Chapter-V
Summary
It would be most necessary to conclude that parental variables are always the antecedent condition in the parent-child relationship. Parents are themselves influenced by the developing behavior characteristics of their children. The mothers who respond warmly and affectionately toward her dependent infant may, or may not, have the same acceptant attitudes toward her offspring during the assertive preschool years. Methods of positive control may produce child hostility and aggression, which may in tern eventuate in sterner attempts at control and for an ever widening circle of mutual frustration. The mother or father who attempts to curb independence in the pre-school child may be disappointed with the dependent attributes of the same child in preadolescence. Parent influence their children, children influence their parents, and these influences may change substantially with the passage of time.

It has been proposed that the state of being a single parent family should be regarded as time transition since most single parents or member of divorced couples marry fairly rapidly (Ross and Sawhill 1975), one out of every five adults remarries with in the first year after divorce and remarriage is about five to six years. Thus the experience of living in a single parent family is one that parents and children’s pass in and out of, sometimes at several occasions during the course of development. Most transitions are stressful such as divorce, which involve losing family
members restructuring the family and finding new patterns of family functioning, are frequently distressing to both parents and children. In spite of the fact the divorce may be a positive to destructive conflictual family functioning and be eventual outcome may be constructive one for many family members. The transition period following separation and divorce is stressful. In fact, there is some evidence that feeling of distress and unhappiness in parents, poor parent-child relations and the social and emotional adjustment of children actually get worse during the first year following divorced. However for many parents there is a dramatic increase in the sense of personal well being, interpersonal functioning and family relation in the second year following divorce when families are adopting to their new single parents status. In the long run, children in single parent families are better adjusted that children in conflict-ridden nuclear families. In the short run, in the first year following divorce, the children in single-parent families are more disturbed (Hetherington, Cox and Cox 1978).

i) **The selection of research problem**

Parents in single-parent families suffer from task overload. The single parent in dealing with family tasks and needs that are regarded as a full time job for two adults in nuclear families (Hetherington Cox and Cox 1978)
Singled parent mother-headed families often experience financial duress and crises. Female-headed families with children under 18 in female-headed families were in families with income below the poverty level (Bane, 1976).

Parents in single parent families are often socially isolated and lacking in social and emotional support. It might be thought that the presence of children would attenuate. This sense of loneliness, however studies (Hetherington Cox and Cox 1978) suggest that the presence of children may actually make mothers feel more unhappy, frustrated, helpless, anxious and incompetent.

This was particularly true of divorced mothers with non-compliant acting out young sons. These parents after complained of being prisoners of being trapped or of being locked in a child’s world. In a single parent family only one parental figure serves as the agent of socialization through discipline of direct tuition or by acting as a model. Thus the remaining parent is likely to become more salient in development of the child. There is not a spouse to serve as a buffer between parent and child in a single parent family. In nuclear family a loving competent or well-adjusted parent can help counteract the effect of a rejecting. In competent emotionally unstable parent. In a single parent headed family, adjustment of the parent (mother of father) and the quality of the parent-child
relationship are more directly reflected in the adjustment of the child than they are in nuclear families. Thus the researcher selected the following research problem—“A study of mental health, self-concept and social motives among children having single parents”

**OBJECTIVES OF THE PRESENT STUDY**

1. To study the significant difference of self-concept between male and female students.

2. To study the significant difference of self-concept between the students of single and double parent.

3. To study the significant difference of mental health between male and female students.

4. To study the significant difference of mental health between the students of single and double parents.

5. To study the significant difference of social motives between male and female students.

6. To study the significant difference of social motives between the students of single and double parents.

7. To study the significant effect of gender (male and female) and types of parents (single and double) on different areas of self-concept.
7.01 To study the significant effect of gender (male and female) and types of parents (single and double) on intellectual self-concept.

7.02 To study the significant effect of gender (male and female) and types of parents (single and double) on emotional self-concept.

7.03 To study the significant effect of gender (male and female) and types of parents (single and double) on character self-concept.

7.04 To study the significant effect of gender (male and female) and types of parents (single and double) on social self-concept.

7.05 To study the significant effect of gender (male and female) and types of parents (single and double) on aesthetic self-concept.

8. To study the significant effect of gender (male and female) and types of parents (single and double) on Mental health.

8.01 To study the significant effect of gender (male and female) and types of parents (single and double) on Mental health as egocentrism.

8.02 To study the significant effect of gender (male and female) and types of parents (single and double) on Mental health as alienation.
8.03. To study the significant effect of gender (male and female) and types of parents (single and double) on Mental health as expression.

8.04. To study the significant effect of gender (male and female) and types of parents (single and double) on Mental health as emotional stability.

8.05. To study the significant effect of gender (male and female) and types of parents (single and double) on Mental health as social conformity.

9. To study the significant effect of gender (male and female) and types of parents (single and double) on social motives.

9.01. To study the signification effect of gender (male and female) and types of parents (single and double) on achievement motivation.

9.02. To study the signification effect of gender (male and female) and types of parents (single and double) on power motivation.

9.03. To study the signification effect of gender (male and female) and types of parents (single and double) on affiliation motivation.
9.04. To study the signification effect of gender (male and female) and types of parents (single and double) on approval motivation.

**HYPOTHESES OF THE PRESENT STUDY**

1. There is no significant difference of self-concept between male and female students.
2. There is no significant difference of self-concept between the students of single and double parent.
3. There is no significant difference of mental health between male and female students.
4. There is no significant difference of mental health between the students of single and double parents.
5. There is no significant difference of social motives between male and female students.
6. There is no significant difference of social motives between the students of single and double parents.
7. There is no significant effect of gender (male and female) and types of parents (single and double) on different areas of self-concept.

7.01 There is no significant effect of gender (male and female) and types of parents (single and double) on intellectual self-concept.
7.02 There is no significant effect of gender (male and female) and types of parents (single and double) on emotional self-concept.

7.03 There is no significant effect of gender (male and female) and types of parents (single and double) on emotional self-concept.

7.04 There is no significant effect of gender (male and female) and types of parents (single and double) on character self-concept.

7.05 There is no significant effect of gender (male and female) and types of parents (single and double) on aesthetic self-concept.

8. There is no significant effect of gender (male and female) and types of parents (single and double) on Mental health.

8.01. There is no significant effect of gender (male and female) and types of parents (single and double) on Mental health as egocentrism.

8.02. There is no significant effect of gender (male and female) and types of parents (single and double) on Mental health as alienation.

8.03. There is no significant effect of gender (male and female) and types of parents (single and double) on Mental health as expression.
8.04. There is no significant effect of gender (male and female) and types of parents (single and double) on Mental health as emotional stability.

8.05. There is no significant effect of gender (male and female) and types of parents (single and double) on Mental health as social conformity.

9. There is no significant effect of gender (male and female) and types of parents (single and double) on social motives.

9.01. There is no signification effect of gender (male and female) and types of parents (single and double) on achievement motivation.

9.02. There is no signification effect of gender (male and female) and types of parents (single and double) on power motivation.

9.03. There is no signification effect of gender (male and female) and types of parents (single and double) on affiliation motivation.

9.04. There is no signification effect of gender (male and female) and types of parents (single and double) on approval motivation.

**IMPORTANCE OF THE PRESENT STUDY**

Single parent families can be defined as families where a parent lives with dependent children, either alone in a larger household, without a spouse or partner. There was a rapid and drastic increase in the number of single-parent families in the latter half of the twentieth century,
this change has been used by some to argue that we are witnessing the breakdown of the family (defined as a married couple residing with their dependent offspring) with negative effects for children, families, and society (Popenoe 1996). Others suggest that single-parent families have been present in all societies over time and should not be viewed as deviant or problematic, rather as an alternative family form (Coontz 1997). Regardless of how families diversity is viewed, the increase in and prevalence of families headed by one parent has a major influence on the social, economic, and political context of family life. Parenthood is challenging under the best of conditions. With one parents, the challenges are multiplied. Coping with childrearing for single parents becomes more difficult because of responsibility overload, when one parent makes all the decisions and provides for all of the family needs; task over-load, when the demands for work, housework, and parenting can be overwhelming for one person; and emotional overload, when the single parent must always be available to meet both their children’s emotional needs. Alone or in combination these result in problems for the single parent, including loneliness, anxiety, and depression support from friends and relatives can offset the effects of overload, with friends offering a buffer against loneliness and relatives giving more practical help (Gladow and Ray 1986). One difficulty is asking
for help in a society that defines the family as an autonomous unit responsible for its own circumstance and well-being, however, few single parents can successfully raise children alone, despite the social expectation that noncustodial parents (usually the father) should only be responsible for supplemental financial support, while the custodial parent (usually the mother) takes on both parenting and economic roles (Goldscheider and Waite 1991). Some suggest that the ideal of an independent family head represents a Eurocentric view which is challenged by an African-American model of motherhood (Hill Collins 1994). In this model the importance of caring for and supporting children in the context of community development and social activism is emphasized. Children are cared for and raised by their own mothers (bloodmothers), other women in the community (other mothers), and relatives. African American children are more likely to live with a grandmother than are white and Hispanic children.

In mother-only families, children tend to experience short-and long-term economic and psychological disadvantage, higher absentee rates at school, lower levels of education, and higher dropout rates (with boys more negatively affected than girls); and more delinquent activity, including alcohol and drug addiction. Adolescents, on the other hand, are more negatively affected by parental discord prior to divorce than by living in single-parent families and actually gain in responsibility as a result of
altered family routines (Demo and Acock 1991). Children in single-mother homes are also more likely to experience health-related problems as a result of the decline in their living standard, including the lack of health insurance (Mauldin 1990) later, as children from single-parent families become adults, they are more likely to marry early, and divorce. Girls are at greater risk of becoming single-mothers as a result of nonmarital childbearing or divorce (McLanahan and Booth 1989). Although the research findings are mixed on long-term effects, the majority of children adjust and recover and do not experience severe problems over time (Coontz 1997).

A common explanation for the problems found among the children of single parents has been the absence of a male adult in the family (Gongla 1982). The relationship between children and non-custodial fathers can be difficult and strained. Fathers often become disinterested and detached from their children; in one study more than 60 percent of father either did not visit their children or had no contact with them for over a year. The loss of a father in the family can have implications beyond childhood (Wallerstein and Blackslee 1989). However, the lack of a male presence may not be as critical as the lack of a male income to the family. The economic deprivation of single-parent family life, in combination with other sources of strain and stress, is a major source of the problems experienced by both parents and children. Thus the present study of mental
health, self concept and social motives among, children having single
parents is very important it self.

RESEARCH METHODOLOGY & PROCEDURES

(a) The Population

The population of the present study consisted of all the
undergraduate students belonging to the age group 17-21 years of Jhansi
District of Uttar Pradesh.

(b) The Sample

In the present study 150 male (75 single parents & 75 double
parents) and 150 Female (75 single parents & 75 double parents) of
undergraduate classes were included as sample through random sampling
technique. The students were selected in the age range of 17-21 years of
District Jhansi of Uttar Pradesh.

A Schematic breakup of the sample is shown below-
Total 300 Students

- 150 male
  - 75 single parents
  - 75 double parents
- 150 female
  - 75 single parents
  - 75 double parents

In the present study, single parents mean either mother father
is living with subject. The double parents mean mother and father both are
living with subject.
Design and Variables Involved

The present study is concern with the effect of gender (male & female) and types of parents (single & double) on self-concept, mental health and social motives of undergraduate students. Thus an ex-post-facto research is considered suitable for the present study. There are two types of variables in the present study-

Independent Variables:

- Gender (Male & Female)
- Types of Parents (Single & Double)

Dependent Variables:

- Self-concept
- Mental Health
- Social Motives

The tools used

The following tools were used in the present study-

1. Self-Concept Scale
   By Dr. Pratibha Deo

2. Mithila Mental Health Status Inventory
   By Dr. Anand Kumar & Dr. Giridhar P. Thakur

3. Social Motive Scale
   By Dr. R.N. Singh & Dr. Jagdish Pandey
(e) **The Data Collection**

The subjects of the present study were selected from the prescribed population. The principals of these Institutions were approached one by one and the objectives of the present study were explained. All the institution provided the facilities for collection of data. The selected students were administered three tests and requested to answer the questions (items) sincerely and truthfully. They were assured that the responses were kept confidential.

(f) **The Statistical Technique Used**

The first purpose of the present study was to compare the self-concept, mental health & social motives of male & female and single & double parents, for this purpose Mean and Standard Deviation of each group were calculated. The Comparison between different groups were made on the basis of Critical Ratio with 0.05 and 0.01 level of confidence considered significant. The hypothesis from 1 to 6 were tested by applying Critical Ratio.

Another purpose of the present study was to find out the effect of gender (male & female) and types of parents (single & double) on self-concept, mental health and social motives, for this purpose analysis of variance was calculated.

**THE DATA ANALYSIS AND DISCUSSION**
Part A: Overall comparison of self-concept between male and female students.

Part B: Overall comparison of self-concept between single and double parents students.

Part C: Overall comparison of mental health between male and female students.

Part D: Overall comparison of mental health between single and double parents students.

Part E: Overall comparison of social motives between male and female students.

Part F: Overall comparison of social motives between single and double parents students.

Part G: The significant effect of gender (male & female) and types of parents (single & double) on self-concept.

Part H: The significant effect of gender (male & female) and types of parents (single & double) on mental health.

Part I: The significant effect of gender (male & female) and types of parents (single & double) on social motives.

Conclusions
1. The male students have significantly better intellectual, emotional, character & social self-concept than female students.

2. There is no significant difference of aesthetic self-concept between male and female students.

3. The double parents family students have significantly good self-concept as intellectual, emotional, character, social and aesthetic self-concept than single parents family students.

4. The male students have significantly good mental health as less ego centrism than female students.

5. The female students have significantly good mental health as emotional stability than male students.

6. The double parents related students have significantly good mental health as less ego centrism, low alienation, more expression and high emotional stability than single parents related students.

7. The male students have significantly high achievement motivation, power motivation, while the female students have significantly high affiliation motivation.

8. There is no significant difference of approval motivation between male and female students.
9. The double parents related students have significantly high power motivation, while the single parents students have significantly high approval motivation.

10. The gender (male & female) significantly effect the different dimensions of self-concept as intellectual, emotional, character and social self-concept.

11. The types of parents (single & double) significantly effect the self-concept as intellectual, emotional, character, social and aesthetic self-concept.

12. The interaction effect of gender and types of parents significantly effect the intellectual, emotional and character self-concept.

13. The gender (male & female) significantly effect the different areas of mental health as ego centrism and emotional stability.

14. The types of parents (single & double) also significantly effect the mental health as ego centrism, alienation, expression and emotional stability.

15. The interaction effect of gender and types of parents (single & double) significantly effect the different areas of mental health as alienation, emotional stability, social conformity and total mental health.
16. The gender (male & female) significantly effect the achievement motivation, power motivation and affiliation motivation

17. The types of parents (single & double) also significantly effect the power motivation, approval motivation and achievement motivation.

18. The interaction effect of gender (male & female) and types of parents (single & double) significantly effect the affiliation motivation. But the interaction effects of gender and types of parents do not significantly effect the achievement, power and approval motivation.