



ORIGINAL CONTRIBUTION

## Influence of Sociodemographic Factors on the Social Development and Self-Esteem of Adolescents: A Comparative Study of Single and Two-Parent Households

Dr. Asma Seemi Malik <sup>1</sup>, Dr. Nayab Javed <sup>2\*</sup>, Amjad Mahmood <sup>3</sup>

<sup>1</sup> Assistant Professor, Department of Sociology, Lahore College for Women University, Lahore, Pakistan

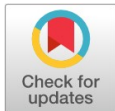
<sup>2</sup> Lecturer, Department of Gender & Development Studies, Lahore College for Women University, Lahore, Pakistan

<sup>3</sup> Ph.D. Scholar (Statistics) NCBA & E, Assistant Professor, Punjab College of Information Technology, Lahore, Pakistan

**Abstract**— The focus of this study was to examine the influence of sociodemographic factors such as age, education, siblings' number, family income, and family systems on the social development and self-esteem of the adolescents of a single parent or both parents and how the absence of both parents can influence these important aspects. It is a quantitative cross-sectional research design with the survey as a method. Adolescents from single and from both parents, male, and female ( $N = 320$ ), 160 from single-parent families, and 160 from two-parent families took part in the field survey on self-esteem. Heatherton and Polivy (1991) state self-esteem scales were used to collect data. Data were verified with SPSS version 21.0. A significant difference was visible in adolescents' self-esteem with both parents compared to adolescents with a single parent. A weak correlation was found between age, education, and self-esteem. For siblings' number, it was found that adolescents of intact families, were more statistically associated than adolescents with a single parent regarding the number of siblings. Outcomes confirm the approach of a strong family system to strengthen the functioning of intact families by emphasizing the joint and extended family connections that only contribute to boosting the spousal relationship, paternal and maternal grandparents, and grandchildren relationships. Clinicians and educators working with step families should promote positive, emotionally close step relationships and encourage strong marital bonds and trust in higher-order marriages.

**Index Terms**— Age, Education, Self-Esteem, Single Parent, Marital Bond, Adolescents, Siblings

**Received:** 25 October 2021; **Accepted:** 21 December 2021; **Published:** 22 January 2022



### Introduction

The most important aspect that plays a significant role in developing self-esteem in adolescents is the family setup and its function of emotional attachment. It is the important primary social group with dad and mother as the main pillars to support and nurture their kids. Parents attend to their children's basic needs like nourishment, dressing, housing, love, warmth, well-being, schooling, and entertainment. Family provides the platform to discuss numerous things and to share feelings. i.e., moments of happiness, sadness, fear, anxiety, pain, and

\*Email: [nayabjaved528@gmail.com](mailto:nayabjaved528@gmail.com)

issues. Parents multitasked to care for their children's health, welfare, and growth. The parents are responsible for the overall psychological, social, physical, emotional, cognitive growth, development, and proper upbringing of their children according to the norms and values of society (Ali & Soomar, 2019).

Any dysfunction in family edifice and non-presence of a parent upsets the balance, and places offspring in hostile and undesirable circumstances, unlike kids from intact families, as this can adversely affect their normal development (DeHart, Pelham, & Tennen, 2006), such as adolescents with poor health in single-parenthood, sense of loneliness, and lower self-esteem (Khoynezhad, Rajaei, & Mohebean - Raad, 2008), in an intact family setup, the socialization process takes place in a better way (Salami & Alawode, 2000), it depends on the presence of both mother and father, and socialization plays a balancing role in the proper upbringing of children (Santrock, 2006). As Crosnoe (2007) believed that adolescents from single-parent families suffered from deprivation, low self-esteem, and denial of opportunities and chances in life.

Single parenting is defined as when one or both parents are not present when the child is brought up in an environment where two-person responsibilities to care for children are taken up by a single person (Mabuza et al., 2014). The family consists of single mothers or dads with their independent offspring (Chand & Pujar, 2018) is also known as single parenthood. A common observation is that the high divorce rate, the decline in marriage trends, and remarriage created multiplicity in the edifice of families (Copeland, 2010; Azuka-Obieke, 2013). Such diversity of factors influences the social and, psychological growth of children and adolescents (Waldfoegel, Craigie, & Brooks-Gunn, 2010). The children's social development also affects their self-esteem. What has achieved through interacting with others is their self-esteem. Children or adolescents interact with their parents, siblings, peers, and, teachers, the self is developed based on how others rate us (Ryckman, 2008). Children are unable to interact with these significant others in their lives, for instance, through parents' divorce, or the death of parents, their self-esteem is compromised (Krider, 2002).

The findings of this study will be very useful for the psychologists, child clinicians, for framing special counseling sessions for the parents to help them realize the importance of family for the personality development of children and about the aftershocks of separation for children. It will be helpful in the sense that clinicians and educators working with step-families should promote positive, emotionally close step relationships and encourage strong marital bonds and trust in higher-order marriages. It will even be helpful for grandparents, single mothers or single fathers, society at large, and other adolescents to become social support for such children so that they can cope with social and psychological issues with ease.

Single parenthood is common in Pakistan. The family courts used to record a thousand cases of separations and divorce from parents daily, which ultimately led to the family structure with a single parent. Single mothers are reported here more frequently due to the patricentric system of fathers. Separation influences the social development and behavior of children and adolescents. Child psychologists believe that single parenting has a great influence on the learning of adolescents, socialization abilities, and self-esteem. But to support this assumption, there is limited empirical evidence. As children are greatly influenced by family in the early and middle years of their life, this vulnerable period is very important and decisive for developing self-esteem (Owens et al., 2001). This research argues that single parents may affect children's self-esteem, leading to more complicated attitudes in the later stage of youth; for adolescents. With single parents, self-esteem is imperative for adolescents, as dignity is indispensable for social development (Malik & Marwaha, 2021).

The research revolved around the following objectives:

- To determine the extent of self-esteem in adolescents from single-parent families
- To investigate the influence of age on self-esteem in adolescents with broken and intact parents.
- To explain the linkage between the number of siblings and adolescents' self-esteem in single-parent and double parents.
- To explain the difference between the family system and the adolescents' self-esteem in single-parent and intact parents.
- To explore the difference between adolescents and socioeconomic status.

## **Literature Review**

### **The Self-Esteem of Adolescents and Single Parenting**

The empirical researchers believed that single parents have both positive and negative influences on children, with adolescents from broken families exhibiting strong bonds and a sense of communal groups. Ali and Soomar (2019) while focusing on the importance of parents, said that parents played an important role in the socio-physical, moral, emotional, psychological, brain, and career-building of children by keeping in view the social norms and values of society. Adolescents appreciate the value of parents and acquire the art of overcoming their distress in life (Malachi, 2020), still, in some cases, they have shown feelings of aloneness, economic emergencies, poor nurturement, emotional issues, and adjustments problems. Raja (2020), children in presence of both parents, shoulder many responsibilities, showed good grades (Watt, 2019), get motivated, and manage their disappointments (Guhasakar, 2020).

Single parents are unable to give quality time to their children, he or she has no time to address the concerns, psycho-emotional requirement, homework, and studies matters (Chanda & Pujar, 2018; Ali & Soomar, 2019). As a result, many children showed feelings of

inferiority, gloom, nervousness, sullenness, anger, guilt, depression, and shame for their future. Due to the absence of parents, adolescents sought solace and comfort from other sources (Fagan & Churchill, 2012), using drugs, cell phones, social networking, and keeping the bad company. Adolescents with low self-esteem often showed negative results in their main life (Erol & Orth, 2011). It was found by Trzesniewski et al. (2003) that adolescents low self-esteem led to low cognitive, physical well-being, and, economic well-being. Even they are involved in criminal activities.

According to Mugove (2017), adolescents coming from single-parent families, are more violent, harmful to others, and often commit suicide to release tension. Parent separation affects the self-esteem of children. These children can easily be embarrassed, confused, emotional, and depressed (Mello et al., 2016). Adolescents coming from single-parent families showed no warmth toward others, are not disciplined, hostile, hyperactive, and aggressive all the time (Richer & Lemola, 2017).

One of the studies conducted in the Indian region viewed that more than 319 million children up to 17 yrs. of age are residing with single parents around the globe, out of which more than 2 million are found in India only (Bhat & Patil, 2019). Mugove (2017) believed that due to parents' separation, a single parent is unable to oversee, control, attend and monitor the social and emotional aspects of their children in a better way as he or she has to juggle domestic as well as work responsibilities, these neglects fail to enhance the academic grades and behavior.

According to Roberts (2013), if adolescents didn't receive their parent's love and affection, their growth can be disturbed. Adolescents showed aggressive, violent behavior, less self-esteem, emotionally indifferent, wobbly, and pessimistic in their lives. A person can judge himself by his self-esteem. According to Branden (2001), the reputation we acquire about ourselves is self-esteem. To see the effect of single parenting on adolescents' self-esteem, several studies have been conducted all around the globe. Children of divorced parents or in case of parent's remarriage, often expressed depression, low self-esteem as compared to children coming from intact families (Apolonio, 2020; Hetherington, 2003; Elfhag, Tynelius & Rasmussen, 2010).

Preschoolers and youngsters with single parents are, on average or worse than children with both parents, and it hurts self-concept as they develop issues with friends, and even show bad academic results (Anderson, 2014). As Krider (2002) reported that children of divorced parents always showed feelings of loneliness and rejection, uselessness, and hesitation. And even it has a great effect on children's self-esteem. Confidence, no blaming attitude, personal strength, acceptance, avoidance, cooperative attitude, self-directive, positivity in life, the ability to trust others, and a good self-care attitude are the most common signs of high self-esteem. But people with low self-esteem often feel low about themselves and don't take risks in life, blame others for their failures, don't trust others, have a dependency, fear of hatred, and humiliation. For example, adolescents with single-parent showed a lower level of self-confidence than adolescents with both parents (Farooqi & Intezar, 2009). The adolescents due to parents' separation showed low self-esteem, parents' separation has a consequence for the self-esteem of both boys and girls, and self-esteem varies based on age (Mustapha & Odediran, 2019). A lot of literature reviews quantified that many researchers viewed children coming from single-parenting showed low self-esteem as compared to children coming from intact families. To investigate the link between life satisfaction and adolescents' self-esteem in single parenting, Bashir, Sattar & Fatima (2015) discovered that female adolescents in single-parent families were more satisfied with life than men. It was reported that male adolescents' self-esteem in broken families was higher than female adolescents.

## Theoretical Framework

According to Branden (2001), to focus on adolescents' self-esteem with single parents, self-esteem is very decisive in maintaining individual behavior. It plays an important part in understanding the psychology of people to judge themselves or others. He discussed six practices of self-esteem, such as conscious living, self-acceptance, self-responsibility, self-assertion, living with purpose, and personal honesty (Branden, 1995).

Bowlby's (1979; 1988) attachment theory also prefaced the influence of parental separation on adolescents' self-esteem. The separation of parents has obstructed adolescents' self-esteem in two ways. Firstly, it gives rise to attachment problems, as it lowers the children's self-reliance on their near and dear ones; the insight into their acceptance in front of the significant figure, as well as the accessibility, friendliness, and subtle reaction of a caregiver, thereby impacting the adolescents' self-esteem. Adolescents' sense of security can deteriorate when they live alone without any support from their parents (Page & Bretherton, 2001; Feeney & Monin, 2008). Secondly, parents after separation also faced anxiety that disturbs their ability to satisfy the security and safety needs of children (Page & Bretherton, 2001). According to Amato (2000) and Feeney and Monin (2008), separation also causes financial constraints, children have to change their school, residence after the remarriage of their parents.

## Hypotheses

- There will be a significant difference between adolescents from intact, broken families and self-esteem.
- There will be a significant correlation between age and self-esteem of adolescents in single-parent and double parents.

- There will be a significant relationship between education and the self-esteem of single-parent adolescents.
- The adolescents' self-esteem with lone parents varies depending on the number of siblings.
- Adolescents with single parents living in a joint family system have more self-esteem than those living in the nuclear family system.
- There will be a significant difference between the income of the family and adolescents' self-esteem.

### Method of Data Collection and Procedure

It is a cross-sectional quantitative research design. As data for the current research was acquired during the field survey with the help of a structured questionnaire consisting of a demographic sheet and statements related to self-esteem. The individuals targeted in a sample were 1). adolescents aged 15-20 years. 2). living with both parents or with a single parent (father/mother) 3) belonged to educational institutions 4) Lived in the urban area of Lahore. 5) could read and understand English. The participants completed the questionnaire on self-esteem. The 20 items State Self-esteem Scale (SSE) by Heatherton & Polivy (1991) was used. 5-point Likert scale (1 = not at all, 2 = a little bit, 3 = somewhat, 4 = very much, 5 = extremely), was used (where high scores signified higher self-esteem). The participants were contacted face to face during the survey. The consent form was signed by participants for the survey. An incentive was given to the participants for their time and patience in filling out a questionnaire. It was ensured to maintain the confidentiality and anonymity of participants in a survey. The sample comprised of  $N = 320$  participants. 50% of the participants were adolescents from one-parent families, while the other half were from two-parent families. The sample was collected using the purposive sampling technique. Half of the respondents ( $n = 160$ ) belonged to single parenthood while another 160 had both parents. There were 3 factors in the self-esteem scale: performance, social, and appearance. The overall alpha coefficient score for the performance, social, and appearance in the self-esteem scale was .78, .72, and .53, respectively .92 overall (Heatherton & Polivy,1991).

### Covariates

For examining the relationship between adolescents with single parents and double parents, numerous sociodemographic factors were studied such as (a). Age of young people (constant variable in years), (b) Education of young people, (c). The number of siblings of adolescents, (continuous variable), (d). Gender (0 = male, 1 = female).

### Data Analysis

The software SPSS 21.0 was used to analyze the quantitative data collected during the survey. The data were entered, cleaned up, and then analyzed. To test the hypotheses of this study, univariate and bivariate analyzes were performed using a one-way ANOVA or variance, an independent sample  $t$ -test, and a Pearson's correlation coefficient. To measure the mean difference, one-way ANOVA and an independent  $t$ -test were used. The Pearson correlation was used to study the relationship between variables. The adolescents' self-esteem from separated parents and intact parents was examined. The relationship between age and social development (self-esteem), and between education and self-esteem was calculated. The association between sibling number with self-esteem was also developed.

### Results

Demographic characteristics included gender, age, education, income, birth order, residential background, family type is presented in the figures.

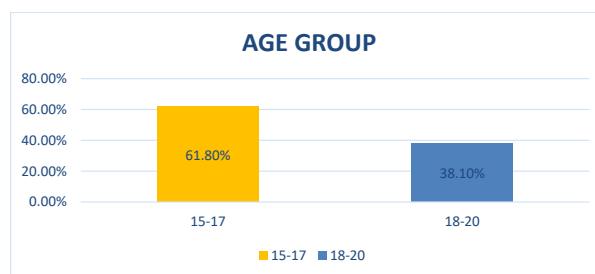


Fig. 1. The Age of Respondents

Figure 1 shows the age of the respondents. All respondents were in different age groups from 15-20 yrs. of age. Majority of the participants 61.8%, were between 15 and 17 years old, and the other half, 38.1%, were between 18 and 20 years old.

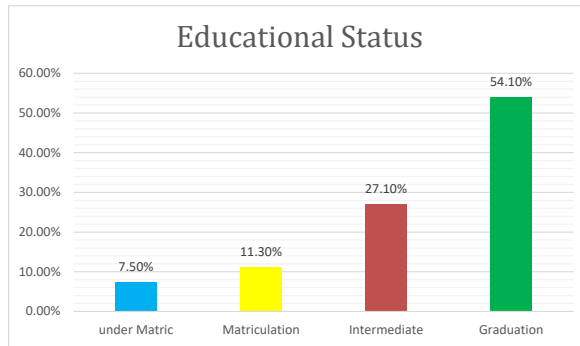


Fig. 2. Educational status of respondents

Figure 2 shows the level of education of the young people, the majority of the sample approx. 54.1% graduated, 27.1% were elementary school students, and a small percentage of those questioned, only 11.3%, enrolled in matriculation.

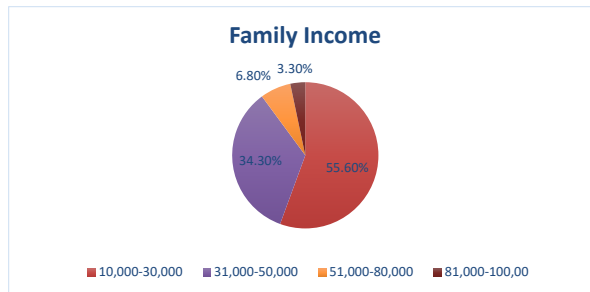


Fig. 3. Family income of respondents

Figure 3 shows the family income of the respondents, the majority of the participants, 178 have families earning less than 30,000 monthly incomes, while 110 had more than 30,000, only a small number earned more than 50,000 but less than 100,000.

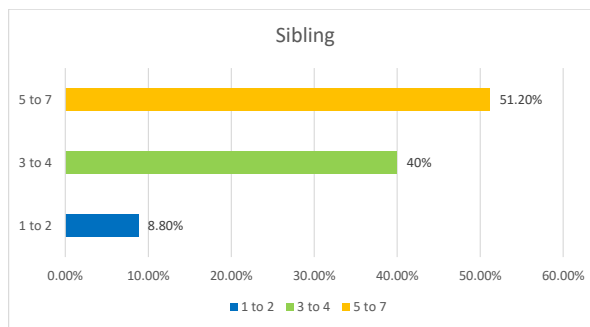


Fig. 4. Number of siblings of respondents

Figure 4 shows the number of siblings number, more than 51% have more than five siblings, while 40% have 3-4 brothers and sisters, a small percentage, less than 9%, have 1-2 siblings.

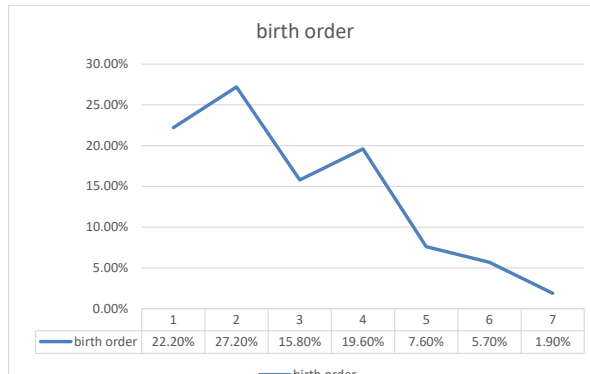


Fig. 5. Order of birth of respondents

Figure 5 shows the order of birth, more than 27% of the respondents fall on the second number with their siblings, followed by 22.2% as the oldest of all siblings. 19.6% of the participants were at the fourth number, and 15.8% fall at the third number in birth order. A small percentage of 1.9% is the youngest in the family in 7th place.

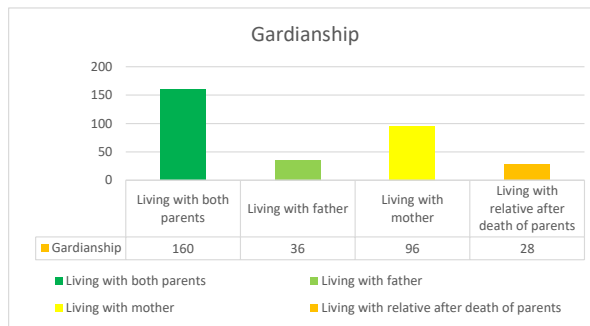


Fig. 6. Guardianship of respondents

Figure 6 shows the guardianship of young people: the majority of the respondents, 160 respondents, lived with both parents, while 96 lived with their mother as a single parent. Thirty-six were single parents who lived with their father, and 28 had no living parent to live with.

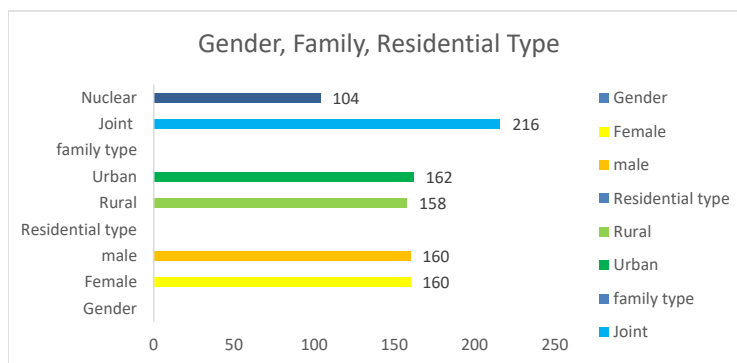


Fig. 7. Family system, gender, and residential type of Respondents

In Figure 7, the family system was divided into two types, the shared family and the nuclear family, so that 216 participants lived in large family domains. In contrast, 104 lived apart from their grandparents and relatives. Majority of the participants lived 50.6% in cities and 49.4% in rural areas.

Table I

Descriptive of the scales along with reliability as cronbach alpha value (N = 320)

Scale	Reliability level
SES	.87

SES = State Self-esteem Scale

Descriptive data for all substantive variables comprising the mean, standard deviations, minimum and maximum level, for self-esteem is shown in table I.

Table II

Comparison of Resilience, Self-Efficacy, Self-Esteem among Adolescents Having Single Parents and Those Having Both Parents Alive (N = 320)

Variables	Adolescents with single parenthood (n = 160)		Adolescents with both parents (n = 160)		t (320)	p	95% CI	
	M	SD	M	SD			LL	UL
SES	24.9	3.95	25.01	4.82	-.15	.003	-5.80	4.36

p > .05

Table 2 shows the self-esteem of adults of single parents or both living parents; there was a significant difference found between the self-esteem of adolescents belonging to separate or intact families, with M = 24.9, 25.01, SD = 3.95, 4.82 with t found as -.15, p = .003. The adolescents from intact families showed higher self-esteem than adolescents from broken families.

Table III

Descriptive of the Scales along with reliability as Cronbach alpha value (N = 320)

	SES
Age	-.05
	.647
	320

p > .05

Table III shows the relationship between age and self-esteem of adolescents with single living parents or both parents. Noted in Table VI, there was a nonsignificant weak negative association between age and self-esteem in adolescents with single parents r = -.05, n = 320, p = .647. Self-esteem decreased with age.

Table IV

Relationship of education with the self-esteem of Adolescents having single parents (N=320)

	SES
Education	-.127
	.257
	320

Table V shows the relationship between education and self-esteem. Results showed a nonsignificant weak negative relationship between adolescents' education and self-esteem with single parents, r = -.127, n = 320, p = .257.

Table V

Comparison of self-esteem, and number of siblings of Adolescents having single parents and those Having Both Parents Alive (N = 320)

Outcomes	df	SS	MS	t	P
SES	2	745.4	272.7	13.8	.002

Table V showed a mean difference between the number of siblings and self-esteem. There found a significant difference in siblings' number and adolescents' self-esteem with single parents over the number of siblings in intact families F (2, 320) = 13.8, p = 0.002. The ex-post-facto showed adolescents with 5-7 siblings showed more self-esteem than other sibling groups.

Table VI

Comparison of self-esteem and the family system in adolescents with single parents or both parents (N = 320)

Variable	Joint Family System (n = 216)		Nuclear Family System (n=104)		t	p	95% CI	
	M	SD	M	SD			LL	UL
S	25.13	4.07	24.30	3.64	.853	.028	-3.56	2.68

p > .05

Table VII showed a mean difference between a family system and self-esteem and the results showed a significant difference between adolescents' self-esteem and the family system at  $t = .853$  and  $p = 0.028$ . Adolescents in joint families have more self-esteem at  $M = 25.13$ ,  $SD = 4.07$  than adolescents in the nuclear family system.

Table VII

Comparison of self-esteem and family income of adolescents with single parents and those with both parents ( $N = 320$ )

Outcomes	df	SS	MS	t	P
SES	3	3447.3	1149.1	.62	.25

Table VII showed a mean difference between family income and self-esteem. The results showed a nonsignificant difference in adolescents' self-esteem  $F(3, 320) = .62$ ,  $p = 0.25$  with single parents in different socio-economic classes. The income level does not affect the self-esteem of adolescents.

**Discussion**

Although researchers and psychologists studying family problems, especially split families, generally believe that all subsystems are important to the overall functioning of the family facility, any break in this area affects the normal functioning of the family as a whole. Surprisingly, there has been little research in the past to explore these phenomena. Current research examined the gap in the effects of sociodemographic factors and adolescents' self-esteem with single parents and intact families. Addition to that, the research results could underpin an approach by the family institution to address and strengthen the concept of the broken family or single parenthood by focusing on family counseling for parents in marital structures and parent-child relationships. Quantitative analysis produced the following results:

This study hypothesized that adolescents with both living parents have significantly different self-esteem than those who live with a single parent. Results showed that the adolescents' self-esteem from intact families differs significantly from that of a single parent. This finding is in line with the results of an earlier study by Farooqi and Intezar (2009), which found that adults of single parents or orphans exhibited lower self-esteem than adults in intact families. The children who belonged to separated or remarried parents, in contrast to children throughout the household, articulated extreme depression and low self-esteem (Hetherington, 2003; Elfhag, Tynelius & Rasmussen, 2010). This finding is in line with the attachment theory that believed that adolescents' sense of security declines when they live after separation and without any sustenance from their parents (Page & Bretherton, 2001; Feeney & Monin, 2008).

It was also found that adolescents' self-esteem with single adults also decreases somewhat with age. Adolescents from single parenting, with growing age, are often burdened with increasing responsibilities and expectations. Teenagers from broken families are confronted with hesitation or self-doubt. Finding is in line with Orth, Trzesniewski, and Robins (2010), who believed that with growing age, adolescents' self-esteem decreases. Turner and Copyc (2006) found that the experience of parental conflict in childhood and adolescence has a negative correlation with adolescents' self-esteem. with growing age, the self-esteem of adolescents decreased. Cai Wu et al. (2014) found that adolescents' age is a negative predictor of their self-esteem.

The fourth hypothesis of this study is a significant relationship between adult education and self-esteem due to a broken and intact family structure. If young people could get more education despite an intact family structure, they should show more self-esteem. Adolescents' self-esteem with single parents tends to decrease slightly with education. This may be due to the lack of parental support, which is important for academic success. There is a non-significant link between education and adolescents' self-esteem (Shanmugam, 2017; Damota, Hussein, et al. 2020).

Another hypothesis of the study was to test the mean difference between adolescents' self-esteem with single parents and the number of siblings. Results showed a significant difference in adolescents' self-esteem with single parents and the number of siblings. (Yendork & Somhlaba, 2015). This indicates the lack of sibling support for young people with single parents. Children with low self-esteem are likely to have poorer adaptation (coping) in their life (Van der Wal, Finkenauer & Visser, 2019). According to family system theory, there is a strong relationship between children with their siblings with whom they spent much of their time (McHale et al., 2012), and it is strong primary bondage (Doherty & Feeney, 2004) and it is a long-lasting association during the lifetime.

One of the hypotheses of this study, adolescents' self-esteem with single parents varies according to socioeconomic class. Results found no difference between the adolescents' self-esteem with single parents in different socioeconomic classes. There is a nonsignificant difference between the self-esteem of young people with single parents and monthly income. The components of self-esteem are independent of the monthly income. The factor of personality is also one of the most important factors. This study is supported by an earlier study which found that despite significant improvements in the living conditions of orphans, it did not improve their well-being (Whetten et al., 2014). According to Mandara and Murray (2000), adolescents from intact families with better socio-economic factors appeared to have more self-control, are more loving and liked by others as compared to adolescents from single parents. Another hypothesis of this



study that adolescents with single parents who live in a joint family system have higher self-esteem than those who live in a nuclear family system was demonstrated by comparing the adolescents' self-esteem with single parents who live in a common and core family system. Results showed a significant difference in self-esteem among adolescents with a single parent or from both family systems. The result indicates the existence of a substitute for social support in the form of friends/colleagues or others in the case of a core family system, as found in an earlier study by Yendork and Somhlaba (2015) that found that friends or other close people may not use social support for orphans, which is important for maintaining self-esteem when there is no family framework for orphans. Adolescents with single parents in extended family setups appeared to have a broader support system as compared with adolescents coming from nuclear setup (Zalewska et al.,2012).

## **Conclusion**

There is limited literature available that has investigated the phenomena of adolescents with single parenting. Even literature did not cover the phenomena of social development and self-esteem. The adolescents are the major contributors and members of our society. It is interesting to learn how their status affected their social development since childhood and adolescence due to the phenomena of parents' separation and divorce. The adolescents' self-esteem in single-family homes was appeared to be low as compared with that of adolescents from intact families. A strong association was found between age and self-esteem among teenagers from single-family homes. The influence of education on self-esteem showed that the esteem among young people of a single-parent family increased with education. Perhaps it's because educated youngsters are using more coping skills. The adolescents' self-esteem with single was not affected by the number of siblings, birth order, and socioeconomic status. Social support appeared to be a powerful trait for social development as it instills a sense of belonging, love, and care to help alleviate stress. This helped to empower the young people from the single-parent system in life and society. The results confirm the approach of a strong family system to strengthen the functioning of intact families by emphasizing the common and extended family connections that only contribute to strengthening the marital, paternal and paternal grandparent and grandchildren relationships.

## **Limitations and Suggestions**

Like other research, this research has some limitations. A smaller sample size could not be generalized to the entire population. Respondents in the research sample were not all that similar. A sample generally focused on adolescents from the one- and two-family houses within the joint and nuclear system with the demographic factor of socioeconomic status. It was a cross-sectional study, and our design doesn't allow us to connect to the respondents for a longer period. This is a quantitative research design, but there is room for a mixed methodology for future research. For future research, it will be pragmatic to see gender differences while focusing on the social development of single parents. Psychosocial challenges of young people who belong to single parents should also be researched in the future.

## **Implications**

A large number of adolescents require social support to cope with their emotional, social, learning, and behavior issues. To meet it, there should be intervention strategies to avoid such issues. Educational Institutes based psychological counseling services may be provided to address these issues confronted by such adolescents. There should be a facility of counselors in every institute that will identify the adolescents confronted with issues or who are developing issues and provide them therapies to cure and reduce such issues. The civil society intervention must be there so the educational institutions provide a base using the new and innovative programs like stage dramas, plays that not only help to educate the parents and the community at large about the vulnerable adolescents' phase and their issues. Even it educates them about the solution of such issues.

The clinicians, family counselors, and educators who study the behavior of children, adolescents, and adolescents from broken families should focus on promoting positive, warm, close parent-child relationships and strong marital bonds and security in higher-order marriages.

REFERENCES

- Ali, S.K., & Soomar, S.M. (2019). Single Parenting: Understanding Reasons and Consequences. *JOJ Nursing and Health care*, 10(2), 001-003. <https://doi:10.19080/JOJNHC.2019.10.555781>
- Amato, P. (2000). The Consequences of Divorce for Adults and Children. *Journal of Marriage and Family*, 62,1269–1287. <https://doi.org/10.1111/j.1741-3737.2000.01269.x>
- Anderson, J. (2014). The impact of family structure on the health of children: Effects of divorce. *The Linacre Quarterly*, 81(4), 378–387. <https://doi.org/10.1179/0024363914Z.00000000087>
- Apolonio, R. A. (2020). Behavioral and demographic antecedents to household food waste. *International Journal of Humanities, Arts and Social Sciences*, 6(1), 32–43. <https://doi.org/10.20469/ijhss.6.20004-1>
- Azuka-Obieke, U. (2013). Single-parenting, psychological wellbeing and academic performance of adolescents in Lagos Nigeria. *Journal of Emerging Trends in Educational Research and Social Studies*, 4(1), 112-117.
- Bashir, A., Sattar A., & Fatima, S. (2015). Life Satisfaction and Self-Esteem Among Single Parents Adolescents. *European Journal of Business and Social Sciences*, 4(8), 84–90.
- Bhat, N. A., & Patil, R. R. (2019). Single Parenthood Families and their impact on children in India. *Delhi Psychiatry Journal*, 22(1), 161-165.
- Bowlby, J. (1979). *The making and breaking of affectional bonds*. London, UK: Tavistock.
- Bowlby, J. (1988). *A secure base*. New York, NY: Basic Books.
- Branden, N. (1995). *The Six Pillars of Self-Esteem-The Definitive Work on Self-Esteem by the Leading Pioneer in the Field*. San Francisco, CA: Jossey-Bass
- Branden, N. (2001). *The psychology of self-esteem: A revolutionary approach to self-understanding that launched a new era in modern psychology*. San Francisco, CA: Jossey-Bass
- Cai, H., Wu, M., Luo, Y. L., & Yang, J. (2014). Implicit self-esteem decreases in adolescence: a cross-sectional study. *PloS one*, 9(2), e89988. <https://doi.org/10.1371/journal.pone.0089988>
- Copeland, D. B. (2010). Psychological differences related to parenting infants among single and married mothers. *Issues in Comprehensive Pediatric Nursing*, 33, 129-148.
- Chanda, K., & Pujar, A. (2018). Stress and Psychological Wellbeing among Single parents. *International Journal of Pure and Applied Bioscience*, 6(4), 226-232. <http://dx.doi.org/10.18782/2320-7051.6692>
- Crosnoe, R. (2007). *The connection between academic failure and adolescent drinking in secondary school*. Austin, TX: The University of Texas at Austin.
- DeHart, T., Pelham, B. W., & Tennen, H. (2006). What lies beneath Parenting style and implicit self-esteem. *Journal of Experimental Social Psychology*, 42, 1–17. <https://doi.org/10.1016/j.jesp.2004.12.005>
- Damota, M. D., Ibrahim, E. H., Kifle, G. T., and H. Hailsilassie, H. W. (2020). The Relationship Between Self-Esteem and Academic Achievement Among Addis Ababa University Undergraduate Psychology Students. *Journal of Education and Practice*, 10(4).
- Doherty, N. A., & Feeney, J. A. (2004). The composition of attachment networks throughout the adult years. *Personal Relationships*, 11(4), 469–488. <https://doi.org/10.1111/j.1475-6811.2004.00093.x>
- Elfhag, K., Tynelius, P., & Rasmussen, F. (2010). Self-esteem links in families with 12-year-old children and separated spouses. *The Journal of Psychology*, 144(4), 341-359. <https://doi.org/10.1080/00223981003648237>
- Erol, R. Y., & Orth, U. (2011). Self-esteem development from age 14 to 30 years: A longitudinal study. *Journal of Personality and Social Psychology*, 101(3), 607–619. <https://doi.org/10.1037/a0024299>
- Fagan, P. F., & Churchill, A. (2012). The effects of divorce on children. Retrieved from <https://downloads.frc.org/EF/EF12A22.pdf>
- Farooqi, Y. N., & Intezar, M. (2009). Differences in the self-esteem of orphan children and children living with their parents. *JRSP [Serial online]*, 46(2), 116.
- Feeney, B. C., & Monin, J. K. (2008). An attachment-theoretical perspective on divorce. In Cassidy, J., and Shaver, P.R. (ed.) *Handbook of attachment: Theory, research, and clinical applications* (934–935–957). New York, NY: Guilford Press.
- Guhasarkar, S. (2020). The influence of Negative and Positive Parenting on Children. Retrieved from: [https://www.momjunction.com/articles/influence-of-negative-and-positive-parenting-on-children\\_00119750/](https://www.momjunction.com/articles/influence-of-negative-and-positive-parenting-on-children_00119750/)
- Hetherington, E. M. (2003). Social Support and the Adjustment of Children in Divorced and Remarried Families. *Childhood*, 10(2), 217–236. <https://doi.org/10.1177/0907568203010002007>
- Heatherton, T. F., & Polivy, J. (1991). Development and validation of a scale for measuring state self-esteem. *Journal of Personality and Social Psychology*, 60(6), 895–910. <https://doi.org/10.1037/0022-3514.60.6.895>

- Khoueinezhad, G., & Rajaei, A., & Mohebrad, T. (2008). The Relationship Between Perceived Parenting Styles with Female Adolescent's Feeling of Loneliness. *Knowledge & Research in Applied Psychology*, 9(34), 75-92. <https://www.sid.ir/en/journal/ViewPaper.aspx?id=181452>
- Kinder, D.(2002).Self-Esteem in Young Adults: The Effects of Parental Divorce in Childhood. *IU South Bend Undergraduate Research Journal*, 5.
- Mabuza, N., & Thwala, S.K., & Okeke,C.I.O. (2014). Single Parenting and Its Effects on the Psychosocial development of children in Swaziland. *Mediterranean Journal of Social Sciences*, 5(23). <https://doi:10.5901/mjss.2014.v5n23p2252>
- Malachi, R., (2020). Positive and Negative effects of Single Parenting. Retrieved from [http://www.momjunction.com/articles/effect-of-single-parenting\\_00373930/](http://www.momjunction.com/articles/effect-of-single-parenting_00373930/)
- Malik, F., & Marwaha, R. (2021). Developmental Stages of Social-Emotional Development in Children. Retrieved from <https://www.ncbi.nlm.nih.gov/books/NBK534819/>
- Mandara, J., & Murray, C. B. (2000). Effects of parental marital status, income, and family functioning on African American adolescent self-esteem. *Journal of Family Psychology*, 14(3), 475-490. <https://doi.org/10.1037/0893-3200.14.3.475>
- McHale, S. M., Updegraff, K. A., & Whiteman, S. D. (2012). Sibling relationships and influences in childhood and adolescence. *Journal of Marriage and Family*, 74(5), 913–930. <https://doi.org/10.1111/j.1741-3737.2012.01011.x>
- Mello, L.D., Govindaraju, B.M., & Monteiro, M. (2016). A Study on the Challenges Faced by Single Parent on Teenager Care. *International Journal of Advanced Trends in Engineering and Technology*, 1(1), 54-59.
- Mugove, K. (2017). Challenges Encountered by Single Parents in the Learning and Development of Children. *International Journal of Scientific and Research Publications*, 7(6), 178-186.
- Mustapha, M. L. A., & Odediran, D. (2019). Impact of Parental Separation on the Self Esteem of in-School Adolescents in Nigeria. *International Journal of Instruction*, 12(1), 1281-1298.
- Orth, U., Trzesniewski, K. H., & Robins, R. W. (2010). Self-esteem development from Adolescent's hood to old age: A cohort-sequential longitudinal study. *Journal of Personality and Social Psychology*, 98(4), 645–658. <https://doi.org/10.1037/a0018769>
- Owens, T. J., Stryker, S., Goodman, N. (eds.) (2001). *Extending Self-Esteem Theory and Research: Sociological and Psychological Currents*. New York, NY: Cambridge University Press
- Page, T., & Bretherton, I. (2001). Mother- and father-child attachment themes in the story completions of pre-schoolers from post-divorce families: Do they predict relationships with peers and teachers? *Attachment & Human Development*, 3(1), 1–29. <https://doi.org/10.1080/14616730010024753>
- Raja, D., (2020). Advantages and Disadvantages of single parenting. Retrieved from [https://www.momjunction.com/articles/advantages-anddisadvantages-of-single-parenting\\_00372990/](https://www.momjunction.com/articles/advantages-anddisadvantages-of-single-parenting_00372990/)
- Richter, D., & Lemola, S., (2017). Growing up with a single mother and life satisfaction in adulthood: A test of mediating and moderating factors. *PLoS ONE*, 12(6),1-15. <https://doi.org/10.1371/journal.pone.0179639>
- Ryckman, R. M. (2008). *Theories of personality* (9ed.). Thomson Wadsworth, CA: The U.S.A. University Press.
- Roberts, S. O. (2013). *The relationship between parental involvement and mathematics achievement in struggling mathematics learners*. New York, NY: University Press.
- Salami, S., & Alawode, E. (2000). Influence of single parenting on the academic achievement of adolescents in secondary schools: Implications for counseling. *Ilorin Journal of Education*, 20, 1-8.
- Santrock, J. W. (2006). *Life span development*. New York, NY: McGraw- Hill
- Shanmugam, V., and Kathyayini, B. (2017). Assertiveness and self-esteem in Indian adolescents. *Galore International Journal of Health Sciences and Research*, 2(4), 8- 13.
- Trzesniewski, K. H., Donnellan, M. B., & Robins, R. W. (2003). Stability of self-esteem across the life span. *Journal of Personality and Social Psychology*, 84(1), 205–220. <https://doi.org/10.1037/0022-3514.84.1.205>
- Turner, H. A., and Kopiec, K. (2006). Exposure to inter-parental conflict and psychological disorder among Adolescents. *Journal of Family Issues*, 27(2), 131-158.
- van der Wal, R. C., Finkenauer, C., & Visser, M. M. (2019). Reconciling mixed findings on children's adjustment following high-conflict divorce. *Journal of Child and Family Studies*, 28(2), 468–478. <https://doi.org/10.1007/s10826-018-1277-z>
- Waldfoegel, J., Craigie, T. A., & Brooks-Gunn, J. (2010). Fragile families and child wellbeing. *The Future of Children*, 20(2), 87–112. <https://doi.org/10.1353/foc.2010.0002>

- Whetten, K., Ostermann, J., Pence, B. W., Whetten, R. A., Messer, L. C., Ariely, S., O'Donnell, K., Wasonga, A. I., Vann, V., Itemba, D., and Eticha, M. (2014). Three-year change in the wellbeing of orphaned and separated children in institutional and family-based care settings in five low-and middle-income countries. *PloS One*, 9(8), e104872. <https://doi.org/10.1371/journal.pone.0104872>
- Watt, A. (2019). Single Parent Households and the Effect on Student Learning (Masters theses0. Eastern Illinois University, Chicago, Illinois
- Yendork, S. J., & Somhlaba, N. Z. (2015). Do Social Support, Self-efficacy, and Resilience Influence the Experience of Stress in Ghanaian Orphans? An Exploratory Study. *Child Care in Practice*, 21, 140 - 159. <https://doi:10.1080/13575279.2014.985286>
- Zalewski, M., Lengua, L. J., Fisher, P. A., Trancik, A., Bush, N. R., & Meltzoff, A. N. (2012). Poverty and single parenting: Relations with preschoolers' cortisol and effortful control. *Infant and Child Development*, 2, 537-554. <https://doi.org/10.1002/icd.1759>