suspicious of people | | | |
| 11. I have constant pains in my body. | | | |
| 12. I feel attracted to the opposite sex. | | | |
| 13. I am passionate about my friends' feelings. | | | |
| 14. I encourage and promote others idea. | | | |
| 15. I feel easily irritated | | | |
| 16. I am patient with people. | | | |

