

Personality Development: Assessing the Effects of Single Parent Families on Students Personality

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ABSTRACT: Family structures are an important contributor to the physiological and behavioral development of students. It is hypothesized that personality development of students living with single parent is influenced by the type of family structure, parent with whom the child lives with and the amount of time spent by parents with their children. To investigate such influence, this study employed a cross-sectional co-relational research design. A snow ball sampling technique was used to identify respondents for sample. The study used a sample 60 students whereby 50% were from single parent homes and 50% from intact homes. Data was collected by use of questionnaire designed to identify factors that contribute to personality development of students. Personality development was measured using the Big Five dimensions of personality trait parameters namely openness, conscientiousness, extraversion, agreeableness, neuroticism. The analysis was presented using frequencies, percentages, t-test, independent test and one way ANOVA tests. Statistical Package for Social Sciences was used to aid in generating a summary of results which were represented in tabular form. The findings of the study showed that there was very little influence of family structure on the personality development of the students. The absence of a parent or the interaction and involvement of parents with their children doesn't have an immense effect on the personality development of the children, thus the amount of time spent by parents with their children doesn't influence the personality development of students. The results also revealed that the major causes of the existence of single parent families are death and divorce.

Keywords: Personality development, single parent families, big five dimensions, intact homes, family structure.

I. INTRODUCTION

Single parenting has been a major issue dealing student life in Fiji. The traditional culture emphasizes the maternal responsibility of child care and home making giving children a better family life while the paternal responsibility comes with fulfilling financial needs and instilling discipline in children. It is the sole responsibility of the parents in upbringing their children to follow the norms and ethics of the society. They are accountable for the psychological, emotional, educational and career development of their children. However, these responsibilities are left on the hands of a single parent when a circumstance of divorce, separation or death of one of the spouse arises.

The family structure that used to be a powerful pole upholding the sense of security and stability breaks down due to these circumstances. This may have tremendous impact on the type of person children grow up to be. In most cases of separation, the child is left to depend on one parent only to meet all their needs. The adequate support a child needs to perform to the best of his/her ability is compromised with the limited financial and time parent spend with their children. Due to the absence of another adult, children take up the responsibilities of the absent adult and with the limited time and income, they develop skills and habits that determine their personality¹.

Personality is a major concept that we come across in our everyday lives because we tend to judge why people behave in a certain way. Personality is defined as the combination of characteristics or qualities that form an individual's distinctive character. These characteristics or traits of behaviour are unique to a person. Thus this research looks at how personality differs in students from intact homes and single parent home.

The single most influential factor in the personality development of people is the family². There are inspirational stories of women and men who, after a tough childhood or adulthood complete become successful members of society and are held as role models. The family structure and background plays an important role in the personality development of people³.

The study will investigate single-parenting and its effects on the personality development of people. There are many students within our school system that come from single-parent families. Due to the many

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³ Hartline, K. (2013). *The Family's Influence on a Child's Personality | LIVESTRONG.COM.* [online] LIVESTRONG.COM. Available at: <http://www.livestrong.com/article/492708-the-familys-influence-on-a-childs-personality/> [Accessed 22 Oct. 2015].

issues that stem from the single-parent families, some students are unable to reach their full potential. The single family structure is either the result of divorce, separation, death or teenage pregnancy. In Fiji, the Ministry of Social Welfare has recorded a total of 64 teenage pregnancies from the months of January to June in 2014.

In 2007, the divorce rate was recorded as 3.2 percent, proportion widowed was 11.9 percent and the crude death rate of 6 per 1000 and thus with single-parent families becoming the norm in the Fiji society, it is necessary to find a way to address this issue so as to provide students and parents with solutions to help them achieve their highest ability.

The main problem of the study is that a lot of educators and councilors have argued that the family background determines ones personality towards an individual or a situation⁴. Openness to experience, conscientiousness, extraversion, agreeableness and neuroticism are indicators of personality development⁵. Thus the study aims to identify how family structures influence the personality development in students.

Impact of Single Parent Families on Personality development

Single-parenthood can be defined as when one out of two people who is responsible for the nurturing and child rearing is not available and the work meant for two people is now carried out by only one person. This phenomenon can be a result of either divorce, separation due to work or legal authorities, death or simply unmarried. Single parent families deal with many other pressures and potential problem areas that the nuclear family does not have to face which make it difficult to raise children. These problems include bitterness towards the absent spouse, loneliness, poverty, insecurity about raising children without a help. Such instability may be psychologically disruptive to children. Hence, it can have an impact on the personal characteristic of a person.

Personality Traits

Personality psychologists are interested in what differentiates one person from another and why we behave the way that we do. Personality research, like any science, relies on quantifiable concrete data which can be used to examine what people are like. This is where the Big Five plays an important role. The Big Five was originally derived in the 1970's by two independent research teams, Paul Costa and Robert McCrae (at the National Institutes of Health), and Warren Norman (at the University of Michigan)/Lewis Goldberg (at the University of Oregon) who took slightly different routes at arriving at the same results: most human personality traits can be boiled down to five broad dimensions of personality, regardless of language or culture. These five dimensions were derived by asking thousands of people hundreds of questions and then analyzing the data with a statistical procedure known as factor analysis. It is important to realize that the researchers did not set out to find five dimensions, but that five dimensions emerged from their analyses of the data. In scientific circles, the Big Five is now the most widely accepted and used model of personality⁶.

The Big Five Dimensions Of Personality Traits

The Big Five factors are quite broad and consist of a range of more specific traits⁷. The broad dimension of Extraversion encompasses such more specific traits as talkative, energetic, and assertive. Agreeableness includes traits like sympathetic, kind, and affectionate. Conscientiousness includes traits like organized, thorough, and planful. Neuroticism includes traits like tense, moody, and anxious. Openness to experience includes traits like having wide interests, and being imaginative and insightful. The Big Five are, collectively, taxonomy of personality trait: a coordinate system that maps which traits go together in people's descriptions or ratings of one another.

The Big Five are an empirically based phenomenon, not a theory of personality. The Big Five factors were discovered through a statistical procedure called factor analysis, which was used to analyze how ratings of various personality traits are correlated in humans. The original derivations relied heavily on American and Western European samples, and researchers are still examining the extent to which the Big Five structure generalizes across cultures⁸.

Conceptual Framework

The independent variable of the study is family structure which is further divided into components type of family structure (single parent home/ intact homes, parent with whom the child lives with, and the amount of

⁴ Personalityresearch.org, (2015). *Depression in Children: Causes and Interventions*. [online] Available at: <http://www.personalityresearch.org/papers/sokolova.html> [Accessed 22 Oct. 2015].

⁵ An Introduction to the Five-Factor Model and Its Applications. (n.d.). 1st ed. [ebook] pp.175- 207. Available at: <http://www.workplacebullying.org/multi/pdf/5factor-theory.pdf> [Accessed 22 Oct. 2015].

⁶ Outofservice.com, (2015). Research Background and Frequently Asked Questions on the Big Five. [online] Available at: <http://www.outofservice.com/bigfive/info/> [Accessed 28 Aug. 2015].

⁷ Pages.uoregon.edu, (2015). Personality and Social Dynamics Lab | Sanjay Srivastava. [online] Available at: <http://pages.uoregon.edu/sanjay/bigfive.html> [Accessed 28 Aug. 2015].

⁸ Pages.uoregon.edu, (2015). Personality and Social Dynamics Lab | Sanjay Srivastava. [online] Available at: <http://pages.uoregon.edu/sanjay/bigfive.html> [Accessed 28 Aug. 2015].

time spent by parents with their children. The dependent variables are the five dimensions of personality trait; Openness, Conscientiousness Extraversion, Agreeableness, Neuroticism. Each dimension is measured using five others factors shown below in the conceptual framework.

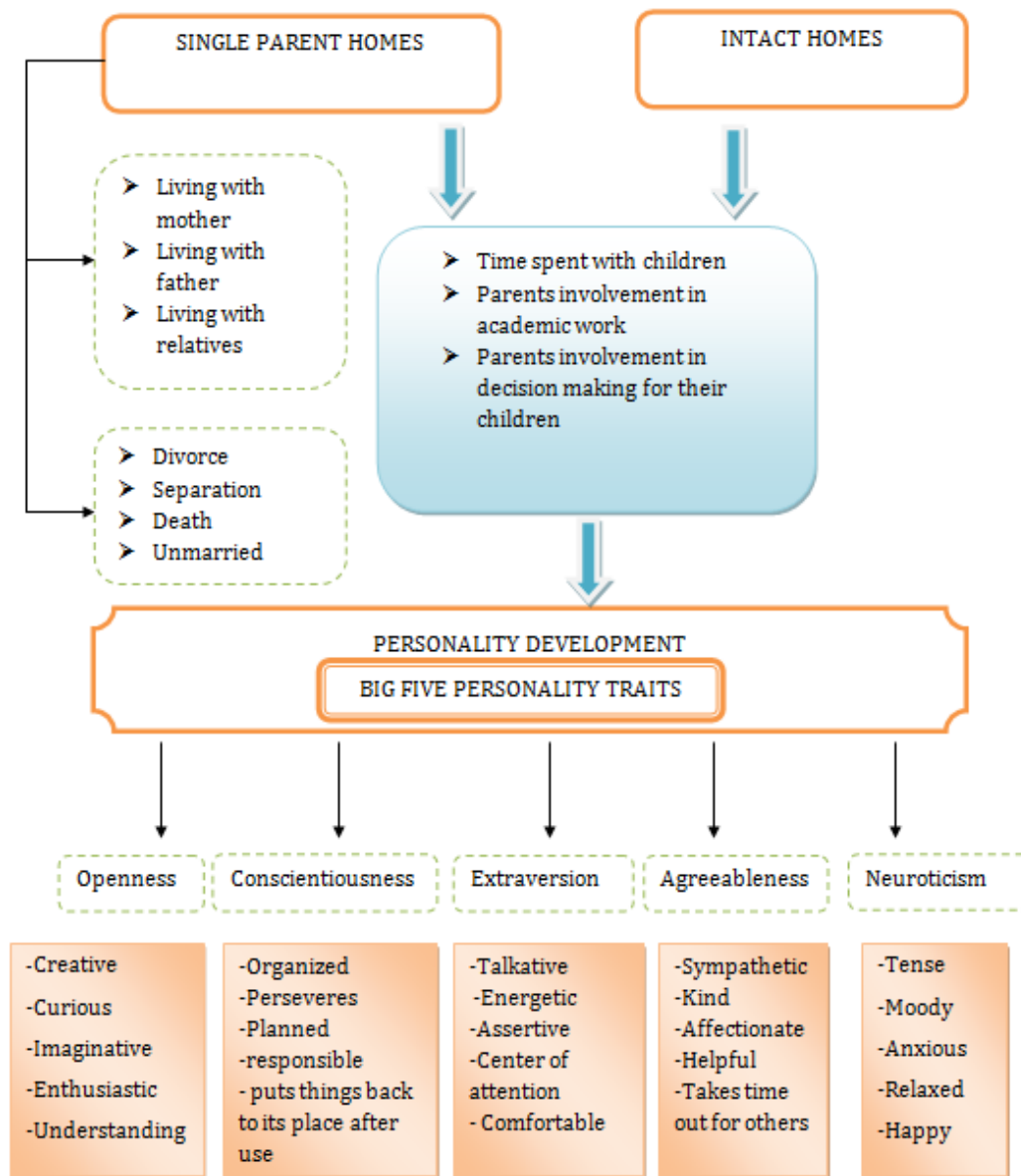


Figure 1.0 Conceptual Framework

Major Cause of Single Parent Families

Table 1 Reason for Single Parent Families

	Percent	Cumulative Percent
Divorce	21.7	21.7
Death	25.0	46.7
Unmarried	3.3	50.0
Not Applicable	50.0	100.0
Total	100.0	

Table 1 shows the reasons for the separation leading to single parent families. Since fifty percent of the participants had single parent families, twenty five percent rated death as the cause of separation between the parents, and coming closer with almost twenty two percent is divorce with three percent of families faced separation because of never being legally married to their partners. This indicates that death and divorce is the major cause of single parents in our society.

Table 2 Parents/ Guardian the Respondent Lives With

	Percent	Cumulative Percent
Mother	31.7	31.7
Father	15.0	46.7
Relative	3.3	50.0
Both Parents	50.0	100.0
Total	100.0	

Table 2 shows the parent/ relative the respondents live with. Out of the 60 participants, 30 lived with both parents representing 50%, 19 live with their mother representing 31.67%, 9 live with their father representing 15% while 2 live with relatives representing 3.33%.

Effect of Family Structure on Personality Development of Students

Table 3 T-test for Family Structure and Personality Trait-Openness

		Sig.	t	df
Openness/Creative	Single Parent Home	.697	-.825	58
	Intact Home		-.825	57.827
Openness/Curious	Single Parent Home	.047	.861	58
	Intact Home		.861	53.154
Openness/Enthusiasm	Single Parent Home	.485	1.253	58
	Intact Home		1.253	57.341
Openness/ Imagination	Single Parent Home	.964	-.462	58
	Intact Home		-.462	57.621
Openness/Understanding	Single Parent Home	.880	-.150	58
	Intact Home		-.150	57.974

Table 3 shows the difference in the personality trait openness of students from intact homes and single parent homes. The results denote that the *p* value of four out of five factors of openness (creative, enthusiasm, imagination and understanding) is more than the level of significance ($p \leq 0.05$), thus the null hypothesis is accepted stating that there is no significant difference between the personality trait openness of students from single parent homes and intact homes in these four factors. However, the factor curiosity has *p* value less than the level of significance, thus the H_1 is accepted and stated that there is a significant difference between family structure and students curiosity to know about different things.

Table 4 T-test for Family Structure and Personality Trait-Conscientiousness

		Sig.	t	df
Conscientiousness/ Organized	Single Parent Home	.551	-.992	58
	Intact Home		-.992	57.404
Conscientiousness/ Perseveres	Single Parent Home	.917	-.878	58
	Intact Home		-.878	55.876
Conscientiousness/ Plan	Single Parent Home	.324	-.428	58
	Intact Home		-.428	57.339
Conscientiousness/ Responsible	Single Parent Home	.032	.297	58
	Intact Home		.297	52.653
Conscientiousness/ Put things back to its place	Single Parent Home	.051	-1.342	58
	Intact Home		-1.342	50.710

Table 4 shows the difference in the personality trait conscientiousness of students from intact homes and single parent homes. The results denote that the *p* value of four out of five factors of conscientiousness (organized, perseveres, works according to plan and putting things back to its place after use) is more than the level of significance ($p \leq 0.05$), thus the null hypothesis is accepted stating that there is no significant difference between the personality trait conscientiousness of students from single parent homes and intact homes in these four factors. However the factor, being responsible, has a *p* value (0.032) less than the level of significance, thus H_1 is accepted and stated that there is a significant difference between family structure and responsibility level in students from single parent homes and intact homes.

Table 5 T-test for Family Structure and Personality Trait-Extraversion

		Sig.	t	df
Extraversion/ Talkative	Single Parent Home	.253	-1.470	58
	Intact Home		-1.470	56.133
Extraversion/ Center of attention	Single Parent Home	.111	-.801	58
	Intact Home		-.801	55.746
Extraversion/ Assertive	Single Parent Home	.114	-1.737	58
	Intact Home		-1.737	53.039
Extraversion/ Comfortable	Single Parent Home	.570	.528	58
	Intact Home		.528	56.127
Extraversion/ Starts Conversation	Single Parent Home	.002	-2.053	58
	Intact Home		-2.053	46.988

Table 5 shows the difference in the personality trait extraversion of students from intact homes and single parent homes. The results denote that the p value of four out of five factors of extraversion (talkative, center of attention, assertive and comfortable) is more than the level of significance ($p \leq 0.05$), thus the null hypothesis is accepted stating that there is no significant difference between the personality trait extraversion of students from single parent homes and intact homes in these four factors. However the factor, starting a conversation, has a p value (0.002) less than the level of significance, thus H1 is accepted and stated that there is a significant difference between family structure and starting a conversation, in students from single parent homes and intact homes.

Table 6 T-test for Family Structure and Personality Trait-Agreeableness

		Sig.	t	df
Agreeableness/Helpful	Single Parent Home	.366	1.031	58
	Intact Home		1.031	57.982
Agreeableness/Sympathizes	Single Parent Home	.293	-.409	58
	Intact Home		-.409	54.931
Agreeableness/Kind	Single Parent Home	1.000	.000	58
	Intact Home		.000	57.815
Agreeableness/Takes time out for others	Single Parent Home	.714	1.209	58
	Intact Home		1.209	57.584
Agreeableness/Co-operative	Single Parent Home	.874	.177	58
	Intact Home		.177	57.663

Table 6 results denotes that p value of the five factors of personality trait agreeableness (helpful, sympathetic, kind, taking time out for others and co-operative in a team) is more than the level of significance ($p \leq 0.05$), thus the null hypothesis is accepted and stated that there is no significant difference between family structure and the personality trait agreeableness.

Table 7 T-test for Family Structure and Personality Trait-Neuroticism

		Sig.	t	df
Neuroticism/ Nervous	Single Parent Home	.138	-1.706	58
	Intact Home		-1.706	51.723
Neuroticism/ Worry	Single Parent Home	.341	-2.391	58
	Intact Home		-2.391	57.377
Neuroticism/ Happy	Single Parent Home	.161	-2.195	58
	Intact Home		-2.195	52.746
Neuroticism/ Relaxed	Single Parent Home	.404	-1.113	58
	Intact Home		-1.113	56.143
Neuroticism/ Mood swings	Single Parent Home	.159	-1.068	58
	Intact Home		-1.068	55.261

Table 7 results denotes that p value of the five factors of personality trait neuroticism (nervous, worried, happy, relaxed and having mood swings) is more than the level of significance ($p \leq 0.05$), thus the null hypothesis is accepted and stated that there is no significant difference between family structure and the personality trait neuroticism.

Effect of living with either of the Parent on Personality Development of Students

Table 8 T-test for Living with either of the Parent and Personality Trait-Openness

		Sig.	t	df
Openness /Creative	Mother	.283	1.188	26
	Father		1.056	12.114
Openness/Curious	Mother	.885	-.670	26
	Father		-.620	13.166
Openness/Enthusiasm	Mother	.039	.161	26
	Father		.138	11.309
Openness/ Imagination	Mother	.282	1.117	26
	Father		1.020	12.801
Openness/Understanding	Mother	.888	.145	26
	Father		.148	16.567

Table 8 shows the difference in the personality trait openness of students living with either of the parent in a single parent home. The results denote that the *p* value of four out of five factors of openness (creative, curiosity, imagination and understanding) is more than the level of significance ($p \leq 0.05$), thus the null hypothesis is accepted stating that there is no significant difference between the personality trait openness of students and the parent with whom the child lives within these four factors. However, the factor enthusiasm has *p* value (0.032) less than the level of significance, thus the H_1 is accepted and stated that there is a significant difference between enthusiasm and the parent with whom the child resides.

Table 9 T-test for Living with either of the Parent and Personality Trait-Conscientiousness

		Sig.	t	df
Conscientiousness/Organized	Mother	.403	.710	26
	Father		.681	14.299
Conscientiousness/Perseveres	Mother	.962	.281	26
	Father		.289	16.943
Conscientiousness/Plans	Mother	.017	-1.532	26
	Father		-1.900	25.644
Conscientiousness/Responsible	Mother	.463	-.604	26
	Father		-.732	24.937
Conscientiousness/ Put things back to its place	Mother	.144	1.911	26
	Father		1.639	11.309

Table 9 shows the difference in the personality trait conscientiousness of students living with either of the parent in a single parent home. The results denote that the *p* value of four out of five factors of conscientiousness (organized, perseveres, responsible and putting things back to its place after use) is more than the level of significance ($p \leq 0.05$), thus the null hypothesis is accepted stating that there is no significant difference between the personality trait conscientiousness of students living with either of the parent in a single parent home in these four factors. However the factor, being working according to the plan, has a *p* value (0.017) less than the level of significance, thus the H_1 is accepted and stated that there is a significant difference between working according to the plan and the parent with whom the child resides.

Table 10 T-test for Living with either of the Parent and Personality Trait-Extraversion

		Sig.	t	df
Extraversion/ Talkative	Mother	.382	.261	26
	Father		.243	13.457
Extraversion/ Center of attention	Mother	.978	-.498	26
	Father		-.497	15.699
Extraversion/ Assertive	Mother	.149	-1.047	26
	Father		-1.234	23.752
Extraversion/ Comfortable	Mother	.025	1.419	26
	Father		1.139	10.080
Extraversion/ Starts Conversation	Mother	.494	.629	26
	Father		.582	13.171

Table 10 shows the difference in the personality trait extraversion of students living with either of the parent in a single parent home. The results denote that the p value of four out of five factors of extraversion (talkative, center of attention, assertive and starting a conversation) is more than the level of significance ($p \leq 0.05$), thus the null hypothesis is accepted stating that there is no significant difference between the personality trait extraversion of students living with either of the parent in a single parent home in these four factors. However the factor, being comfortable with others, has a p value (0.025) less than the level of significance, thus the H_1 is accepted and stated that there is a significant difference between the variable, being comfortable with others and the parent with whom the child resides.

Table 11 T-test for Living with either of the Parent and Personality Trait-Agreeableness

		Sig.	t	df
Agreeableness/ Helpful	Mother	.181	-.209	26
	Father		-.180	11.358
Agreeableness/ Sympathizes	Mother	.468	.105	26
	Father		.102	14.589
Agreeableness/ Kind	Mother	.642	.623	26
	Father		.551	12.002
Agreeableness/ Takes time out for others	Mother	.310	.933	26
	Father		.804	11.394
Agreeableness/ Co-operative	Mother	.248	.461	26
	Father		.388	10.935

Table 11 results denotes that p value of the five factors of personality trait agreeableness (helpful, sympathetic, kind, taking time out for others and co-operative in a team) is more than the level of significance ($p \leq 0.05$), thus the null hypothesis is accepted stating that there is no significant difference between the personality trait agreeableness of students living with either of the parent in a single parent home.

Table 12 T-test for Living with either of the Parent and Personality Trait-Agreeableness

		Sig.	t	df
Neuroticism/ Nervous	Mother	.181	-.209	26
	Father		-.180	11.358
Neuroticism/ Worry	Mother	.468	.105	26
	Father		.102	14.589
Neuroticism/ Happy	Mother	.642	.623	26
	Father		.551	12.002
Neuroticism/ Relaxed	Mother	.310	.933	26
	Father		.804	11.394
Neuroticism/ Mood swings	Mother	.248	.461	26
	Father		.388	10.935

Table 12 results denotes that p value of the five factors of personality trait agreeableness (nervous, worried, happy, relaxed and having mood swings) is more than the level of significance ($p \leq 0.05$), thus the null hypothesis is accepted stating that there is no significant difference between the personality trait neuroticism of students living with either of the parent in a single parent home.

Effect of Amount Of Time Parents Spend With Their Children On Personality Development Of Students

Table 13 Anova-test for Parents Time Spent with Children and Personality Trait-

		df	F	Sig.
Openness/ Creative	Between Groups	3	.216	.885
	Within Groups	56		
	Total	59		
Openness/ Curious	Between Groups	3	2.428	.075
	Within Groups	56		
	Total	59		
Openness/ Enthusiasm	Between Groups	3	.230	.875
	Within Groups	56		
	Total	59		

Openness/ Imagination	Between Groups	3	.159	.924
	Within Groups	56		
	Total	59		
Openness/ Understanding	Between Groups	3	.874	.460
	Within Groups	56		
	Total	59		

Table 13 results indicates that the p value of all the factors of personality trait openness is more than the level of significance ($p \leq 0.05$) thus the null hypothesis is accepted and stated that there is no significant difference between the openness and the time spent by parents with their children.

Table 14 Anova-test for Parents Time Spent with Children and Personality Trait-Conscientiousness

		df	F	Sig.
Conscientiousness/ Organized	Between Groups	3	.066	.978
	Within Groups	56		
	Total	59		
Conscientiousness/ Perseveres	Between Groups	3	1.130	.345
	Within Groups	56		
	Total	59		
Conscientiousness/ Plans	Between Groups	3	.355	.786
	Within Groups	56		
	Total	59		
Conscientiousness/ Responsible	Between Groups	3	1.020	.391
	Within Groups	56		
	Total	59		
Conscientiousness/ Put things back to its place	Between Groups	3	2.800	.048
	Within Groups	56		
	Total	59		

Table 14 results indicates that the p value of four out of five factors of personality trait openness (organized, perseveres, works according to the plan) is more than the level of significance ($p \leq 0.05$) thus the null hypothesis is accepted and stated that there is no significant difference between the conscientiousness and the time spent by parents with their children in the four factors. However, the variable, putting things back to its place, has p value less than the level of significance, thus the H_1 is accepted and stated that there is a significant difference between time spent by parents with their children and the variable, putting things back to its place.

Table 15 Anova-test for Parents Time Spent with Children and Personality Trait-Extraversion

		df	F	Sig.
Extraversion/ Talkative	Between Groups	3	2.706	.054
	Within Groups	56		
	Total	59		
Extraversion/Center of attention	Between Groups	3	2.320	.085
	Within Groups	56		
	Total	59		
Extraversion/ Assertive	Between Groups	3	.205	.893
	Within Groups	56		
	Total	59		
Extraversion/ Comfortable	Between Groups	3	1.659	.186
	Within Groups	56		
	Total	59		
Extraversion/ Starts Conversation	Between Groups	3	7.239	.000
	Within Groups	56		
	Total	59		

Table 15 results indicates that the p value of four out of five factors of personality trait extraversion (talkative, center of attention, assertive and comfortable) is more than the level of significance ($p \leq 0.05$) thus the null hypothesis is accepted and stated that there is no significant difference between extraversion and the time

spent by parents with their children in the four factors. However, the variable, starts conversation, has p value less than the level of significance, thus the H_1 is accepted and stated that there is a significant difference between times spent by parents with their children and the variable, starts a conversation.

Table 16 Anova-test for Parents Time Spent with Children and Personality Trait-Agreeableness

		df	F	Sig.
Agreeableness/ Helpful	Between Groups	3	.907	.443
	Within Groups	56		
	Total	59		
Agreeableness/ Sympathizes	Between Groups	3	.287	.834
	Within Groups	56		
	Total	59		
Agreeableness/ Kind	Between Groups	3	1.563	.209
	Within Groups	56		
	Total	59		
Agreeableness/ Takes time out for others	Between Groups	3	2.193	.099
	Within Groups	56		
	Total	59		
Agreeableness/ Co-operative in a team	Between Groups	3	5.692	.002
	Within Groups	56		
	Total	59		

Table 16 results indicates that the p value of four out of five factors of personality trait agreeableness (helpful, sympathetic, kind and taking time out for others) is more than the level of significance ($p \leq 0.05$) thus the null hypothesis is accepted and stated that there is no significant difference between agreeableness and the time spent by parents with their children in the four factors. However, the variable, co-operative in a team, has p value less than the level of significance, thus the H_1 is accepted and stated that there is a significant difference between times spent by parents with their children and the variable, co-operative in a team.

Table 17 Anova-test for Parents Time Spent with Children and Personality Trait-Neuroticism

		df	F	Sig.
Neuroticism/Nervous	Between Groups	3	.407	.749
	Within Groups	56		
	Total	59		
Neuroticism/worry	Between Groups	3	.125	.945
	Within Groups	56		
	Total	59		
Neuroticism/happy	Between Groups	3	1.039	.382
	Within Groups	56		
	Total	59		
Neuroticism/relaxed	Between Groups	3	.226	.878
	Within Groups	56		
	Total	59		
Neuroticism/ Mood swings	Between Groups	3	2.396	.078
	Within Groups	56		
	Total	59		

Table 17 results indicates that the p value of all the factors of personality trait neuroticism is more than the level of significance ($p \leq 0.05$) thus the null hypothesis is accepted and stated that there is no significant difference between neuroticism and the time spent by parents with their children.

II. CONCLUSION

The study revealed that death and marital disunity leading to divorce is the major reasons of single parent families in the society. The study also showed absence of the father in majority of the single parent families. Whether a child lives with one parent or both parents doesn't necessarily have influence on the almost all personality development traits of the child except for three factors namely curiosity, responsible and starting

a conversation. Therefore, by this, there is no relationship between the single parental influence and personality development of students in 22 out of 25 factors of personality traits.

Absence of a parent doesn't necessarily have influence on the personality development of the child in almost all the factors except for enthusiasm, working according to the plan and being comfortable with others. The study reveals that the interaction and involvement of parents with their children doesn't have an effect on the personality development of the children, thus the amount of time spent by parents with their children doesn't influence the personality development of students, however it shows that there is an effect on habits like putting things back to place after use, starting a conversation and co-operating in a team.

III. RECOMMENDATIONS

Therefore, to elude this, there is a need for the improvement in the health services provide to the public in the country so that the death rate can be minimized hence leading to a reduction in the number of single parent families that exist in the society.

To avoid marital disunity, parents should more tolerant, appreciate and understand each other in a marital relationship. They should ignore the forces of disunity and seek counseling for better upbringing of their children.

Social groups should be established to allow members of the single parent homes to socialize and participate in the community to ensure confidence in them.

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