

SINGLE PARENTING AND ITS EFFECT ON THE EDUCATIONAL DEVELOPMENT OF THE ADOLESCENTS

Dr. D.P. Asija* & Amanpreet Jassar**

ABSTRACT

The present study attempted to know the effect of single parenting on the educational development of adolescents. Samples were selected through random sampling technique. Data was collected with the help of self developed and standardized tool i.e. Single Parenting Scale and Bells Adjustment Inventory (A Hindi adaptation by Mohsin and Shamshad) from 200 adolescents in 25 secondary/high/senior secondary schools from in and around Ambala division of Haryana state. By the application of mean, standard deviation and t-test, the results indicated a significant difference between male and female adolescents of both urban and rural adolescents.

INTRODUCTION

A favourable home is one in which there is good emotional balance; both the parents are present and willing and able to adjust well to each other and to the child. The family plays a significant role in the personality development and socialization of the child at different developmental stages. Adolescence is a transitory period between childhood and adulthood. Hall (1904) claimed that adolescents are storms and stress. Any anxiety on the part of the parents in assisting and guiding the adolescents may result in academic backwardness and development of unwholesome behaviour, the foundation of what a person becomes in the society is laid in the home and at the initial stage of life.

The Family structure has changed significantly in the last fifty years. The controversy of single parenting is one of the major issues occurring in our modern society. As divorce and broken marriage increases the product is the production of single parents in every community. "Seventy percent of all the children will spend all or part of their lives in a single-parent household." (Dowd, 1997). Parental separation can have negative effects on children through parental absence, economic disadvantage and family conflict (Amato and Keith 1991). Absence of a parent due to parental separation can lead to decreased parental attention, help, and supervision, lack of learning social skills such as cooperating, negotiating, and compromising.

Family disruption in the form of parental separation, abandonment, death of a parent, and divorce can have both short term and long term effects on the child. Based on earlier research findings, (Lauer and Lauer 1991) listed the short term and long term effects of family disruption on children. In short term, children are likely to suffer a variety of physical and emotional problems when parents divorce. Intense anger, fears about the future, loyalty conflicts, depression, withdrawal, health and academic problems, lack of social competence, drug abuse, are some of the short term problems identified. In terms of long term effects, children from disrupted families tend to attain less education, lack of trust and happiness, marry at an earlier age and have a less stable marriage. Many children tend to be effected mentally because these powerful emotions have the potential to do permanent damage in a child's life.

The family lays the foundation of education before the child goes to school and the personality that the child takes to school is determined by the home (Maduewesi and Emenogu, 1997). Both parents have roles to play in child education. The father is to provide the necessary tools for the educational advancement while the mother is supposed to supplement the father's efforts in this regard (Fadeye 1985). When the father is absent and the mother is not privileged enough to cater for all the basic needs as well as supervise the academic performance of the child then he/she

*Director and Principal, Maharishi Markandeshwar College of Education, Mullana

**Research Scholar, Maharishi Markandeshwar College of Education, Mullana

will be backward or withdrawn. The same thing occurs when the mother is absent and the father is not privileged enough (Ortese 1998). Hence, less attention is paid to the education of the child.

OBJECTIVES

The study was carried out with the following objectives:

1. To compare the single parenting styles as perceived by adolescents studying in urban and rural areas.
2. To compare the single parenting styles as perceived by male adolescents studying in urban and rural areas.
3. To compare the single parenting styles as perceived by female adolescents studying in urban and rural areas.
4. To compare the scholastic achievement of adolescents studying in urban and rural areas.
5. To compare the scholastic achievement of male adolescents studying in urban and rural areas.
6. To compare the scholastic achievement of female adolescents studying in urban and rural areas.
7. To compare the social-emotional adjustment of adolescents studying in urban and rural areas.
8. To compare the social-emotional adjustment of male adolescents studying in urban and rural areas.
9. To compare the social-emotional adjustment of female adolescents studying in urban and rural areas.

HYPOTHESES

1. There is no significant difference in the single parenting styles as perceived by adolescents studying in urban and rural areas.
2. There is no significant difference in the single parenting styles as perceived by male adolescents studying in urban and rural areas.
3. There is no significant difference in the single parenting styles as perceived by female adolescents studying in urban and rural areas.

4. There is no significant difference in the scholastic achievement of adolescents studying in urban and rural areas.
5. There is no significant difference in the scholastic achievement of male adolescents studying in urban and rural areas.
6. There is no significant difference in the scholastic achievement of female adolescents studying in urban and rural areas.
7. There is no significant difference in the social-emotional adjustment of adolescents studying in urban and rural areas.
8. There is no significant difference in the social-emotional adjustment of male adolescents studying in urban and rural areas.
9. There is no significant difference in the social-emotional adjustment of female adolescents studying in urban and rural areas.

METHOD

Design and Sample

Descriptive Research i.e. Survey method was undertaken personally by the investigator to collect data from the secondary schools in urban and rural areas. A sample of 100 male students (50 urban and 50 rural) and 100 females students (50 urban and 50 rural) were taken.

TOOLS

In the present study, the following tools were employed:

1. A self developed Single Parenting Scale: The present scale consists of five areas or dimensions of single parenting which may be enumerated as under: Area-A: Rejection v/s Acceptance, Area-B: Carelessness v/s Protection, Area-C: Dominance v/s Submissiveness, Area-D: Inconsistent Discipline v/s Appropriate Discipline and Area-E: Pessimism v/s Optimism
2. Bells Adjustment Inventory (A Hindi Adaptation) by Mohsin and Shamshad (1987).
3. Annual Examination Result of secondary school students

PROCEDURE

1. The investigator personally collected the data for present study. The students were approached through the heads of the institution.
2. A good rapport was established with the students. Investigator explained the purpose of the test to the subjects and asked them to give their true, free and frank opinion.
3. The investigator was present all the time to answer to the queries, to satisfy the curiosity of the respondents and to motivate them to answer the questions honestly.
4. It was also made clear to them that their views would be kept strictly confidential.
5. On completion, response sheets were collected.

RESULTS AND INTERPRETATION
The results are mentioned below in Table-I and II.
Table 1

Hypothesis (HO)		Area-A		Area-B		Area-C		Area-D		Area-E	
		Mean	t-value	Mean	t-value	Mean	t-value	Mean	t-value	Mean	t-value
Perception of Single Parenting by adolescents	HO-1: Urban	15.30		14.67		14.12		14.77		13.46	
			7.743 (NS)		6.271 (NS)		5.999*		7.336*		6.712*
	Rural	12.76		12.45		11.82		12.31		10.84	
	HO-2: Urban Male	15.72		14.68		13.86		14.82		12.86	
			5.861*		4.009*		3.739*		5.505*		3.735*
	Rural Male	12.80		12.56		11.82		12.40		10.84	
HO-3: Urban Female	14.88		14.66		14.38		14.72		14.06		
		12.72	5.101*		4.877*		4.725*		4.897*		5.798*
Rural Female			12.34		11.82		12.22		10.84		

Table 2

Hypothesis		Mean	t-value
Academic Achievement.	HO-4: Urban	67.67 52.41	
	Rural		9.413*
	HO-5: Urban Male	63.48	
	Rural Male	50.54	5.899*
	HO-6: Urban Female	71.86	
	Rural Female	54.28	7.903*
Social-Emotional Adjustment.	HO-7: Urban	36.81	
	Rural	45.59	3.600*
	HO-8: Urban Male	37.16	
	Rural Male	35.92	0.436 (NS)
	HO-9: Urban Female	36.46	
	Rural Female	55.26	5.399*

* = t-value statistically significant at 0.01 level of significance. NS= t-value statistically not significant at 0.01 level of significance.

CONCLUSION

It can be concluded from the results entered in table-I, HO-1 states that there was significant difference in all the single parenting styles as perceived by adolescents of urban and rural areas except that for Area-A and Area-B, the t-value is statistically not significant at 0.01 level of significance. Therefore it suggests that urban and rural adolescents feel equally accepted and protected by their single parents. Similarly, HO-2 states that there was significant difference in all the single parenting styles as perceived by male adolescents of urban and rural areas and HO-3 states that there was significant difference in all the single parenting styles as perceived by female adolescents of urban and rural areas. The results entered in table-II i.e. HO-4, HO-5 and HO-6 shows that there was significant difference in the scholastic achievement of adolescents studying in urban and rural areas. With urban adolescents showing higher mean scores than rural adolescents. Similarly, the results entered in table-II i.e. HO-7 and HO-9 reveal that there was significant difference in the social-emotional adjustment of adolescents studying in urban and rural areas. The results indicate that urban

adolescents possess high social-emotional adjustment than the adolescents of rural areas as their mean score is lower than rural adolescents. The scoring of Bells Adjustment Inventory is in reverse order, high scores indicate poor adjustment and vice-versa. However, in case of HO-8 it indicates that there is no significant difference in the social-emotional adjustment of male adolescents studying in urban and rural areas.

REFERENCES

- Amato, P. R. & Keith, B. (1991). Parental divorce and the well-being of children: A meta-analysis. *Psychological Bulletin*, 110, 26-46.
- Dowd, N. (1997). *In Defense of Single Parent Families*. New York University.
- Fadeye, J. D. (1985). A text of social studies; socialization and political culture. International Organization for NCE- and Undergraduates. Ibadan: Etori.
- Hall, G.S. (1904). *Adolescence*. New York: Appleton.
- Lauer, R. H. & Lauer, J. C. (1991). The long-term relational consequences of problematic family backgrounds. *Journal of Family Relations*, 43, 286-290.
- Maduewesi, E. J. & Emenogu, E. (1997). Nurturing the adolescents in Nigeria today: The role of the family, the school and the government. *The Nigerian Teacher Today (TNTT)*. A Journal of Teacher Education, 5 (1&2), 39-48.
- Mohsin & Shamshad (1987). *Manual for Mohsin-Shamshad :A Hindi Adaptation of Bell's Adjustment Inventory (Modified form 1987)*. National Psychological Corporation.
- Ortese, P (1998). Single-parents in Nigeria; Counseling concerns and implications. *The Counselor*, 16, 61-66.