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INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI:10.21474/IJAR01/16461
DOI URL: <http://dx.doi.org/10.21474/IJAR01/16461>



RESEARCH ARTICLE

PSYCHOLOGICAL AND DEVELOPMENTAL EFFECTS OF SINGLE PARENTING ON THE CHILD

Archer Catipay Campoy¹ and Jouhryn Catipay Campoy²

1. Professor IV, College of Arts and Sciences, Jose Rizal Memorial State University, Santa Cruz, 7101 Dapitan City, Zamboanga Del Norte, Philippines.
2. Assistant Professor 2, College of Criminal Justice Education, Jose Rizal Memorial State University, 7100 Dipolog City, Zamboanga Del Norte, Philippines.

Manuscript Info

Manuscript History

Received: 19 January 2023

Final Accepted: 24 February 2023

Published: March 2023

Key words:-

Parenting to the Child, Psychological and Developmental Effects, Single Parenting

Abstract

The study aimed to find out the psychological and developmental effects of single parenting on the students at Jose Rizal Memorial State University, Dipolog City Campus, during the First Semester of the Academic Year 2022-2023. The researchers utilized a descriptive method of research where the questionnaires contained the descriptors of single parenting. The study revealed that the highest mean in this category was 3.79 stating that the child feels unhappy with an incomplete family or separation of parents. The lowest mean of 3.07 which provides that the child also shows a negative emotional profile; the developmental effect of single parenting in the child had the highest mean of 3.50 where the child demonstrates difficulty in developing personal identity and displays physical stress from taking over the responsibilities. And the lowest mean of 3.00 stated that the child acts aggressively; there was a significant difference between the psychological and developmental effects of single parenting when analyzed according to age, sex, and socioeconomic; there was no significant difference between the psychological and developmental effect of single parenting when analyzed according to father with a mean of 3.3558 and a mean of 3.3598 for mother. Hence, it is concluded that the demographic profile of age, sex, and socio-economic status establishes the significant difference in the effects of single parenting which are controllable by parenting style. Parenting style is pivotal in shaping or refining the child's development. A bad style of parenting exacerbates the adverse effects of single parenting.

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Introduction:-

The truism that youth play an important role in nation-building underpins the principle of the state to take all initiatives to guide, develop, promote, and protect the physical moral, spiritual, intellectual, and social well-being of children (Reyes, 2006). To this effect, the family is in the best position to rear or nurture the child into a wholesome citizen in society. De Leon (2008) averred that parents wisely raise their child or children, to teach them basic social and family values and provide material needs, moral and spiritual guidance, and education, especially during the early years of their life.

Corresponding Author:- Archer Catipay Campoy, J.D, Ph.D

Address:- Professor IV, College of Arts and Sciences, Jose Rizal Memorial State University, Santa Cruz, 7101 Dapitan City, Zamboanga Del Norte, Philippines.

Sala (1980) stated that “no society has ever survived after its family life deteriorated”. The structure of the family ideally provides a sense of security and stability to the offspring. When there is a breakdown in the family structure, it would have a tremendous impact on a child’s cognitive, behavioral, and emotional development which affects their capacity of achieving. Theobald, et. al. (2013) postulated that inconsistent parenting, reduced affection, warmth, and reduced supervision may emerge.

It is worst to note that according to Sala (1980), eighty-five percent of the family today is now broken if it was an illness, it was already an epidemic. Sheenan (2010) also cited that the proportion of children living in single-parent households increased from 9 percent in 1990 to 27 percent in 2002”. Single parenting now becomes detrimental to children’s lives and development.

This study is anchored on the Psychosocial Development Theory of Erik Erickson as cited by McLeod (2008). Erickson posited that in all stages of human development, the potential for personal growth is high, but so is the potential for failure. If people successfully deal with the conflict, they emerge from the stage with psychological strengths that will serve them well for the rest of their life. If they fail to deal effectively with this conflict, they may not develop the essential skills needed for a strong sense of identity and self. Successfully passing through each crisis involves ‘achieving’ a healthy ratio or balance between the two opposing dispositions that represent each crisis which Erickson called “‘basic virtues’ or ‘basic strengths’”. Psychosocial development is not irreversible. What the child acquires at a given stage is a certain ratio between the positive and negative, which if the balance is toward the positive, will help him to meet later crises with a better chance for unimpaired total development. No stage can goodness be achieved which is impervious to new conflicts and to believe so is dangerous and inept. When a person passes unsuccessfully through a psychosocial crisis stage, they develop a tendency towards one or other of the opposing forces, which then becomes a behavioral tendency or even a mental problem. Everyone especially true among families and particularly between parents and children and grandchildren potentially affects everyone else’s experiences as they pass through the different crisis stages (McLeod, 2008).

Albert Bandura in his “Social Learning Theory” emphasized the importance of observing and modeling the behaviors, attitudes, and emotional reactions of adults, parents, and teachers that are very influential to a child’s development and learning. Real-life experiences and exposures shape behavior (Wikipedia, the free encyclopedia, 2015).

The quality of care provided to the child, particularly sensitivity and responsiveness, leads to a ‘secure’ (optimal) or ‘insecure’ (non-optimal) attachment. Agnew, et. al. (2002) found out that parental rejection creates strain “because it may seriously threaten many of the child’s goals, values, needs, activities, and/or identities”. This strain leads to negative emotions, which may lead to several strains. Parents who reject their children are more likely to model deviant and aggressive behaviors. Jean Piaget believed that children from single-family are forced to grow up and do and act as though they are little adults. This premature acceleration into the adult world may be a part of the reason that children from single families do not perform at their highest level (Wikipedia, the free encyclopedia, 2015).

The Broken Home Theory as cited by Sheehan (2010) emphasized a broken family whose family structure deviates from the ideal family structure- that is the two-parent (one-male, one-female) nuclear family. In a broken family, one or both parents are absent because of death, divorce, separation, or desertion. This structure of the family is expected to have adverse effects on the child because of a lack of proper role models, failure to control the child, and insufficient paternal or maternal love. The broken home theory is therefore a single-parent family that is believed by early sociologists to be not as effective as a two-parent family. This conception was based on the notion that “two parents are better than one”.

It is for the above reasons that this study was conducted to find out the psychological and developmental effect of single-parenting on the child enrolled at Jose Rizal Memorial State University, Dipolog Campus, Dipolog City during the First Semester, Academic Year 2022-2023. Specifically, this study sought an answer to the profile of the respondents; the effect of single parenting on the respondents; the significant difference between the psychological and developmental effects of single parenting when analyzed according to the profile. The findings may provide insights to the government as this study would prevent delinquency of children from single parents and all of the negative effects of single parenting; help the Local Social Welfare and Development Office, especially in the formulation of intervention measures that would address the negative result of single parenting; allow instructors to revisit its classroom management strategies to ensure that the best interest of the student is served; benefit the parent

to reinforce measures that maintain or advance the love, affection, understanding, and concern to one another within the family towards sustainable family relationship; broaden the education outlook and interest of student thereby elevating the chance to succeed; be used by other future researchers in their review of the literature and studies related to effects of single parenting, and other factors affecting student's ability to succeed in academic endeavor.

Research Methods:-

The researchers utilized a descriptive method of research. The researchers designed questionnaires containing descriptors of single parenting, especially in the profile of respondents, and descriptors for the level of effects of single parenting on the psychological and developmental aspects of the child, which were then distributed to 100 students of unknown family set-up. The answered questionnaires were examined closely to find out the true respondents. Out of 100 questionnaires distributed, there were only 28 students raised by single parents, 22 of whom lived with their father, and 6 were under the custody of their mother. The responses provided by these 28 students were tallied or tabulated. This study was conducted at Jose Rizal Memorial State University – Dipolog Campus, located at Turno, Dipolog City, in Zamboangadel Norte. The instrument was checked by the advisers and then referred to the statistician to look into the propriety. Upon his consensus, it was then referred to the dean of the college for approval and validation. With his approval, fielding commenced.

To draw out the responses on the level of effect of single parenting on the respondents in terms of psychological and developmental aspects, the researchers adhered to the five-point Likert scale. To gather the data needed, with the concurrence of the school authorities the researchers personally distributed the instrument of the study to 3 students identified to have been raised by a single parent. The remaining 97 questionnaires were distributed to randomly selected students from the four colleges. The retrieved instrument of the study was closely examined to find out who among the 97 students furnished with a questionnaire who answered the same were living in a single parent to acquire the exact count of the respondents. As a result, the researchers based on the data on the instrument identified a total of 28 students who lived with single parents. The questionnaires answered by the identified respondents were segregated and the responses contained therein were then tallied and computed with the application of some statistical tools.

The researcher used frequency counting and percentage to establish the profile of the respondents, i.e., age, sex, socio-economic status, and parents accompanying the respondents. The weighted mean was used to determine the effect of single parenting on the respondents in terms of psychological and developmental aspects. The Wilcoxon Rank-Sum U-test was used to compare the existence of a difference between the psychological and developmental effects of single parenting when analyzed according to sex and living with either father or mother. The Kruskal-Wallis H-test was used to compare the existence of a difference between the psychological and developmental effects of single parenting when analyzed according to age and socioeconomic status.

Results and Discussion:-

Table 1 shows the profile of respondents in terms of age and sex. It shows that of the three (3) age categories, category 18 - 20 years old obtained a large number of cases of child/children from a single parent with 15 or 12.00%, followed by 17 years old or younger category with 7 or 5.83% cases, and 21 years or older category with a recorded case of 6 or 5.00%. Children from single parents under the category 18 - 20 years old were twice the number of cases notably found in other age categories. A large number of children from single parents aged 18 - 20 years old pursued a study and emerged in school where interaction with other students is a commonplace than in the other categories. This implies some developments in their capacity to cope with the adverse effects of disjuncture from one parent or the negative effects of a broken home. The respondents have gradually been relieved from the frustrating situation in the family.

These findings find support from Foulkes (2011) who stated that the child's age influences how well the child adjusts. He found out that older child (ages 9 to 12) is better able to understand their parents' divorce while adolescents can understand and conceptualize their parents' divorce which enhances their adjustment. Akhtar (2013) stated although children of any age are negatively affected by their parents the breakup, the younger children suffer more. Older children can adapt to a changed situation more quickly than younger ones. She concluded that the younger children are severely affected by their parent's separation.

This table also shows the profile of the respondents in terms of sex. It can be observed from the table that out of 28 cases of children from single-parent, there were 23 or 82.14% females and 5 or 17.86% males. This means that there were a greater number of female children who emerged in schools than the opposite sex which was minimal. This implies that a daughter of a single parent strives with the disgusting environment and so with the circumstance. This issue indicates that females born out of wedlock have better-coping mechanisms than males.

Adolescents' ability to understand and conceptualize their parents' divorce will enhance their adjustment. Boys and girls tend to react differently to their parent's divorce. Boys, in particular, are likely to display marked behavior problems when this exists (Foulkes, 2011).

Hetherington et. al. (1985) found out that boys were generally more aggressive in their disruption-linked behaviors and frequently follow non-compliant behavior paths. There was evidence that girls adjust quicker and that their behavioral manifestations may be less visible. However, they displayed visible conduct disorders and dissatisfaction in various ways.

Table 1:- Respondent's Profile in Terms of Age and Sex.

Age	Sex	Total	%
Male : Female :			
17 years old or younger	: 0 : 7	: 7	: 5.83%
18 – 20 years old	: 2 : 13	: 15	: 12.50%
21 years old or older:	: 3 : 3	: 6	: 5.00%
Total	: 5 : 23	: 28	: 23.33%
Percentage	: 17.86% : 82.14%	: 100%	:

Source: Processed/Calculated by the Authors (2022)

Table 2 shows the profile of the respondents in terms of socioeconomic status. It can be observed that out of 28 respondents, there were 10 or 35.71% came from a family whose income is less than 10,000.00 Pesos, 7 or 25.00% from a family with an income of 10,000.00 Pesos to 20,000.00 Pesos, and 11 or 39.29% from a family with an income of 20,001.00 Pesos or more. This means that children from a single parent with an income of 20,001.00 pesos or more were somewhat higher than those cases in the other income categories. This further means that the socioeconomic status of children from single parents is partly stable. The income of single-parent seemed sufficient but there are basic issues that need to be uncovered as it affects the stability of socioeconomic status such as but not confined to expenditures and the contentment or satisfaction of the child and so with the rearing/supporting parent.

The finding was contrary to the findings of Foulkes (2011) who reported that children from divorced parents have a decreased standard of living. Bosede (2010) stated that child support payments and financial assistance place a monetary strain on one or both parents which directly affects the children negatively. According to Ganesh and Venkatesan (2012), this led to greater problem behaviors in children from families with unmarried mothers or it is more for boys than girls. Abdulhamidmustapha (2011) observed that the pattern of life in the home, and the economic and social status of the family affect the social and intellectual learning experiences of children in schools.

Table 2:- Profile of Respondents in Terms of Socio-Economic Status.

Socioeconomic Status:	Frequency	Percentage
Less than PhP 10, 000.00	: 10	: 35.71%
PhP 10, 000.00-PhP 20, 000.00	: 7	: 25.00%
PhP 20, 000.00 or more	: 11	: 39.29%
Total	: 28	: 100%

Source: Processed/Calculated by the authors (2022)

Table 3 presents the profile of the respondents as regards to parents the respondents live or stay with. Out of 28 respondents, there were 22, or 75.57% lived or stay with the father while only 6 or 21.43% lived with the mother. This means far more children lived with the father while few children lived with the mother. The child from a single parent likely preferred to stay with the

father than to live in the custody of the mother. This implies closer attachment of the child to the father suggesting a progressive transition from a state of strains to a comprehensible state leading to acceptance of reality.

Nijole V. Benokraitis, Ph.D. in Sociology described the role of the father as authoritative and strict (From Wikipedia, the free encyclopedia, 2015). Authoritative parenting according to Burke et. al. (2009) refers to parents who are warm and supportive, communicative, and responsive to their children's needs, yet exert firm, consistent control, and positive discipline. Turner (2011) stated that fathers promote a child's intellectual and social development and tend to discipline with an interest in the societal bottom-line outcome.

The findings imply the child who lived with the father is growing in a positive direction by reason of agreeable scaffolding, rearing, or nurturing style of parenting that are noted commonly in fathers who look forward to the bright future of the child. There will be an eventual recovery of the child from the disgusting event of the family that shed light on a brighter future.

Table 3:- Profile of Respondents in Terms of Living with Father or Mother.

Educational Attainment	:	f	:	%
Elementary Graduate	:	1	:	1%
High School Level	:	15	:	15%
High School Graduate	:	2	:	2%
College Level	:	36	:	36%
College Graduate	:38	:	38%	
Master's Degree Holder	:	8	:	8%
Total	:	100	:	100%

Source: Processed/Calculated by the Authors (2022)

Table 4 shows the effect of single parenting on the respondents in terms of psychological and developmental. It can be gleaned from the table that the psychological effect of single parenting on the child obtained an average weighted mean of 3.46 interpreted as much observable. The child feels unhappy within an incomplete family or separation of parents based on the mean of 3.79 interpreted as very much observable. The child also shows a negative emotional profile per mean obtained at 3.07 interpreted as observable. This means that single parenting compromised, shaken, or hampered the normal psychological development of the child. The child exhibited unhappy feelings, displayed an inferiority complex, and showed a sense of insecurity.

Sala (1980) believed that a broken home results in emotional tension, insecurity and maladjustment, and confusion. The Child Welfare Information Gateway (2013) cited that child abuse and neglect have been shown to cause important regions of the brain to fail to form or grow properly, resulting in impaired development. Akhtar (2013) cited that those children of divorced parents are emotionally distressed by their parent's separation. Children may lose the ability to concentrate which could then affect academic performance and may develop intense feelings of grief and loss.

Also presented in Table 4 is the developmental effect of single parenting on the child. The table revealed an average weighted mean of 3.25 interpreted as observable. The child manifested high temperament with a mean of 3.50 interpreted as much observable. This means that the developmental trajectory of the child has departed from virtues implying the susceptibility of the child to commit acts that deviate from regular standards. Acts in an aggressive manner with a mean of 3.00 interpreted as observable. This means that single parenting produced observable effects on the normal development of the child such as disturbed behavioral adjustment, aggressiveness, inability to cope with problems, and hostility. Single parenting is comprised of various factors that offer strong forces that can unfavorably affect the development and performance of the child (O'Connor and Scott, 2007). Abreu (2010) cited that those large-scale surveys provide a correlation between youth's negative attitudes towards school, work, and authority, and tend to be more antisocial in single-parent homes.

Table 4:- Effects of Single Parenting on the Respondents in terms of Psychological and Developmental.

A. Psychological Effects	:	Mean	:	Interpretation
1. Feels unhappy of incomplete family or separation of parents.	:	3.79	:	Much Observable

2. Displays inferiority complex.	: 3.50	: Much Observable
3. Fears financial discrimination.	: 3.50	: Much Observable
4. Develops low self-esteem.	: 3.57	: Much Observable
5. Exhibits shaky mental perspective.	: 3.25	: Observable
6. Develops manipulative personality.	: 3.18	: Observable
7. Shows negative emotional profile.	: 3.07	: Observable
8. Feels depressed and unwanted.	: 3.54	: Much Observable
9. Lacks of parental attention.	: 3.57	: Much Observable
10. Develops sense of insecurity.	: 3.68	: Much Observable
Average Weighted Mean		:3.46: Much Observable

Source: Processed/Calculated by the Authors (2022)

B. Developmental Effects		: Mean	: Interpretation
1. Demonstrates difficulty in developing personal identity.	: 3.50	: 3.50	: Much Observable
2. Shows high temperament.	: 3.43	: 3.43	: Much Observable
3. Displays physical stress from taking over the responsibilities	: 3.50	: 3.50	: Much Observable
4. Exhibits disturbed behavioral adjustment.	: 3.04	: 3.04	: Observable
5. Acts in an aggressive manner.	: 3.00	: 3.00	: Observable
6. Declines social outlook.	: 3.14	: 3.14	: Observable
7. Inability to cope with problems.	: 3.07	: 3.07	: Observable
8. Develops hostility.	: 3.39	: 3.39	: Observable
9. Behaves without compassion.	: 3.18	: 3.18	: Observable
10. Displays poor health.	: 3.29	: 3.29	: Observable
Average Weighted Mean		: 3.25	: Observable

Presented in table 5 is the analysis of the significant difference between the psychological and developmental effects of single parenting when analyzed according to sex. It can be gleaned from the table that the critical value of U is 88.0 at a .05 level of significance. The Wilcoxon test revealed a computed U-value of 54.00 which was lesser than the critical U-value of 88.0. Thus, the null hypothesis is rejected. This means that there was a significant difference between the psychological and developmental effects of single parenting when analyzed according to sex with a mean of 3.1292 for males and a mean of 3.4088 for females. The psychological and developmental effects of single parenting on males are distinct from the effects on females. This implies that the males have different coping mechanisms from the opposite sex.

Bosede (2010) stated that children react in different ways to the onset of divorce. Hetherington et. al. (1985) found out that boys have greater behavioral difficulty in adjustment associated with a stronger father-son bonding prior to the disruption. Wallerstein et. al. (1988) found that the somewhat lesser level of behavior problems by girls which were linked with their closer ties with their mother and with their now-absent father.

Table 5:- Difference Between Psychological and Developmental Effects of Single Parenting When Analyzed According to Sex.

Sex	: Mean	: df	: a	: Cri U	: Comp U	: Action
Male	: 3.1292	: 20	: 0.05	: 88.0	: 22.00	: Ho
Female	: 3.4088	: 20	: 0.05	: 88.0	: 54.00	: Rejected

Source: Processed/Calculated by the Authors (2022)

Presented in table 6 is the analysis of the significant difference between the psychological and developmental effects of single parenting when analyzed according to age. It can be observed that the critical value of H statistics was 5.991 with 2 degrees of freedom. When the Kruskal-Wallis test was applied, it revealed a computed H value of 12.538 at a .05 level of significance which was greater than the critical value of H statistic 5.991. Thus, the null hypothesis was rejected. This means that there was a significant difference between the psychological and developmental effects of single parenting when analyzed according to age with a mean of 3.4951 for 17 years or

younger, a mean of 3.3880 for 18 - 20 years old, and a mean of 3.1728 for 21 years old or older. This means that the psychological and developmental effect of single parenting on the child/children whose age is absorbed in any of the age categories is different from the psychological and developmental effects of single parenting on the children in the other category. The separation of parents puts pressure on different intensities to child or children. The ability of the offspring to adapt to the situation depends on how the problem is assessed and evaluated which intellectual cognition process is materially affected by age.

The adjustment by the child with the worst scenario of separation varied depending on the cognition level of the child. The child's age, gender, and temperament will also influence how well the child adjusts. The older child (ages 9 to 12) is better able to understand their parents' divorce (Foulkes, 2011). Ngan et. al. (2009) stated that the age of a person is important in the critical appraisal of situations. The older the age the more the person is cognitively developed. Cognitive development in middle age can be characterized by rather high mean levels of cognitive performance (Martin et. al., 2005).

Adolescents cope the worst with divorce; they often struggle most with the change, and may even turn away from their family entirely, dealing with their situation on their own. Adult children of divorcees cope better with change (From Wikipedia, the free encyclopedia, 2015). Green and Benzeval (2013) found out that the youngest cohort, those with less education were more likely to experience persistent depression and progress from anxiety to depression. At older ages, there were educational and social class differences in both the persistence and incidence of symptoms, though there was more evidence of differential persistence than the incidence in the middle cohort and more evidence of differential incidence than persistence in the oldest cohort.

Table 6:- Difference Between Psychological and Developmental Effects of Single Parenting When Analyzed According to Age

Age	: Mean	: df	: a	: Cri x	: Comp H	: Action
17 years or younger	: 3.4951	: 2	: 0.05	: 5.991	: 12.538	: Ho Rejected
18-20 years old	: 3.3880	: 2	: 0.05	: 5.991	: 12.538	: Ho Rejected
21 years old or older	: 3.1728	: 2	: 0.05	: 5.991	: 12.538	: Ho Rejected

Source: Processed/Calculated by the Authors (2022)

Presented in table 7 is the analysis of the significant difference between the psychological and developmental effects of single parenting when analyzed according to socio-economic status. It can be gleaned from the table that the critical value of H statistics was 5.991 with 2 degrees of freedom. When the Kruskal-Wallis test was applied, it revealed a computed H value of 28.362 at a 0.05 level of significance which was greater than the critical value of H statistic 5.991. Thus, the null hypothesis was rejected. This means that there was a significant difference between the psychological and developmental effects of single parenting when analyzed according to economic status with a mean of 3.4081 for parent income category of less than 10,000.00, a mean of 3.3790 for parent income category of 10,000.00 - 20,000.00, and a mean of 3.2758 for parent income category of 20,001.00 or more.

This further means that the psychological and developmental effects of single parenting on a child whose parental income is less than 10,000.00 pesos are not the same as those children whose parent income is more than what was cited. The child manifested an irregular behavior that was distinct from deviant behaviors exhibited by children of single-parent whose income is far different from the former.

Damsgaard (2015) cited that the largest absolute and relative socioeconomic inequalities as far as the prevalence of emotional symptoms is concerned were found in Iceland and the smallest in Finland for girls and in Denmark for boys. While Edgar et. al. (2015) found that socioeconomic inequality has increased in many domains of adolescent health. These trends coincide with the unequal distribution of income between rich and poor people. Widening gaps in health predict adolescents' health inequalities.

Table 7:- Difference Between Psychological and Developmental Effects of Single Parenting When Analyzed According to Socioeconomic Status.

Socioeconomic Status	: Mean	: df	: a	: Cri x	: Comp H	: Action
Less than 10, 000.00	: 3.4081	: 2	: 0.05	: 5.991	: 28.362	: Ho Rejected
10,000.00 – 20, 000.00	: 3.3790	: 2	: 0.05	: 5.991	: 28.362	: Ho Rejected
20,001.00 or more	: 3.2758	: 2	: 0.05	: 5.881	: 28.362	: Ho Rejected

Source: Processed/Calculated by the Authors (2022)

Presented in Table 8 is the analysis of the significant difference between the psychological and developmental effects of single parenting when analyzed according to living with a father or mother. The table shows the critical value of U 88.0 at a .05 level of significance. The Wilcoxon test revealed a computed U-value of 98.00 which was greater than the critical value of U 88.0. Thus, the null hypothesis was accepted. This means that there was no significant difference between the psychological and developmental effects of single parenting when analyzed according to the father with a mean of 3.3558 for the father and a mean of 3.3598 for the mother. This means that the psychological and developmental effects of single parenting on a child who lives with the father are the same as the psychological and developmental effects of single parenting on a child who lives with the mother.

The child following the separation of parents adjusts to the situation. The transition period becomes difficult when the child stays with a neglectful parent. The changeover depends on how any of the parties, which the child preferred to live with, brings out the rearing process. This means that the style of parenting is elemental to the child in the stage of adjustment to the aftermath and in coping with the accompanying stressors of family breakdown.

The findings imply that the parent (either father or mother) who has custody over the child takes full responsibility so as not to prevent the negative effects at least to lessen the worst psychological and developmental effects of single parenting.

Burke et. al. (2009) stated that important individual differences in children's adjustment and well-being following parental divorce are largely attributable to parent factors and family processes after divorce. They stressed that having a good relationship with at least one parent is a protective factor for children experiencing family dissolution.

Table 8:- Analysis of the Difference Between Psychological and Developmental Effects of Single Parenting When Analyzed According to Living with Father or Mother.

Accompanying Parent	: Mean	: df	: a	: Cri U	: Comp U	: Action
Father	: 3.3558	: 15	: 0.05	: 88.0	: 98.00	: Ho Accepted
Mother	: 3.3598	: 15	: 0.05	: 88.0	: 92.00	: Ho Accepted

Source: Processed/Calculated by the Authors (2022)

Conclusion:-

Based on the findings of the study, the demographic profile of age, sex, and socioeconomic status establish the significant difference in the effects of single parenting which are controllable by parenting style. Parenting style is pivotal in shaping or refining the child's development. A bad style of parenting exacerbates the adverse effects of single parenting. The authors would like then to offer that the parent who has custody of the child should continue his/her role to sustain financial and emotional support for the child; should take full responsibility for rearing the child especially taking into account the ensuing behavioral, cognitive and emotional patterns and undertakes ideal style of parenting that would address the likely psychological and developmental effects of single parenting viewed from the demographic perspective of age, sex, and socio-economic; the parent who has no custody over the child must work out, intervene or pursue extensive personal supervision to direct the latter into good life trajectory, and similar research may be conducted to determine the style of parenting enforced by the parent who has the custody of the child and to establish the impact of parenting styles on the psychological and developmental facets of the child.

Acknowledgment:-

The authors are indebted with gratitude to the Jose Rizal Memorial State University as their place of employment; experts in the field of this endeavor; responsive respondents for painstakingly answering the questionnaire and those whom the other way around have accorded genuine help and support for the realization of this study, which would redound to the benefit of all concerned.

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