CHAPTER – 6

FINDINGS, CONCLUSIONS AND SUGGESTIONS

FINDINGS

After due collation and processing of the data, results were obtained and interpreted in the previous chapter. Thereafter, findings have been delineated and discussed in the present chapter. These findings can be generalized to the extent of representativeness of the sample and methodology employed in the study. This chapter therefore is devoted to focus on the findings derived from the research and analysis done in the previous chapter.

MAJOR FINDINGS OF THE STUDY

• All the participants belonged to adolescent (13-15) age group and are from nuclear families, approximately equal number of boys and girls were included in the study. Efforts have been made to select the participants from all religious walks of life, for the study.

• In this study majority of only children's’ fathers were under graduates and fathers of children with siblings were post graduates. Whereas only children’s mothers were under graduates and mothers of children with siblings were post graduates. It has been observed that chiefly the parents of only children are under graduates, whereas the parents of multiple siblings were found to be better placed in terms of educational standards.

• The current study also reveals that there is no association between only children and children with siblings with respect to academic performance, and majority of the only children conveyed that their mothers helped them with their studies. Also the study reveals that, there is an/no association between the status of children (only children and children with siblings) and their issues/problems with regard to studies, due to intrinsic family problems.

• The current research points out that there is an obvious association between the status of children (only children and children with siblings) and the level of parental attachment. Also the research says there is no significant association between the status of children
(only children and children with siblings) and their feelings shared with any one of the parents.

- This particular study says that there is a remarkable association between status of children (only children and children with siblings) and parental time being made available to them.

- There is no significant association between status of children (only children and children with siblings) and strictness exhibited by fathers’ or mothers’, and also there is no significant association between status of children (only children and children with siblings) and parental permissiveness. Majority of only children and children with siblings confirmed that they do help their mothers’ in house-hold chores.

- There is no significant association between status of children (only children and children with siblings) and their feelings understood by fathers’ and mothers’ (emotional support rendered by either or both the parents), and also there is no significant association between status of children (only children and children with siblings) and the level of freedom they enjoy at home.

- There is noteworthy association between status of children (only children and children with siblings) and the level of loneliness faced by them, and also at the same time there is significant difference between the quantum of feeling left out, felt by only children and children with siblings. Therefore, most of the only children and children with siblings preferred to have two kids in their subsequent married life.

- Majority of only children feel that, their parents are always tensed about their only child and also only children revealed that their parents are very much over protective (possessive in nature), which makes them insecure at times. And there is significant difference/association between only children and children with siblings with regard to their associated feeling or assurance of more all-encompassing completeness of their family. There is no significant association between status of children (only children and children with siblings) and a sense of insecurity felt by them.
• Only children do believe that they are the sole heir of their family and in future all the material possessions earned by the parents will be enjoyed by them.

• Majority of children with siblings said that they do not feel any parental partiality. Most of the children with siblings said they never felt insecure, in the presence of their brother or sister, at the same time majority of the only children said they had questioned their parents for not, enabling them to have the companionship of a brother or sister, in their life.

• Majority of only children says that they feel independent in the absence of a sibling, whereas children with siblings opined about having a feeling of assured support and courageousness in the presence of a sibling. Most of the only children always craved for a brother or a sister, but never envied those who have a brother or sister. Also majority of the children with siblings said they never felt envious or a sense of rivalry towards their brother or sister.

• Majority of the only children and children with siblings said the important decisions in life are taken by parents and them together, but there is significant association between status of children (only children and children with siblings) and their quantum of demands getting fulfilled easily by parents.

• In this study the researcher has found that there is significant association between status of children (only children and children with siblings) and the level of mutual understanding, adjustments and sense of sacrifice they develop for their siblings or elders in the family.

• Majority of the only children and children with siblings said, they expect their parents to appreciate them when they do something good. Most of the only children and children with siblings said they feel bad when their parents bring office work back to home, than spending quality time with them.
• Researcher has also found that there is a significant difference in the overall Personality Development or evolution, of children with siblings and only children, and also there is a significant difference between children with siblings and only children in the aspect of Parental support.

• The study revealed that warmth which is an important dimension of personality was found to be significantly and positively correlated with Parental Interest 0.01 level and Resource Provision at 0.05 level. Also Parental behaviour with super ego strength is positively correlated at 0.05 level. So it can be understood as Higher the parental interest higher will be the super ego strength achieved by the child. Another variable Venturesome is significantly and positively correlated to Parent Behavior at 0.01 level and it is significantly and negatively correlated to Resource Provision at 0.01 level. Again it is proved that Higher the negative parenting behavior higher will be the interest taken by the adolescent in venturesome activities. The variable Dependency is significantly and negatively correlated to Parental Interest and Resource Provision at 0.01 levels. Higher the parental interest and positive behavior showed towards adolescent individualism higher will be the adolescent thrust towards attaining individualism. Similarly Depressive variable was significantly and negatively correlated to Parental Interest, Resource Provision and significantly and positively correlated to Parent Behavior at 0.01 levels.

• The present study exhibit that parental support and personality development of only children are comparatively better than children with siblings, hence there is significant relationship between parental support and personality development of only children.

• Parental support is critically important for adolescents in terms of emotional security and their ability to assert their independence during early adolescence. So it has been proved in this study that there is significant relationship between parental support and personality development of children with siblings.

• This research has found that there is a significant difference between children with siblings and only children on the basis of personality development.
• Only children get more parental attention than the others. It is easy to imagine that excessive parental attention could cause undesirable outcomes in children but recent researchers have taken a different track, emphasizing the positive consequences of parental attention for intellectual development and for overall development. The current research also revealed that there is a significant difference between children with siblings and only children on the basis of parental support earned.

• There is a significant difference between Pre and Post Intervention on the Personality Development of children who had scored low levels. It has been proved that social work intervention is, the practice of working in a variety of ways with individuals and families in need, to help them become more independent and confident. It also assists with instructions needed to function productively and effectively is all potentially aspects of the intervention.
CONCLUSIONS

The major objectives of the study were to find out the personality difference of only children and children with siblings and the parental support of only children and children with siblings. Also to study whether there is any correlation between parental support and personality development of children hence a comparison between only children and children with siblings were done on the basis of parental support. An intervention module has been created for the parents of children who had low level of personality score and the pre and post intervention analysis has been done to understand the significance and the impact of the intervention.

In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At places some of the observations did not concur with the findings of some investigators. In such cases, attempts have been made to fathom plausible reasons for these disagreements. As such some suggestions have been given for the further research. This chapter therefore is devoted to focusing conclusions of results of this study and for indicating their implications and suggestions for further studies or research.

MAJOR CONCLUSIONS

Study reveals that majority of the respondent’s belonged to nuclear family and it is said that the emotional support from nuclear family builds stronger ties to family that can only enhance the parenting environment and experience for the child. Family dynamics, parenting practices, and child development in only-child nuclear families tend to be identifiably different than in multiple-child families they yield a predictable mix of personal characteristics (both strengths and limitations) that are frequently carried into young adulthood.

Apparently, family size has a measurable effect on academic outcomes. A family’s overall mental maturity level, undivided resources, as well as heightened parental responsiveness and care may all have assisted singletons in their schooling.

The findings showed that there is no association between only children and children with siblings with respect to academic performance. The finding has been contradicted by John Claudy of the American Institute for Research said that only children in two-parent homes exhibited higher intelligence and higher levels of achievement than children with one sibling. Studies done by Patricia Nachman and Andrea (1997) have demonstrated that only children’s do better - than – others in the area of verbal ability, their parents spend time with them, because without other children, they have more time to spend.

The study reveals that there is an association between status of children (only children and children with siblings) and problems in studies due to family problems. The study also reveals that is an association between status of children (only children and children with siblings) and parental time. Child development experts have written that psychologically, the quality of attachment relationships is a major factor associated with the well-being of very young children. Thus some believe that the quality of parent-child relationships counts for much more than merely quantity of time that children spend with each parent. When a parent can carve out some time, preferably a couple of hours each week, but even ten or fifteen minutes in the day, to spend quality time with their child, there's a kind of magic that happens as the parent's attention really shifts in to the world of their child. This finding is supported by researcher Patricia (1997) “a child without siblings is in the singular, enviable position of having his parents talk to him on a fairly consistent basis – at the dinner table for instance, where there are no siblings to chat or argue with. Studies have demonstrated, not surprisingly, that their parents spend more time with them, throughout childhood, than do other parents with their children - according to one analysis, mothers of onlies interact with their children more than twice as much as do mothers of more than one”. According to McGrath (1989) a difficulty in having multiple children is “the demands of the many preventing the intimacy among the few”. Researcher Burnett (2001) suggested that best advice to give parents’ is “to spend time with adolescents and maintain
dialogue. Thus, they can watch for abrupt or marked changes in academic or social activities. He further viewed those young adolescents who are supported in safe environment by loving and caring parents can risk learning and apply strategies that will free them to be active participant in meaningful communities and developing career goals”.

The finding shows that there is an association between status of children (only children and children with siblings) and the level of parental attachment. According to researcher white (2004) “There is an enormous opportunity for closeness between parents and their only child. The focus they give each other allows for deep psychological intimacy. They come to know each other unusually well compared with multiple children and parents. Only children are often sensitive to their parent’s relationship in a way that kids with siblings are not”. The same is supported by Ainsworth (1982) Armsden (1987) that “Attachment bonds with parents during adolescence continue to provide a solid basis for adolescents’ psychological well-being”.

Majority of the only children said that their mothers help them with their studies. Many psychologists believe that it is, at least in part, because parents of onlies are so responsive to and focused on their children that those youngsters tend to become high achievers (Nachman 1997). Generally only children have more educational advantages, no sibling rivalry and more of their parents’ time (Jones 1984). In recent years, politicians, scholars, and popular media have emphasized the importance of ‘parental involvement’ in children’s educational success. For example, the eighth US Education goal in ‘Goals 2000’ (US Department of Education, 1994) states, ‘every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children’. The positive impact of parental involvement on student achievement at all grades and levels has been extensively documented across several decades (Henderson (1987). At the most basic level, social learning theory (Bandura (1977) indicates that children who observe their parents engaging in activities supportive of the educational process will learn to value education themselves.

There is no significant association between status of children (only children and children with siblings) and fathers’ and mothers’ strictness. Jones (1984) contradicts the above
findings by saying “Households with only child are often more democratic than homes where there are many children”. Without siblings the only child is offered more choice. To prevent an only child from expecting dominant standing in later adult relationships, parents need to confirm her status as a minor in the family. Highly directed and dedicated to raising their child carefully and right, they are often strong-willed themselves, a characteristic that serves them both well and badly. It serves them well because a lack of siblings causes the child to identify with highly controlling parents in the home. The existence of multiple children in a family reduces the conforming influence of parents by creating a competing group of siblings to which a child can belong.

Majority of only children and children with siblings confirmed that they do help their mothers’ in household chores. This finding is also supported by Coltrane (2000) he says Children’s household work is a crucial site of socialization into family roles, responsibilities, and obligations. Today, most children are expected to help with household tasks, yet the level and consistency of their participation appears to vary greatly across families. Children gained a sense of competence by managing basic chores and, in turn this resulted children’s’ sustained contribution to household work. Similarly, Weisner (2001) stresses the significance of children contributing to the family for their own successful development, pointing out the importance of understanding what children do as well as their willingness or resistance to participate in household work.

The finding of this particular study says that there is no significant association between absence siblings at home and the level of freedom at home. Missing a sibling is much more commonly expressed in childhood (up to about age nine) than in adolescence when the teenager not only grows more self-preoccupied, but also hears complaints from friends about their siblings. No matter how beloved, a younger sibling can be a pest, an older one can be bossy, and both can be combatants and competitors in family life. In addition, although he may enjoy the rich complexity of friend’s multi-child family life, the only child usually likes to return home to the order, peace and quiet of his simpler, more manageable situation.

There is significant association between status of children (only children and children with siblings) and the level of loneliness faced by them. The same is supported by psychologist
Susan Newman (1990), “A sibling is not required to help parents raise a happy, well-adjusted child. There is a big difference between being alone and being lonely. “Lonely” is supposed to mean “sad for the lack of companionship”… Being alone does not necessarily mean being sad. Being alone is simply not having anyone around, and it can be great. Alone times are time to grow, to dream, to get to know yourself. Everybody needs privacy … Only children usually have all the privacy they need, since there are no brothers and sisters to be pests. Studies show that many only children grow up use their creativity… Because of the alone time as a child, these children have been able to stimulate their creativity (Jones 1984). Many only children, then, tend to enjoy ‘loner’ type activities. But according to much research, the majority of them don’t feel lonely… and researchers concluded ‘that the lack of sibling during childhood does not necessarily lead to chronic loneliness in young adulthood (Nachman & Patricia, 1997).

Majority of only children feel that their parents are always tensed about them. With all their eggs in one basket, they can’t afford to let the basket drop. So it is natural that many only children come out of childhoods populated with hovering parents (Siegel and Uviller2006). Frightened parents raise frightened children (White 2004). Parents have to dare to let their only child take risks, accepting that his getting bumps, bruises, and breaks is sometimes the price of learning as he grows. Parents of only child must be brave. They have so much to lose. They fear making the wrong decisions for the child and thus inflicting unintentional harm or exposing her to excessive risks. Constructive worry is responsible. It is proactive parenting. Recognizing that a normal part of being a child is acting without first considering the risks, parents try to increase the child’s vision of harmful possibilities. Constructive worry protects the only child from risks in life by preparing her for dealing with what might arise. By using constructive worry, parents teach their only child to stop and think ahead. Destructive worry can lead to compulsive over parenting, in which parents drive themselves and their only child crazy with excessive control. Since the parents have no younger children they have no one else to worry about, so they sometimes end up concentrating all their worries and attachments on the one child. The higher level of parental anxiousness of only children leads to their greater extent of concern and responsiveness to their children’s needs (Schachter 1959). Whereas popular thinking tends to see this kind of attentive and responsive parenting as indulgence and overprotection with
unwanted outcomes, it is regarded as desirable by attachment theory for providing children with a sense of security that is fundamental for their healthy development. Therefore, greater parental attention devoted to only children is expected to be instrumental in facilitating their development of intellectual competence, psychological confidence, and mature social behaviors.

Only children do believe that they are the sole heir of their family and in future all the material possessions made by the parents will be enjoyed by them. Only children in their twenties report being grateful for not having to compete with siblings, not having to share their parents, and not having to divide parents’ resources with siblings. They value their time alone and their close relationship with their parents (Roberts & Lisen 2001).

Only children revealed that their parents are very much overprotective, which makes them insecure at times. This finding is also supported in many studies. The overcautious behavior of “helicopter parents”, a pejorative term for those who closely watch over their children, creates dependence. The term would never have evolved, much less take root, were overprotection solely the domain of one parental subgroup. The High Cost and Invasive Parenting by Hara Estroff Marano (2008) further indicates that overprotecting and overprotectiveness have affected an entire generation. Possessive parents can end up losing the son or daughter they were so anxious to keep to themselves. Emotional independence allows for both intimacy and separateness. A possessive relationship becomes controlling and engulfing and there is a definite lack of respect for the child’s separate identity. This is an unhealthy state of affairs and may lead to the child being unable to form other relationships now and in the future… Parents should be wary of a child becoming inappropriately old for her age. This may happen if… the child spends too much time in adult company and not enough with children of her own age. A child who behaves too old for her age may find herself isolated from peers either from their choice or because she finds them too immature (Anne Coates 1996). There is a strong tendency in one—child families for parents to be overprotective. And this overprotectiveness can become a real handicap for an only, preventing her from developing in a normal way, in a way that grows naturally from experience, from trial and error, and from freedom to learn for her. Parents with their love as it is on the one child will try to keep him from moving ahead.
Majority of children with siblings said that they do not feel any parental partiality. In adolescence, younger siblings experience a decrease in self-worth when they think parents favor an older brother or sister, according to a report in the Journal of Family Psychology by Halpern & Diane (2005). According to the study that appeared in the Journal of Family Psychology, parents actually reduce their chance of hurting their own relationship with a child when the special treatment of a sibling is explained to the other child. Children who understand why a brother or sister receives differential treatment are less likely to harbor negative feelings toward the parents (Kowal et al. 2004). Judy Dunn, Professor of child development at the Institute of Psychiatry in London, has been evaluating sibling relationships for decades. After reviewing a group of sibling studies, Dunn (Marano 2010) underlines that children who think their parents treat one sibling better than another may have adjustment and coping issues in relationships outside the family.

Majority of only children says that they feel independent in the absence of a sibling whereas children with siblings opined about having a feeling of courageousness in the presence of a sibling. Because of adult guidance and lack of siblings to lean on, only children are more self-reliant and independent than those who have brothers and sisters to fend for them. Because only children do not have siblings with whom to interact, they learn to be children on their own. Parents and play groups can help, but ultimately children become conditioned to depend on themselves. Says one adult only child. Although this self-sufficiency can have its benefits, it can also mean that only children are inherently alone as their personalities develop. A sibling make another sibling courageous, because those who grew up with siblings and are by comparison more thick-skinned, and less easily irritated, offended, or hurt. They have the courage to face the outside world as they are experienced from home itself. Small fighting and its win make them very much confident and courageous.

Most of the only children always craved for a brother or sister. Bernice Sorensen, a British psychotherapist and author of Only Child Experience and Adulthood, believes most only children who spend their lives wishing they had a sibling are the ones who have been brought up in isolated places (Syson 2009). “Many only children feel they are missing something by not having brothers or sisters. They feel as if there is an empty spot that
needs to be filled. So, they pick someone to be a substitute brother or sister (Jones 1984). What an only child ends up missing through a lack of sibling is the permanency of relationship that kinship confers. When parents die, there are no other children with whom to share a common origin and history, with whom to come together and recall memories, and on whom, whether you see or like each other much, to make a family.

Majority of the only children said they had questioned their parents for not having a brother or sister. Psychologists Susan Newman says it is difficult to predict if your child will as for a sibling or for how long the pleading will persist. Most singletons usually get the message around age eight or nine that life is pretty good without a brother or sister. We have a nation of helicopter parents with an overdose of competitiveness mixed in. Newman says when she speaks with parents of singletons, they almost universally say they want to give their children every advantage and that was one of the major reasons they had no more children. “We are often told that only children express a desire to have brothers and sisters. How often does the opposite occur – how often do siblings wish to be onlies? (Issacson 2002). Without siblings or with siblings, a child must always adjust to the family’s composition. There is no childhood without some complexities at home to be faced and some adversities to be overcome.

Majority of the only children and children with siblings said the important decisions in life are taken by parents and them together. In the best of words, parents help children move towards independence early by allowing them to figure things out for themselves, make their own age-appropriate decisions and by not fighting all their battles for them. People consider parents of only children the worst offenders because only-child parents are thought to be less distracted, with more to focus on their one child’s life. Parents who make all the arrangements and decisions for their children raise children who are totally dependent on their parents – only child or not. Parents of an only child may find it particularly hard to allow the teenager to face the consequences of his decisions.

There is significant association between status of children (only children and children with siblings) and demands getting fulfilled easily by parents. The fact is that we live in an age of yes-parenting – a culture in which parents can’t say no to their offspring, no matter what their ages or the number of children in the family. Yet the general perception is parents of
only children indulge their children more than parents with more than one child do. People still think only children are spoiled rotten – and overlook the same parental behavior in parents whose children have siblings. “Many of the stereotypes still pervasive in today’s society seem to be vestiges of the past, artifacts of outmoded belief systems once, but no longer accepted as social realities”, writes Sam Sommers (2008), a social psychologist at Tufts University. Parents who consistently submit to their children’s demands and support commercialism create spoiled children: siblings or no siblings. (Bronson et al (2009). The more a child is given to and given in to, the more she expects to receive what she wants and to get her way, the more willful she becomes. Parents must be comfortable enough in their love so they can frustrate the child when it is appropriate (Sifford 1989). Parents can moderate willfulness through controlling gratification:

- By delaying gratification they can create a tolerance for frustration.
- By denying gratification they can create an acceptance of refusal.
- By demanding gratification be earned they can create a willingness to work.

In this study the researcher has found that there is significant association between status of children (only children and children with siblings) and the level of adjustment. It appears that social poise may be gained by the only children at the expense of emotional growth (Pitkeathley 1994). Overall, Falbo found no positive effect of having one or more siblings in terms of cooperativeness and sociability in Beijing, the province with the largest concentration of only children in the study. (Falbo 2005). Douglas Downey, a professor of sociology at Ohio State University who headed the American study concluded that only children scored lower than children with siblings in sociability.

Majority of only children and children with siblings wanted to have two or more kids in their personal life. When the Beijing Institute interviewed the city’s young-adult population who were only children, it found that 52 percent of them want one child and 25 percent of them want no children – a pattern similar to the direction the United States and other countries have headed. According to Lui & Melinda 2008). The few differences that exist in parenting one child are no more problematic, and possibly less so, than those parents encounter when raising two children. Many only children enjoy the only-child experience so much; they choose to have only children themselves.
There is a significant difference in the Personality Development of Children with Siblings and Only Children. Analyzing data from 2500 young people, part of a study that looked at many aspects of family life in 40,000 families, the researchers concluded that only children are happier than children who have brothers and sisters. The reason they are more content: only children are not bullied, hit, or shoved by their siblings; and they do not have to fight for parental attention (McDermott 2010). We have been brainwashed to believe that siblings are socially or intellectually advantageous – or both. As Judy Dunn (1992) noted, “All siblings are a double – edged sword. ‘What’s striking about the sibling relationship is that it can be extremely supportive and positive or it can be hostile, disparaging, and aggressive.” According to one writer, only children “often seem to be independent or unconventional thinkers… Many only children talk about the singularity of their experience…. It may be that the less traditional upbringing of the only child makes him or her more comfortable with individuality…. An only child must find his own path, after all, not follow in advance of or behind a sibling… Freed from the confinement of traditional roles and a large family, many only children are just ‘free to be me’ (McGrath, 1989). One dimension of responsibility is independence. Responsibility for oneself is a form of independence… it is quite possible that only children develop a sense of self-reliance sooner and more deeply than others. When parents have only one child, especially if they are older, they may consciously foster a spirit of independence (McGrath1989).

There is a significant difference between Children with Siblings and Only Children on the basis of Parental Support. Researcher Jennifer et al. (2001) found that parental support has a strong influence on a broad array of outcomes including academic success, behavioral and psychological competences, positive attitude towards others and role taking skills. They further asserted that supportive parents not only help adolescents to define goals but also allocate resources in the form of advice, social contacts, values and monetary support for the young adult in the pursuit of his ambition. In multiple-child families, the next child forces parents to make a second child adjustment that reduces the preoccupying power of the first and only child. Concentration on one is broken by the plurality of two. No longer able to be absorbed by a single child, parents must now divide their attention between competing siblings, and come to accept that some of what they have to give is going to have to be enough for each child. The difference is that parents of onlies who have the
wherewithal are prone to give to excess. If an only receives too much for too long, he will eventually demand his anticipated rewards and you will have fed the stereotype of the impatient, spoiled only child (Newman 1990). It may be that the less traditional upbringing of the only child makes him or her more comfortable with individuality.

The study revealed that warmth which is an important dimension of personality was found to be significantly and positively correlated with Parental Interest 0.01 level and Resource Provision at 0.05 level. That explains the fact that the more parents take interest in having a warm relation with their children the more warmth they can find in them. When parents’ shows interest in their child’s physical and psychological development and accordingly when they provide resources for it then naturally child becomes very confident and have a positive attitude towards life. This automatically creates warmth in a child. He becomes very much affectionate to people around him.

Parental behaviour with super ego strength is significantly and positively correlated at 0.05 level. Higher the parental interest higher will be the super ego strength achieved by the child. The Super ego is the seat of conscience. It develops between the ages of 3 and 6 as children internalize the moral values of their parents (Freud 1933). Once the super ego emerges, children do not need an adult to tell them that they have been good or bad. They are now aware of their own transgression and will feel guilty or ashamed of their unacceptable conduct. So the super ego is truly an internal censor. It is the parents’ duty to guide their children to attain super ego strength, for that they have to be the role model of their kids. From them they should learn what is right and wrong.

Venturesome or Risk Behaviour is significantly and positively correlated to Parent Behavior at 0.01 level and it is significantly and negatively correlated to Resource Provision at 0.01 level. Many studies have shown that strong connections between the parent and child and high levels of parent involvement are instrumental as protective factors against a variety of risks (. Boyer (2006); Crouter & Head (2002). At the same time it is evident that, if parents provide too much of resources the adolescent will get carried away and get into risky behaviors.
Dependency variable is significantly and negatively correlated to Parental Interest and Resource Provision at 0.01 level. Higher the parental interest in making child independent lower will be the adolescent dependency. Independence is not something that children can gain their own. They have neither the perspective, experience, nor skills to develop independence separately from parents’. Rather, it is a gift parents give to their children that they will cherish and benefit from their entire lives. Parents can provide their child with several essential ingredients for gaining independence like, Give your children love and respect., Show confidence in your children's capabilities, Teach them that they have control over their lives, Provide guidance and then give them the freedom to make their own decisions.

Individualism is significantly and positively correlated to Parental Interest and Parental Behavior at 0.01 level. Higher the parental interest and positive behavior showed to wards adolescent individualism higher will be the adolescent thrust towards attaining individualism. Character traits such as responsibility, courtesy, respect, and self-discipline do not develop in a vacuum. Parents will have to be a role model and a mentor. Encouraging individuality is one way to support the children and to create an environment in which character strength can emerge.

Depressive variable was significantly and negatively correlated to Parental Interest, Resource Provision and significantly and positively correlated to Parent Behavior at 0.01 level. Higher the parental initiative and providing proper resource provision to adolescent lesser will be the depression felt by them also higher the negative behavior towards the adolescent higher will be the depression found in adolescent. Parents play a substantial role in shaping children’s emotional health; particularly in early childhood (Gar 2005). Parenting style that has received attention with respect to the development of emotional health problems is critical parenting. Critical parenting has been consistently associated with depression and, to a lesser extent, anxiety (Wood 2003, MCLeod2007) It is hypothesized that parents who criticize and minimize the child’s feelings, undermine the child’s emotion regulation and increase their sensitivity to emotional health problems such as anxiety and depression. The type of attachment has a great effect on children. Secure
attachment is theorized to be an important foundation for psychological development later in childhood, adolescence and adulthood. In the last decade, developmentalists have begun to explore the role of secure attachment and related concepts, such as connectedness to parents, in adolescence (Allen, 2007; Allen, Kuperminc, & Moore, 2005; Collins & Steinberg, 2006; Furman, 2007; Zimmerman 2007). They note that secure attachment to parents in adolescence can facilitate the adolescent’s social competence and well-being, as reflected in such characteristics as self-esteem, emotional adjustment, and physical health (Egeland & Carlson, 2004; Hilburn-Cobb, 2004). A recent study by Allen and his colleagues (2007) revealed that secure attachment in early adolescent was linked to successful autonomy and good peer relations. The study also found that insecure attachment was related to an increase in externalized behavior and depression.

There is also a positive significant correlation between Parental interest and self-control at 0.01 level. Higher the interest taken by the parents for the attainment of self-regulation by adolescent higher will be the positive attitude showed by the adolescent. Self-control means being able to express and cope with strong emotions in appropriate ways. Self-control also involves thinking skills, as we decide which of our impulses to act on. It enables children to cooperate with others, to cope with frustration, and to resolve conflicts. Young children learn these skills through interactions with others and guidance from parents. Affirming relationships are essential ingredients in the healthy development of children. More specifically a strong attachment between children and their parents increases a child’s ability to control impulses and develop self-control (Honig, 1991, Sroufe, Egeland, Carlson & Collins, 2009). Young children need plenty of practice and patience from parents as they work on bringing themselves under control (Bronson, 2000). Honig (1991) believes that authoritative parents are “for” their children. They teach self-regulation with warmth and consistency. They expect their children to show control in a variety of situations. They are firm yet nurturing and they do not accept defiant behavior. Their discipline style is effective because they explain to their children the reasons why they discipline as they do. Authoritative parents strive to model self-control and do not resort to punitive or controlling parenting methods (Honig, 1991).
A recent study by Allen and his colleagues (2007) revealed that secure attachment in early adolescent in early was linked to successful autonomy and good peer relations. The study also found that insecure attachment was related to an increase in externalized behavior and depression.

There is also a positive significant correlation between Parental interest and self-control at 0.01 level. Higher the interest taken by the parents for the attainment of self-regulation by adolescent higher will be the positive attitude showed by the adolescent. Self-control means being able to express and cope with strong emotions in appropriate ways. Self-control also involves thinking skills, as we decide which of our impulses to act on. It enables children to cooperate with others, to cope with frustration, and to resolve conflicts. Young children learn these skills through interactions with others and guidance from parents. Affirming relationships are essential ingredients in the healthy development of children. More specifically a strong attachment between children and their parents increases a child’s ability to control impulses and develop self-control (Honig, 1991, Sroufe, Egeland, Carlson & Collins, 2009). Young children need plenty of practice and patience from parents as they work on bringing themselves under control (Bronson, 2000). Honig (1991) believes that authoritative parents are “for” their children. They teach self-regulation with warmth and consistency. They expect their children to show control in a variety of situations. They are firm yet nurturing and they do not accept defiant behavior. Their discipline style is effective because they explain to their children the reasons why they discipline as they do. Authoritative parents strive to model self-control and do not resort to punitive or controlling parenting methods (Honig, 1991).

Parental support and Personality Development of Only Children are comparatively better than Children with Siblings. Who fares better – those with or without sibling support – depends on the relationships parents have with their children, the relationships siblings have with each other during childhood, and if family values instilled the importance of siblings helping each other and their parents (Susan Newman 1990). Research that compares only children with others has found that only children tend to show leadership in
groups (Peck 1977). “Leadership drive that some researchers and observers have often ascribed to only children is really not an expression of leadership so much as about be. One of the unappreciated reasons why only children tend to achieve as highly as they often do is the willful engine that drives them to perform as capably as parents. Another, as mentioned above, is identifying with their strong-willed parents. Fortunately for the only child, parents can afford to be more accepting and flexible with him than when there are many kids to manage (in a large family it’s easy to impose standard rules). And they can afford to support and invest in more facets of the child’s development than when the child is one of many. From this acceptance, affirmation, and investment what emerges is a child dedicated to the development and preservation of her individuality.

There is significant relationship between Parental support and Personality development of Only Children and Children with siblings. The way in which the only child develops is shaped by the same factor that influences all children – that factor is the parents, and it can be said boldly that the effects of parenting are magnified on the only child because there are no other children around to dilute those effects (Sifford 1989). “Don’t think you can deny your only-child background. It is what shaped you. You can learn to cope with its effects, but you can’t ignore them” (Pitkeathley & David 1994). The ultimate goal in child rearing is to bring up another human being who can live independently of you (Coates 1996).

Parental support is critically important for adolescents in terms of emotional security and their ability to assert their independence during early adolescence. So it has been proved in this study that there is significant relationship between Parental support and Personality development of Children with Siblings. In multiple-child families, the next child forces parents to make a second child adjustment that reduces the preoccupying power of the first and only child. Concentration on one is broken by the plurality of two. No longer able to be absorbed by a single child, parents must now divide their attention between competing siblings, and come to accept that some of what they have to give is going to have to be enough for each child. This change liberates parents from their fixation on child number one, and moderates both their expectations about how much they can realistically contribute to each child and how much each child can realistically expect from her parents.
From here on, they can never pay as much attention to child number one as they did before, and they can never give to child number two as much as they once exclusively gave to the first. Now parents discover that it’s easier saying no when the have two children than when they had only one. In addition, a very important demotion in family identity and status takes place. In his position of priority, an only expects as much from parents as they are willing to give. He will take for as long as it comes his way. In this respect he is no different from his ‘siblinged’ friends. The difference is that parents of onlies who have the wherewithal are prone to give to excess. If an only receives too much for too long, he will eventually demand his anticipated rewards and you will have fed the stereotype of the impatient, spoiled only child.

This research has found that there is a significant difference between Children with Siblings and Only Children on the basis of Personality Development. There is no difference between only children and those with siblings be they preschoolers, elementary-school age or adolescents. (Kitzmann 2002) (Mellor 1990) (Zheng 1989)). Psychologist Tony Falbo after reviewing 141 studies of the personality characteristics of only children, and concluded that in most cases only children scored about the same as children with siblings, except in two characteristics where scores were significantly higher – in self-esteem and achievement motivation (Polit and Falbo 1987). Dealing with hurts, children with siblings learn how to forget and forgive – to move on. For the only child, it can feel more natural to remember and resent- to hold on. Because the only child often sees no good reason for letting an emotional injury go. Some empirical studies have reported that singletons are not different from firstborns in intellectual performance [Falbo & Toni (1986), Falbo (1993)].

There is a significant difference between Children with Siblings and Only Children on the basis of Parental Support. Only children benefit from the undivided attention of their parents. It’s not just that self-worth is affirmed by positive parental notice. Only children benefit from the undivided attention of their parents. It’s not just that self-worth is affirmed by positive parental notice. The only child becomes very aware of his character and capacities from the feedback parents constantly provide. In addition, their ever readiness to pay him attention creates an open stage for showing off what he can do. By performing for
this untiring parental audience, he develops a lot of self-confidence. On the problematic side, however the attention fosters a number of characteristics that can adversely affect his relationships with others now and later – such as undue self-importance, self-concealment, self-consciousness, self-centeredness, and the “only attitude”. So it can be concluded that only children get more parental attention than do others. It is easy to imagine that excessive parental attention could cause undesirable outcomes in children but recent researchers have taken a different tack, emphasizing the positive consequences of parental attention for intellectual development and over all development.

There is a significant difference between Pre and Post Intervention on the Personality Development of Children who had scored at low level. Many families with child behaviour problems are functioning well enough that they can satisfactorily embrace and implement strategies and skills taught them during parent training programmes. There have been several recent comprehensive reviews that have documented the efficacy of behavioral family intervention (BFI) as an effective means of assisting parents to raise children (Lochman 1990). (Sanders 1996) (Taylor & Biglan 1998) (McMahon 1999). BFI can be described as a flexible, action-oriented, educationally focused intervention that aims to provide family members’ with the skills and knowledge required to resolve family problems that are causing distress to one or more family members. Meta-analysis of treatment outcome studies of family focused interventions often report large effect sizes (Serketich 1996). With good maintenance of treatment gains (Forehand & Atkeson 1977) (Forehand & Long 1988). Treatment effects have been shown to generalize to school settings (McNeil et al 1991) and to various community settings outside the home (Sanders & Glynn 1981). Furthermore, parents participating in these programmes are generally satisfied ‘consumers’ (Webster-Stratton 1989). Many parents turn to their family doctors and to schools for advice regarding parenting and behaviour management issues. Transitions to school programmes that make group parenting programmes available to parents have the potential, if well promoted, to substantially extend the reach of parenting intervention at a developmentally sensitive transition point.
SUGGESTIONS

Parental support is critically important for adolescents in terms of emotional security and their ability to assert their independence during early adolescence. So it has been proved in this study that there is significant relationship between parental support and personality development of children with siblings. The present study exhibit that parental support and personality development of only children are comparatively better than children with siblings, hence there is significant relationship between parental support and personality development of only children. This particular study says that there is a remarkable association between status of children and parental time being made available to them and also there is no significant association between status of children and strictness exhibited by fathers’ or mothers’. Majority of only children feel that, their parents are always tensed about their only child and also only children revealed that their parents are very much over protective (possessive in nature), which makes them insecure at times. Individualism is significantly and positively correlated to Parental Interest and Parental Behavior.

On the basis of the findings derived from the study few suggestions are given below:

- Parent support is one of the most important contribution parents can make to the adolescents development. Greater the parents support, greater the social competence (self-esteem, moral behavior, academic achievement and vocational achievement). Support can be shown in several ways such as physical affection, companionship and sustained contact.

- Parents should spend time with adolescents and maintain dialogue. Interactions between parents and adolescents include positive behavior such as interests, support, and communication openly and parent child connectedness, help adolescent learn to be autonomous and successful in shaping their own lives. Young adolescent who are supported in safe environment by loving and caring parents can risk learning and apply strategies that will free them to be active participant in meaningful communities and developing career goals.

- Parents should be neither punitive nor aloof from their adolescents, but rather should develop rules and be affectionate with them. Parents should follow “Authoritative parenting” which encourages adolescents to be independent but still place limits and controls on their actions. Extensive verbal give and take is allowed, and parents are warm
and nurturant toward the adolescent. Authoritative parenting with adolescents’ socially competent behavior. The adolescents of authoritative parents are self-reliant and socially responsible.

- Be a role model. The child identifies with a parent; he develops a personality pattern similar to that of the parent. His attitudes toward self and others will lead to good or poor personal and social adjustments depending on whether the parent is a well or poorly adjusted person.

- No one family size can be considered “ideal” as far as the effect on personality is concerned. Conditions for personal growth and development may be more favorable for some aspects in smaller families and for others in large families.

- Parents’ of only children should not be overambitious. Overambitious parents drive many onlies to desperation. They need to be sensitive to a child’s ambitions that are connected to their dreams, because when the dreams are not realized, their disappointment can have a crushing impact on their only child.

- Parental over protection can become a real handicap for an only child, preventing her from developing in a normal way, in a way that grows naturally from experience, from trial and error, and from freedom to learn for herself. Instead of being over protective, parents of only children need to give the techniques that will enable him to sort things out, the values that will contribute to making sound judgements, and the self-confidence to function competently by him.

- Higher the parental interest and positive behavior showed to wards adolescent individualism higher will be the adolescent thrust towards attaining individualism. Character traits such as responsibility, courtesy, respect, and self-discipline do not develop in a vacuum. Parents will have to be a role model and a mentor. Encouraging individuality is one way to support the children and to create an environment in which character strength can emerge. The ways to encourage individuality in children are:

  a) Don’t compare them to anyone else, including yourself, their siblings, the neighbors, or other children their age.
b) Accept that they may like many things that you don’t, and that they may hate things you really value and like. Remember that these differences are among the many things that make each human being special.

c) Make a list of your children’s talents, preferences, and best attributes. This can help shift your focus to things you really appreciate about your kids. Add to this profile whenever possible.

d) Accept your children for who they are and were meant to be.

e) Encourage their attempts to explore their identity, even though it may seem to take them in some strange directions sometimes. Emphasize safety and help them think through the outcomes decisions they may make.

f) Support and encourage individual interests.

g) Let them select and wear their own clothes. Help them understand the messages their appearance gives out and to make choices appropriate for the occasion or venue. Remember that today’s identity may soon be yesterday’s experiment.

- Future study can be conducted with more samples and control group
- The present content and methodology of the Intervention programme can be condensed for a one day or two days’ workshop format.
- Specific tools with less number of questions can be used to assess each improvement or enhancement in the parents.
- More fathers can be recruited for this type of study.
- Intervention can be given to other mental health professionals, family counselors and other lay counselors.
- Similar studies need to be conducted with samples from villages, parents of children studying in government schools and single parents
- A shorter version of parenting skills can be used in the parent-teacher meetings in schools
- This intervention can be conducted at various settings like colleges, hospitals, non-governamental organizations.
- The manual needs to be tested out in different languages, with different levels of parents, poor and high socio demographic states, educated or illiterate, urban or rural background.
Different methodologies can be tested out to see any one single methodology is effective or combinations of many methodologies are useful. The impact of different methodologies can be assessed.

Studies in the area of parenting skills can be conducted with group of grand parents, foster parents same sex parents and adoptive parents.