CHAPTER V

SUMMARY, FINDINGS AND CONCLUSION

5.01 INTRODUCTION

This chapter consists of the summary of the study so far made by the Research scholar, findings of the study, followed by conclusion, educational implications, and suggestions for further research.

The present study is termed as “A STUDY OF SELF-ESTEEM, PEER-GROUP RELATIONSHIP, ADJUSTMENT ABILITY AND ACADEMIC ACHIEVEMENT OF COLLEGE STUDENTS FROM SINGLE-PARENT FAMILY AND INTACT FAMILY”.

The following were the objectives of the study:

1. To assess the level of Self-esteem among male and female college students from single-parent family and intact family;
2. To study the Peer-group relationship among male and female college students from single-parent family and intact family;
3. To find out the Adjustment ability among male and female college students from single-parent family and intact family;
4. To study the Academic achievement among male and female college students from single-parent family and intact family;
5. To study the significance of difference between male and female college students of single-parent family and intact family in respect to Self-esteem, Peer-group relationship, Adjustment ability and Academic achievement.
The studies have discovered the fact that the biological, emotional and economic needs are the foundation of a family and the family is the agency through which the impressionable rising generation is made familiar with such tradition. The scholar also found out the distinctive features of the family, the status of women in Indian family and how they are responsible for molding the very personality of children, and thus establishing a significant pattern of social reality. The Indian society is consisted of nuclear, extended and single-parent families and each family system has its own problem and also a few merits. A family is run not by single person but by many persons, each member has a role to play in running the family, for example children who are rebellious can completely spoil the peace of a family. A drunken husband ruins the whole family by creating problem to his wife and others. Therefore, a successful running of a family is the collective endeavor of all the members of a family.

The Research scholar also has understood the fact that modern scholars, particularly Psychologist, Sociologist, Anthropologist, and Educationalist are interested in studying the single-parent family system as well as the intact family system. Generally speaking that previously, scholars were interested in studying the traditionally established joint family system started breaking up and created certain social changes as well as new problems, and phenomena, modern scholars have started showing interest in studying the single-parent families and intact families.

The Research scholar has used the Ex post facto methodology to discover the needed information. The survey method was followed using Questionnaire by adopting standardized scales. The variables were self-esteem, peer-group relationship, adjustment ability and academic achievement and the scales used were self-esteem inventory by
Karunanidhi (1996), peer-group relationship scale by Hudson & Fey (1982), college students’ adjustment scale by Pareek et al. (1976) and the scores earned by the college student in the Terminal Examination was taken for academic achievement. The study was conducted among college students of single-parent family and intact family. 520 samples were chosen by purposive sampling method of which 265 college students were from single-parent families and the remaining 255 college students were from intact families. The places of sample selection were in and around city colleges of Chennai.

Data were gathered, tabulated, classified, interpreted, compared, evaluated, and then generalizations were made. The results revealed the fact that there seems to be problems faced by the members of the single-parent families.

From the study carried out by the research scholar the following findings of the study are stated and concluded below:

**5.02 FINDINGS OF THE STUDY**

1. The college students from intact family have more overall self-esteem and in case of all dimensions than the college students from single-parent family.

2. The college students from intact family have more peer-group relation and social acceptance than the college students from single-parent family.

3. The college students from intact family have better overall adjustment ability, at home, with peers and in general than the college students from single-parent family.

4. The college students from single-parent family have less adjustment ability at school and with teachers than the college students from intact family.
5. The college students from intact family have more academic achievement than the college students from single-parent family.

6. The male college students from intact family have more overall self-esteem, competency self-esteem, global self-esteem, moral and self-control self-esteem, social self-esteem, family self-esteem and body & physical appearance self-esteem than the male college students from single-parent family.

7. The male college students from intact family have more peer-group relation and social acceptance than the male college students from single-parent family.

8. The male college students from intact family have better overall adjustment ability, at home, with peers and in general than the male college students from single-parent family.

9. The male college students from single-parent family have less adjustment ability at school and with teachers than the male college students from intact family.

10. The male college students from intact family have more academic achievement than the male college students from single-parent family.

11. The female college students from intact family have more overall self-esteem, competency self-esteem, global self-esteem, moral and self-control self-esteem, social self-esteem, family self-esteem and body & physical appearance self-esteem than the female college students from single-parent family.

12. The female college students from intact family have more peer-group relation and social acceptance than the female college students from single-parent family.

13. The female college students from intact family have better overall adjustment ability, at home, with peers and in general than the female college students from single-parent family.
14. The female college students from single-parent family have less adjustment ability at school and with teachers than the female college students from intact family.

15. The female college students from intact family perform well academically than the female college students from single-parent family.

16. There is no significant difference in the overall self-esteem and in case of competency dimension between male and female college students from single-parent family.

17. The male students have more global self-esteem than the female students from single-parent family.

18. There is no significant difference in the moral and self-control dimension, social dimension, family dimension and body & physical appearance dimension of self-esteem between male and female college students from single-parent family.

19. There is no significant difference in the peer-group relation and social acceptance between male and female college students from single-parent family.

20. There is no significant difference in the overall adjustment ability, at home, at school, with peers, teachers and in general between male and female college students from single-parent family.

21. The male college students have more academic achievement than the female college students from single-parent family.

22. The male college students have low overall self-esteem than the female college students from intact family.

23. There is no significant difference in the competency dimension of self-esteem between male and female college students from intact family.
24. The female college students have more global self-esteem than the male college students from intact family.

25. The male college students have lower moral and self-control self-esteem than the female college students from intact family.

26. There is no significant difference in the social dimension, family dimension and body & physical appearance of self-esteem between male and female college students from intact family.

27. There is no significant difference in the peer-group relation between male and female college students from intact family.

28. The female college students have more social acceptance than the male college students from intact family.

29. There is no significant difference in the overall adjustment ability, at home, at school, with peers and with teachers between male and female college students from intact family.

30. The female college students have less adjustment ability in general than the male college students from intact family.

31. There is no significant difference in academic achievement between male and female college students from intact family.
5.03 CONCLUSION

The Discussions that have been made so far in this chapter very clearly and seems to reveal the fact that the problem of parenthood is a vital and serious one when we study the Institution of marriage. The world wide phenomenon is that children left out suffer under a single-parent or intact family and the problem are more and tortuous when children have to live under one parent.

A conclusion that the research scholar has made based on her study is that the intact family seems to be better than a single-parent family type. The children are able to lead a happy and peaceful life when they are looked after by two parents with whom they can happily spend their time. It is not the case with children living under one parent. They develop at the later stage of their life a depressive condition that may lead to negative type of thinking and acting. Therefore, the intact family seems to be the most welcome by the children as they feel safe in the hands of both the parents.

Education itself is not the problem or the solution as According to Darfur Dream Team Sisters School Program, empowerment through education quotes “Without an education, children including adolescents are less likely to be healthy, grow strong, be safe or fully participate in their communities”. Education is a secure and stable school environment will help children overcome traumatic experience and prepare them for a brighter future. Education is considered as a light, protection tool, durable solution, international obligation, basis for sustainable development and Education itself is not the problem for the mankind by any means.

The Common Barriers that non-traditional families face may be listed as delayed enrolment, does not have a school discipline, works full-time while enrolled in school, lack
of self-confidence, lack of role models, as well as lack of accurate information and face discrimination in the classroom and on job.

5.04 EDUCATIONAL IMPLICATIONS

1. The present study found certain psycho social problems specific to college students from single-parent family. This provides an insight and awareness to understand the problem confronted by college students from single-parent family and single parents.

2. Psychometrically this finding will be helpful to understand the etiology of problems of the college students from single-parent family by school and college teachers, counselors and clinicians.

3. Emphasis should be given to program in schools and colleges to promote overall development and wellbeing of students from single-parent family.

5.05 RECOMMENDATIONS

1. Training teachers to engage the students through more effective teaching practices.

2. Coaching parents and care givers to help their children learn early, so they are prepared to enter school.

3. Use of community volunteers to help kids reading and doing math outside of school hours.

4. Introducing children to the power of artistic expression, drawing, painting, music, drama and more to help them learn and do better in school.

5. Making sure that children don’t stop learning during a crisis, and help to keep kids healthy so they don’t fall behind or drop out.
5.06 SUGGESTIONS FOR FURTHER RESEARCH

The psycho social intervention programs can be applied for different group of college students with conduct disorders, mild emotional problems and their parents and also for normal students and their parents.

A control group of parents could be used to prove the effect of psycho social intervention program in future study.

Studies could be conducted focusing on the effect of intermediating variables such as social support among family and society for single parents, their education level and mental health to promote the well being of the single-parent family.