"STUDY OF ACADEMIC ACHIEVEMENT, SOCIAL MATURITY AND FEELING OF SECURITY-INSECURITY IN STUDENTS FROM SINGLE PARENT VERSUS DUAL PARENT FAMILIES"

A Thesis Submitted to
Babu Banarasi Das University
for the Degree of

Doctor of Philosophy

In

Education

By
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Under the Supervision of
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Certificate of the Supervisor

This is to certify that the thesis, entitled **"Study of Academic Achievement, Social maturity and feeling of Security-Insecurity in Students from Single parent versus Dual parent families."** submitted by Ms. Usha Kandari for the award of Degree of Doctor Philosophy by Babu Banarasi Das University, Lucknow is a record of authentic work carried out by him/her under my/our supervision. To the best of my/our knowledge, the matter embodied in this thesis is the original work of the candidate and has not been submitted elsewhere for the award of any other degree or diploma.

Signature

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Date

Declaration by the Candidate

I, hereby, declare that the work presented in this thesis, entitled **"Study of Academic Achievement, Social Maturity and feeling of Security-Insecurity in Students from Single parent versus Dual parent families"**, in fulfillment of the requirements for the award of Degree of Doctor of Philosophy of Babu Banarasi Das University, Lucknow is an authentic record of my own research work carried out under the supervision of Dr.Roli Rai. I also declare that the work embodied in the present thesis is my original work and has not been submitted by me for any other Degree or Diploma of any university or institution. I am fully responsible for all the quotations, citations and calculations & interpretation of my research work.

Date

Name & Signature of the candidate

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apologize entirely for my mistakes, my bad manner and unpleasant thoughts, all my unfavorable

inside and outside feelings in the past and in the present.

Date   **Usha kandari**

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PREFACE

The present thesis entitled **"A Study Academic Achievement, Social Maturity and Feeling of Security-Insecurity among the students from single Versus Dual parent families"** is being submitted in the School of Education, Babu Banarasi Das University for the award of Doctor of Philosophy in Education. It is an outcome of the research work carried out by author in this department under the guidance, encouragement and thoughtful supervision of **Associate Prof. Dr. Roli Rai**,Education Department,Babu Banarasi das University,Lucknow.

In this Thesis whole study tells about the student from single and dual parent families.We all know that In the development of any child family plays an important role.Family nurtures, teaches and makes the child ready to face the outer world. It acts as the roots of the mental, emotional and physical development of a child. Family can also be considered as the primary social group with which a child is in constant contact. It plays a vital role in the socialization of individuals. A family is regarded as the first society of human beings. It is known as the first school of citizenship. One is born in family, grows in it, works for it and dies in it. One develops emotional attachment to it. The future success of children thus greatly depends on the household they grow up in.The first stage of development of any individual starts in the family. Development is a process involving growth, progress, positive change or addition of physical, environmental, social and emotional components. Development is considered to be a flow concept as it takes a period of time for anything to develop. It always involves addition, an increase or a rise. Everything in this world develops and this is the reason why the civilizations has been growing and expanding over time. Nations are developing that is why they are able to nurture culture, traditions and people residing in that nation. Science is developing that is why today we are able to see various equipment of modern technology. Cultures and traditions, however old they may be still undergo development so as to keep the faith and believe of people intact. Everything evolves for the better and so do human beings. This world revolves around development and human development play a key role here.

Science and technology, cultures and traditions, economy and politics are a result of human minds. In order to keep all these things running humans need to develop too. Development of human take place in various ways like mentally, physically, emotionally and socially.

From family the idea of parenting originates. A major chunk of the child's personality is formed in the family as a fundamental institution where parents play a pivotal role in the process of this formation. Parenting involves raising and ensuring the overall development of a child and not exclusively for a biological relationship. A child shares a direct relationship of emotions and dependency with his or her parents who are considered to be completely liable for their child's growth and development. Parenting is long process which continues until and unless the child is able to stand on his own legs and sometimes it may even continue for longer durations. Though it cannot be said that which parenting is good and which is bad, the nature of parenting differs in different types of families.

This Study has been presented in six chapters which are as follows:

Chapter 1, in this chapter family and its types has been discussed. Every type of family has its own characteristic. Mainly this study revolves around the students from single and dual parent families. How a structure of a family affects any child's life is mention. The chapter also includes that how parenting style affects any child's personality in terms of social maturity, Feeling of security-Insecurity and how it affects his academics. Need and significance of the study is also discussed in this chapter. Objective and hypothesis of the study are also discussed in this chapter.

Chapter 2, In this chapter there has been extensive literature review done that has been included here. The chapter is based upon the review of literature, findings and suggestions of different researches. This chapter is closely based upon the review of different books and researches relating to the present study.

In this chapter Reviews of those studies which has been conducted in Abroad and reviews of the studies which has been conducted in India has included.

Chapter 3, In the chapter Research methodology, Meaning of Research, Purpose of research, Types of research, research methodology, Process of research and research design has discussed. Except this population, sample and sampling technique, tools and Statistical techniques has been discussed.

Chapter 4, Analysis and Interpretation of data, this chapter includes analysis and interpretation of data. After collection of data the next step in the research is the organization, analysis and interpretation of the data, and this is done to get a meaningful picture out of raw information collected. The analysis and interpretation of the data involved the objective material in possession of the researcher and her subjective reaction and desires to derive from the data. Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. It involves breaking down the existing factors into simpler parts and putting the parts together in the new arrangement for purpose of interpretations.

Chapter 5, Discussion of the result. As per design of the study, the researcher collects the data using standardized tools and then analysed them with the help of proper statistical techniques to verify the tentative hypothesis for achieving the objectives of the present investigation. This chapter deals with the rational explanation of the result, which have been presented in tabular form in preceding chapter. For the convenience of the understanding and clarity in the presentation, the result of the study have been discussed and interpreted in accordance with the hypothesis framed in the first chapter of the thesis.

Chapter 6, Summary, Conclusion, Suggestion and Educational Implication. The study throws light on the capabilities of single parent children to study and carry out various activities. It is important to realize that children of single parent families are capable in all the ways and are no less than those of dual parent families. Result of the study shows that the children of single parent families tend to perform really very well in their education and achieve their academic goals. It is not justiciable to think that children with single parent upbringing do not perform well. Every child is born with same mental capabilities that are just needed to be brushed up. In this study, this has been shown through the aspect of academic achievement.

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CHAPTER-1

INTRODUCTION

Development is a process involving growth, progress, positive change or addition of physical, environmental, social and emotional components. Development is considered to be a flow concept as it takes a period of time for anything to develop. It always involves addition, an increase or a rise. Everything in this world develops and this is the reason why the civilizations has been growing and expanding over time. Nations are developing that is why they are able to nurture culture, traditions and people residing in that nation. Science is developing that is why today we are able to see various equipment of modern technology. Cultures and traditions, however old they may be still undergo development so as to keep the faith and believe of people intact. Everything evolves for the better and so do human beings. This world revolves around development and human development play a key role here. Science and technology, cultures and traditions, economy and politics are a result of human minds. In order to keep all these things running humans need to develop too. Development of human take place in various ways like mentally, physically, emotionally and socially.

There are many factors influencing human development that are constantly in action and contribute some or the other proportion in the process. This process of development begins from the womb of the mother and continues until and unless the person dies. The factors of development can be majorly divided into two categories namely, external factors and internal factors. External factors are those factors that are present in the society or we can say outside the comfort zone of an individual. These factors work externally and influence an individual for a long period of time. These can also be referred as secondary factors. On the other hand, internal

factors are those factors that are present within one's own family where he or she is born. These are the factors that a person faces primarily or at first place. These can also be referred as primary factors. Both these factors play a significant role in the process of development but in different conditions and at age.

First we will talk about External factors of development in detail. External factors occupy a major part of the society. These can be religion, cultures and traditions, politics or government control and policies, economy and financial stability, friends or company and majorly education system prevailing in the society. Every society has a proper built-up of which everything is a part and some rules and regulations which are to be followed by everybody living in that society. In a secular country like India, where all the religions are equally supported, religion do not play a major role in people's life but it is true that every religion follows certain set of rules and its own traditions. This influences how a person behaves outside his or her house and comfort zone. There may be many clashes among people regarding religion and the traditions they follow but being able to understand what is right and what is wrong is part of an individual's development. Basically cultures and traditions are an output of religious believes. Every society has different cultures which they rigorously follow and have faith for. This also determines the mind set of people. If people of a particular culture are too rigid and not easy to please, they may become non-adjustable and rude. On the other hand if people of a particular religion are flexible and joyous, they may become easily adjustable and open minded.

The Government is the ultimate law and policy making body. It makes poleis that are in the favor of its country's people. At present there many laws pertaining to the growth and development of children and youths. Providing of free Educational and medical facilities has helped a lot in the development of children of families with poor financial conditions. Government provides various

facilities like medication, education, housing at low prices or even for free. The next comes, Education which is perhaps the most essential aspect of human development as it provides an avenue to help people to grow economically and broaden their understanding of cultural and social practices in the community. Education in today's era has been considered to be very important. It creates human awareness, removes ignorance and facilitates development of not only the individual but also the complete society. Education is given from a very young age and continues till a very long time or till whenever an individual wants to have it. Basic primary education has been made a right of children in many parts of the world. Education enhances one's boundaries to think, understand, question and answer or in other words it increases the intellectual ability of an individual.

According to Rabindranath Tagore, "Education enables the mind to find out the ultimate truth, which gives us the wealth of inner light and love and gives significance to life." Education has been divided into Primary Education, Secondary education and Higher education. In primary education children are taught basics of all the subjects. At this stage children enter the stage of fun with learning and come to know and discover new things. The next is secondary education where children learn more about their subjects and start to think and question on their own. In under graduate education students reach the higher level of learning. They are all grown-ups and learn to take various decisions and handle pressure working. Under post graduate education students stick to their subjects and master their subject. As we can see throughout the process the student has been evolving new skills which in return help in developing their mental capabilities. Hence, thus can be said that plays an important role in development and evolution of individuals. Throughout this process of learning and skill generation people come in contact with other people. Individuals meet teachers at school and college level tends to make new friends wherever

they go. An individual's development also depends upon the type of company he or she lives in and thus plays a vital role in influencing individual's mind. Bad company can spoil one and on the other hand good company can make one's future. It is all about choices that we make which involves ability to observe, think and judge what is right and what is wrong. This in return facilitates development of individuals by enhancing their ability to observe and take wise decisions. As to conclude, these factors explained above are what an individual faces in the outside world. These increases the ability of an individual to think, question, answer, take decisions, face worldly problems, adjust with the society, observe and learn and take experience from everything that is around. The next set of factors or the internal factors include one's own family. Family too is a part of society but takes a primary position in one's life.

1.1.FAMILY

According to Burgess and Lock, "Family is a group of persons united by the ties of marriages, blood or adoption: consisting a single household interacting and intercommunicating with each other in their social roles of husband and wife, mother and father, son and daughter, brother and sister creating a common culture".

Family nurtures, teaches and makes the child ready to face the outer world. It acts as the roots of the mental, emotional and physical development of a child. Family can also be considered as the primary social group with which a child is in constant contact. It plays a vital role in the socialization of individuals. Family is regarded as the first society of human beings. It is known as the first school of citizenship. One is born in family, grows in it, works for it and dies in it. One develops emotional attachment to it. The future success of children thus greatly depends on the household they grow up in.

1.2. TYPES OF FAMILY

1.2.1.   Nuclear Family

Nuclear families, also known as elementary families, consist of two parents, typically but not necessarily married, and their children. In such families the responsibility of feeding and nurturing the family members lies in the hands of the two parents. Financial stability plays a vital role in nuclear families. The children may be adopted or biological. 2016 United States Census data shows that 69% of children live in nuclear families. Most people

Consider that nuclear family is the adequate environment to raise children. Nuclear families could be single-parented or double-parented.

➢ **Strengths of Nuclear Families**

- There is financially stability as now both the parents are usually earning.
- Children raised in stable parenting situations.
- Consistency.
- Health and Education is prioritized.
- Facilitated good Communication.

➢ **Weaknesses of Nuclear Families**

- Exclusion of extended family can lead to isolation, stress and a gap in communication with the members of combined family.
- Can struggle with conflict resolution.

- Nuclear families can become too child-focused, resulting in self-centered children and families neglecting other important things and responsibilities.

Nuclear families can be strong and successful as both parents here act as great examples for their kids. These children get their own space so that they can learn and explore more. However, like any family, nuclear families have their struggles to face. For example, if parents shut out grandparents and other extended family, chances are their support system will not be strong and getting through hard times can be challenging.

1.2.2. Single Parent Family

Single parent families consist of one parent with one or more kids. In these cases, the parent never married, is widowed, or divorced. The responsibility of nurturing the child or children and handling the family lies in the hands of the sole parents. Here, the things may become worse if the financial condition of the family is not good. A paper by Ellwood, D.T., and Jencks, C.(2004) talks about how single-parent families have been on the rise since the 1960s when divorce rates started going up. They suggest that these changes could be due to many different factors, from changing morals in society to increasing arguments over gender roles.

➢ **Strengths of Single-Parent Families**

- Family members can become very close and caring.
- Family members learn to share household duties, whether younger or older.
- Children and parents can become very resilient and enduring.
- Family members develop a greater bond.

> **Weaknesses of Single-Parent Families**

- Families struggle to get by on one income; some they are on social assistance.

- It can be difficult for some parents to work full-time and still afford quality childcare.

- Parenting can be inconsistent and disturbed, especially if kids go back and forth between parents

Being a single parent raising kids can be hard. It can also be hard being a kid when your parents are split up or if you grew up only knowing one parent. In this situation, families need to make the best of what they have and rely on each other for love and support.

1.2.3. Extended Family

While most people in the United State identify nuclear families as the 'traditional' family type, in different cultures extended families are much more common and have been around for hundreds of years. Extended families are families with two or more adults who are related through blood or marriage, usually along with children. Usually in such families more than two generations live together and share the responsibilities. It comprises of grandparents, parents and children. Typically, extended families live together for social support and to achieve common goals and impart morals and values to the upcoming generation.

> **Strengths of Extended Families**

- Things like respect and care for the elderly are given importance as a part of ethics.

- More members are around to help with chores, child care, in case of emergencies, etc.

- Social support.

- Motivation and understanding.

> **Weaknesses of Extended Families**

- Financial issues can occur if parents are supporting several other adults and children without any extra income.
- Lack of privacy depending on the living environment.
- Sometimes people may become biased towards some members.

What's nice about extended families is how close they can be and how they give each other a lot of support. That doesn't mean that so many family members living together is always easy. There can be differences in opinion in extended families and some people might live this way because they are obligated, not because they want to.

1.2.4. Childless Family

Childless families are families with two parents who cannot have or don't want children. It can be a choice to not have children or even any medical issue. A family without children is also a family. In the past, growing up, getting married, and having children was the norm, but in today's world, more people are choosing to postpone having children or deciding not to have any. Such families prefer having pets for partial entertainment and emotional support.

> **Strengths of Childless Families**

- Typically have more disposable income due to absence of many family members.
- No dependents to take care of
- Have more freedom to travel, go on adventures, pursue different careers or education

- Couples get to spend more time together

➢ **Weaknesses of Childless Families**

- Couples can feel isolated or left out when all their friends/family start having kids

- If a person like kids, he or she can feel like something is missing

- Infertility can force a family to be childless which can be hard for couples

The decision of whether to have kids is a difficult and highly personal one. Having kids isn't for everyone, and some families do great without them. Still, it's important to remember that some childless families are not childless because they want to be.

1.2.5. Stepfamily

A stepfamily is when two separate families merge into one and accepting each other. This can go several different ways, like two divorced parents with one or more children blending families, or one divorced parent with kids marrying someone who has never been married and has no children. Such families learn to accept each other and need to understand each other due to the lack of blood relations.

➢ **Strengths of Stepfamilies**

- Children get the benefit of having two parents around

- Children and their new siblings or step-parents can form strong bonds

- Benefit of having two incomes compared to single parent families

➢ **Weaknesses of Stepfamilies**

- Adjustment can be difficult for parents and children

- Parents can run into problems trying to discipline each other's kids

- May lack discipline or be inconsistent

Going from a nuclear or single parent family to a stepfamily can be a tough transition. It can be hard letting new people into your family dynamic, especially welcoming in a whole other family. Over time though, some children will come to accept their stepparents and stepsiblings as part of the family and form strong bonds.

1.2.6. Grandparent Family

The final family type and the least common of them all is the grandparent family. A grandparent family is when one or more grandparent is raising their grandchild or Grandchildren. While uncommon, according to the American Association for Marriage and Family Therapy, grandparent-headed families are on the rise. They shared that, "Census data indicate that in the United States approximately 2.4 million grandparents are raising 4.5 million children." Why does this happen? This situation happens when the parents aren't around to take care of their kids or are incapable of properly taking care of their kids. For example, the parents might be in jail, too young, on drugs, or (unfortunately) just not care. Thankfully, in these situations, the grandparents step up and act as parents to their grandchildren. A lot of times the situation isn't ideal, but they would rather take on the responsibility than see their grandchildren end up in a worse situation, like foster care.

➢ **Strengths of Grandparent Families**

- Grandparents and grandchildren form a close bond.

- Keeps children from ending up in foster homes or other situations.

➢ **Weaknesses of Grandparent Families**

- Grandparents may not work or have full-time jobs, may struggle with income.
- Depending on their health, it may be difficult for them to keep up with young children or discipline them as they get older.

It can be hard for grandparents to raise their grandchildren. In most cases, they probably thought they were done raising kids and might not have the health and energy to do so. Still, when needed, grandparents will step up and do what's needed. Depending on the relationship, children may become very close to their grandparents while others might take advantage or rebel.

From family the idea of parenting originates. A major chunk of the child's personality is formed in the family as a fundamental institution where parents play a pivotal role in the process of this formation. Parenting involves raising and ensuring the overall development of a child and not exclusively for a biological relationship. A child shares a direct relationship of emotions and dependency with his or her parents who are considered to be completely liable for their child's growth and development. Parenting is long process which continues until and unless the child is able to stand on his own legs and sometimes it may even continue for longer durations. Though it cannot be said that which parenting is good and which is bad, the nature of parenting differs in different types of families.

In today's era, two commonly seen family patterns are dual-parent families and single-parent families. Dual-parent families are families that consist of both the parents, the father and the mother, living in joint or nuclear families. On the other hand, single-parent families are the

families that consist of either the mother or the father irrespective of living in a joint or a nuclear family. One of the parents in such families is separated either due to natural causes, fight or divorce. Both types have different types of parenting which may differ due to change in some very common factors such as educational facilities, financial stability, and fulfillment of necessities, family support, and emotional, mental and moral support. If we compare, in many cases we can notice that children raised up in dual parent families do not perform as well in their life as children rose in single parent families. Sometimes this is also said that children raised in dual parent families do better due to additional love and facilities provided to them and on the other hand children raised in single parent families end up getting emotionally weak due to lack if love and deprived facilities. Children of whom family does better cannot be decided beforehand and so easily, without taking in consideration the factors affecting the growth and development of children in different types of families.

Financial conditions play a vital role in deciding whether a family is able to fulfill its requirements or not. Though it a family's parenting and upbringing cannot be based on monetary terms, stable financial conditions are necessary to not only fulfill demands of the family but also the basic needs. This problem may arise in both types of families. In dual-parent families both the parents may be earning, either of the parents may be earning or both of them may be non-earning. This creates differences in financial conditions of different families. It not necessary for both the parents to earn but the income altogether must be in accordance to the needs of the family only then it will be called a stable financial condition. Similarly, in single-parent families the parent must earn and that to enough to meet the basic needs and requirements of the family. The condition of the family may worsen if the only parent is non-working. In this case, the children may not able to get proper educational facilities and become devoid various amenities.

So here, we can see that financial stability as a factor plays an important role in the process of parenting irrespective of dual or single families.

The other most important factor is living in a joint or nuclear families. It is always noticed that children living in joint families have a better upbringing because of the presence of both the parents and the old grandparents. In this way the responsibility of upbringing the children gets distributed among various people and children get a healthy and familiar environment to grow and learn as well. A healthy joint family helps its family members during the time of financial crises, in educating the children, cooperating in household chores and many more things. Living in a joint family is a plus point for both the dual-parent families as well the single-parent families. On the other hand living in nuclear family may become a little difficult for the parents if they both are working or even one them is working. Some or the other thing lacks or has to compromised. However, it cannot be said that which family formation is better and which is not until and unless the children of the family are getting their basic needs fulfilled. A family must comprise an environment of love, trust, care, cooperation, peace and understanding among its people.

The other factors can be taken as emotional factors. A family is bonded majorly by emotions than any other materialistic elements. If the environment lacks emotions and love for each other, it would become difficult maintain a bond in the family. In the early stages of a child's upbringing the child is taught various morals and ethics through actions or by speech. These morals form the very foundation for that child. Before starting the intellectual skills a child begin to do motor skills. This all requires the cooperation of the family. Teaching a child how to sit and how to behave is not a matter of single-parent family or dual-parent family. Both the type of families if tries to give good morals and values to their children, their children would never fail

in their deed. Moreover, rising a child is more of mind preparation and acceptance of situations and things with positivity than getting pressurized by the conditions and losing control over the family and children.

According to Martin and Kats, 2003, Family structures have changed enormously during the second half of the 20th century. The second Demographic Transition that occurred from the 1960's until the last 1980's in developed countries, involving dropped-off fertility rates, decreased marriage rates and increased divorced rates and risen number of births to unmarried women contribute directly to a growth of the number of single parent families.

Irrespective of their impact, single parent families across the world in today's society have their share of daily struggles and long-term disadvantages (Amato 1994).The issues of expressive day care, shortage of quality time with children, balancing between work and home duties, and linked economic struggles are among the seemingly endless problems that single-parent families need to resolve. Research on single parenting in India is scanty (Bharat 1986) about 8% of families in the general population of our country are identified as having single parents. Providing of Education to children is very important for any type of family. Many people are not able to provide even the basic primary education to their children as a result they grow up ignorant, lost and de-tracked. Educational facility may lack in both the types of families dual-parent or single-parent. It also depends upon the financial condition of the family. Education enhances the intellectual skills of the children. They exposed to greater social groups and experience many emotional ups and downs. In this way they are able to develop mentally, physically and emotionally.

1.3. NEED OF THE STUDY

As we have read earlier, there are many factors that play role in the development and upbringing of a child. In this process of development, the components of society such as Economy, Education, Welfare facilities, Values and Morals, rules regulations and thought process, friends and family plays very important and valuable part. All these components become the factors influencing the development and growth a child. Family, being a very important, primary and key part of the society, forms the basis and first place of a child's development. Family is small social group which a child lives with before entering the society outside, where people are connected with emotions and morals and ensure each other's happiness. It is the first phase of a child's learning and growth. Every family is of different types and follows different set of morals, rules and regulations.

Family is of many types; joint family, nuclear family, childless family, grandparent family, dual parent family and single parent family. All these categories are divided on the basis of number of family members. The number of family members and the generation gap plays a great role in forming the mentality and personality of the child. It is necessary to surround a child with an environment that perfectly suited of his or her growth. The presence or absence of others members do not play a great role but the presence or absence of one's own parents does. There are many families that are dual parented families, means presence of the parents, mother and father, and single parented families, means presence of only one parent. A family can become a single parented family due to any reason such as divorce, death of spouse or separation due to any reason.

In our Society dual parent families considered to be ideal and much better than single parent families. On the other hand we can see many cases in our society that has proved that single parent families are not less and the children from such families do reach very great heights of

success. This is what forms the basis for this study and in a way is also the need of the study. It is just a myth that dual parent families perform much better economically, mentally and emotionally. In fact, it is just a prejudice of the rigid society regarding the single parent families that they can never grow. The factors of economic stability, mental satisfaction, emotional balance, moral support, value and ethics and educational facilities matter in all types of household irrespective of the number of family members. In dual parent families, both the parents can be working and stable at the same time but the children may be deprived of good manners and morals and can even fail in their lives. Similarly, both the parents can be economically unstable and demotivated but their children may have good manners, morals and even reach greater heights of success in their lives. It is not necessary that single parent families are economically weaker and unstable because of the presence of both the parents. Such families can also grow, become stable and achieve success in future. It is more of a misconception that single parent families are weaker and unstable. A family having everything and all the privileges may lack proper guidance and moral support and on the other hand a family having very fewer privileges may have right and proper guidance and moral support with the help of which the children of such families come out with brighter colors. There are three major fields where the children of every family are expected experience and excel in. These are academic achievement, feeling of security-insecurity and social maturity. Academic achievement is part of mental and intellectual development, feeling of security-insecurity is a part of emotional development and social maturity is a part of social and behavioral development. These aspects may differ from family to family. Children of one or the other family may lack something or the other irrespective of the type of family. Earlier, people were unaware and had limited approach so they did not consider education as an important part of human development. There was ignorance and

academics played least role in people's life but now education is considered to be one of the greatest factors for human development. All types of families support education and academic growth. This study shows the same. It shows the level of academic achievement in dual parent and single parent families. It is not necessary that children of dual parent families are better in achievement of better a desired education. Children from single parent families can achieve if not desired but better and good education. There are many families that pay least attention to emotions of the family members especially of children. There are many factors that may develop a secure or insecure behavior in children. This can be found in many households. It is mostly considered that children of single parent families have an insecure behaviour but this is not necessary. If given proper guidance, preached ethics and morals and communicated to adequately them, may never face any insecurity or feeling of being left out and inferior. This study highlights this aspect of human development and its role in a child's life. After family the society outside forms the new social group for a child. It is place where an individual receives great and lifetime experiences. To get adapt to the flow of this society it is necessary to become enough socially mature. Social maturity gives the person as to how to behave and tackle all types of situations living in a social group. In this study the aspect of social maturity is also taken into consideration. This study shows the analysis of the three aspects, namely academic achievement, social maturity and feeling of security-insecurity, among the children belonging to the two households- single parent families and dual parent families. It highlights the fact that it is not necessary that single parent families are always weaker and less developed than dual parent families. Thus is what forms the basis as well as the need of the study.

1.4. SIGNIFICANCE OF THE STUDY

The study shows the three aspects of human life namely, academic achievement, social maturity and feeling of security-insecurity, among the children of dual parent families and single parent families. It is necessary to observe and analyze that children under both the conditions can be found rising and developing at the same pace so that no partiality or injustice is done to any side. Following are some points of significance that should be taken into consideration:-

➢ In many cases it is found that most of the single parent families suffer mentally due to the pressure of the society. The society that we live in is rigid in many ways and has prejudiced behaviour towards such families. It considers single parent families to be less developed and stable. This study brings into light the importance of changing the rigid mindset of the society and to accept every type of family as a complete part of society.

➢ Normalizing and accepting every kind of family is today's need. The people around us and in some cases we too become rigid in our thoughts. Many single parent families themselves do not accept the fact that they need to normalize their living and behaviour in order to be accepted by the society. Mental preparation and stability of such families is very necessary so to keep their children motivated and avoid the development of feeling of insecurity and being left out. It is mandatory to normalize and accept too the existence of such families both by the family and the society.

➢ It is important to realize that children of single parent families are capable in all the ways and no less than those of dual parent families. The children of single parent families tend to perform really very well in their education and achieve their academic goals. It is not justiciable to think that children with single parent upbringing do not perform well. Every child is born with same mental capabilities that are just needed to be brushed up. In this study, this has been shown through the aspect of academic achievement.

- Not only in school but in other places like dance classes, sports stadiums and grounds, friends groups among teachers and colleagues, the children or individuals from single parent families must be considered as equivalent to those of dual parent families and not let down. This requires a lot of social observation and maturity among everyone so that no one discriminates between the children of the dual and single parent families. It is equally important facilitate the growth and development of every child in all the aspects.

- The people around us tend to get super prejudiced sometimes and behave in an abnormal manner. There can many reasons because of which a family may lose one of its members and become single parent family. It can be due sudden death, separation after terrible conflicts, divorce under worse conditions or even not having one parent at all because of absence of marriage. It is more of an emotional and understanding topic than a social topic. It is important understand the setbacks and sudden emotional instability of such families.

- It should be noted that children belonging to single parent families in a way go through an emotional imbalance. They should not be treated differently as it will develop a feeling of being different from other children in them. It is not at all moral to be partial or rude to them in any way. Every child has the rights to be treated equally and develop in all the aspects. The development of feeling of insecurity should not be given a way.

- In many cases it can be seen that children from dual parent families are given extra an undue advantages in schools, friends group or by other family members. It is encourages partial behaviour and makes the children over confident and even spoil them. Having both the parents cannot be the basis for treating the children differently.

➢ Realizing one's responsibilities and role towards the children from single parent families and the problems and requirements of their families is very important. Instead of pitying and accepting everything as a game of fortune, people should try to support the single parent families in whichever way they can so as to provide a good environment for the children to develop and grow. No one knows when which family needs help whether single or dual. It is necessary to be behaving moralistically and responsibly.

➢ Words play a very important role in people's life. If someone is not able to be there for single parented family they must not speak or behave in an ill manner. It is not moral to add on to someone's problems by not behaving right.

➢ Financial conditions of any family should not be judged. Both single and dual parent families can face conditions that are not suitable for a certain period of time. It is said that single parent families are financially weaker as there is only one member to earn but, dual parent families may also face such conditions. Nothing can be foretold. Therefore, single parent families and the children of such families should not be judged on such basis.

The points mentioned above are the points that form the significance of the study. These points are really very important to be noted as it is necessary to prove that single parent families are not left out, different and immature.

1.5. RSEARCH QUESTIONS

The following research questions were asked to serve as guide to the study:

1. Does the absence of one parent affect academic performance of students?

2. Does gender of adolescents from single parent homes play a role in their academic performance?

3. What is the effect of single parent on child psychology?

4. Does being a part of a Dual parent family only the factor that lies behind the overall development of a child?

1.6. STATEMENT OF THE PROBLEM

The title of the present Study is-

"Study of Academic Achievement, Social maturity and feeling of Security-Insecurity among the Students from Single parent versus Dual parent families."

1.7. OPERATIONAL DEFFINITION OF THE TERMS USED IN THE STUDY

➢ **Single-Parent Family**

Single-parent families are basically the families that are supported solely by any one parent, mother or father. The single parent may have a dependency of the child or children they bear and the responsibility of that child lies completely on his or her shoulder. A family may become single-parented due to divorce, death of the spouse or separation due to any reason.

"A single parent is a person who lives with a child or children and who does not have a spouse or live-in partner. Reasons for becoming a single parent include divorce, break-up, abandonment, and domestic violence, and rape, death of the other parent, childbirth by a single person or single-person adoption. A single parent family is a family with children that is headed by a single parent." "Single parent families are comprised of a parent/caregiver and one or more dependent children without the presence and support of a spouse or adult partner who is sharing the responsibility of parenting."

From the above definitions, we can make out that single-parent families are the families that are raised by one parent due to variant reasons. In this case, many responsibilities and important decisions fall on the shoulders of the sole parent. At last we can conclude that, **"single-parent families are the families where the responsibly, decisions, guidance, education, good nurturing and overall development and growth of the child or children, falls on the shoulder of one sole parent; along with various factors internal or external surrounding and affecting the evolution of the family."** Such families may lack economic stability, mental satisfaction, education and there are many such factors at which such families can be found lagging behind. However, a good nurturing of a child depends upon the parent and not on such factors. Children of single-parent families are most of the time found rising with beautiful colors.

➢ Dual parent Families

Dual-parent families are the families that are supported by both the parents and not one. Here, the responsibility gets divided between two individuals and both the parents have different roles to play. Most of the times, such families are found nuclear and independent. Economic stability, mental satisfaction, emotional stability and education play a vital role here as well. It is not necessary that such families will have all their requirements and needs fulfilled.

➢ Students

A student is primarily a person enrolled in a school or other educational institution and who is under learning with goals of acquiring knowledge, developing professions and achieving employment at desired field. In the broader sense, a student is anyone who applies

themselves to the intensive intellectual engagement with some matter necessary to master it as part of some practical affair in which such mastery is basic or decisive.

➢ Academic Achievement

Academic achievement refers to the extent to which an individual has fulfilled his or her academic goals. It may take a short period or even a very long duration to achieve the desired educational goals. There are many factors that are influential in the case of academic achievement. Some factors lye within the individual such as level of motivation, confidence, self-determination, self-control and caliber. On the other hand there are some factors that surround a person externally like type of education, extra-curricular activities, interest in subjects, ability to finance and support of friends, family and teachers.

"Academic achievement or academic performance is the extent to which a student, teacher or institution has attained their short or long-term educational goals. Completion of educational benchmarks such as secondary school diplomas and bachelor's degrees represent academic achievement."

➢ Social Maturity

Human being is a social being and need to interact with the society and act as one of its elements. For this purpose an individual needs to develop the abilities, awareness and maturity to act and behave in the society or any social group. When an individual is physically, mentally and emotionally developed to face the society and understand social norms then he or she is said to be socially mature. This maturity produces a climate of trust, harmony, active co-operation and a peaceful coexistence as well as quality of adjustment.

"Social Maturity as the level of social skills and awareness that an individual has achieved related to particular norms related to age group. It is a measure of the development competence of an individual with regard to interpersonal relations, behaviour appropriateness, problem solving and judgment. Social responsibility also was a sub-trait of social maturity defined as adherences to social rules and role expectation".

Raj. M (1996) "The degree to which an individual has acquired the social and socialized behaviour that are usual and expected for his age and status, or the socially behavior characteristics of the supposedly typical adult member of a society. Maturity develops not only in physical, mental and emotional behaviour but also in the social behaviour. Social Maturity has to do with how well people understand the nature of social world they live within. Social Maturity is what enables us to functions as healthy adults. Without it, we end up difficult times to ourselves and causing a lot of difficult times for other people. A high degree of Social Maturity has something to do with a high degree of social skills."

C.V Good, " The level of awareness, understanding, knowledge and sense to behave or act socially in all the present situations, without developing prejudices, biased and ill behavoiur and thoughts." Nowadays social maturity is important due to rising social conflicts and hatred. It is necessary to behave in a proper, balanced and mature manner.

> ➢ **Feeling of Security-Insecurity**

Varying situations surrounding an individual develops the feeling of security and insecurity among individuals. Some affirming situations develop the feeling of security in a person. In this case the person acts calmly, develops the feeling of surety and the person tends to behave

sensibly. On the other hand, insecurity regarding anything tends to make a person behave differently, unusually and weirdly due to which he or she ends up taking wrong decisions.

Maslow (1970) stated, "Security is closely related to the feelings of being at home in the world, safety, friendliness, calm, easy, relaxation, uncomplicated, emotional stability, self-acceptance and well based self-feeling of strength". A person who has feeling of security must have tendency to accept other human being. In Adlerian sense she has 'social interest,' which refers to cooperativeness, kindness, sympathy and sociability. In other hand, insecurity can be defined as emotional instability, feeling of rejection, inferiority, anxiety, isolation, jealousy, hostility, irritability, inconsistency and tendency to accept the worst general pessimism and unhappy. Unsecured persons always feel isolation suffer from acute tension. They have relatively more neurotic or 28 psychotic tendencies. The feeling of security-insecurity develops with the interactions of basic needs of the person. In other words how one responds to these needs with frustration or without reveals of one's feeling. In the present study security-insecurity feeling refers to the extent to which one feels secured or insecure in respect of various aspects of life.

"Insecurity is a feeling of inadequacy (not being good enough) and uncertainty. It produces anxiety about one's goals, relationships, and ability to handle certain situations.

From the above definitions we derive that, the feeling of security comes from affirmations, surety and stability of any situation or decision and the feeling of insecurity develops from the instability, inadequacy and uncertainty of any situation or decision. Hence, **"Feeling of security-insecurity involves the natural character traits of an individual which gets triggered accordingly in different situations and circumstances at different points of time, due to which the individual's behaviour tends to change for long or a short time period."** This

feeling is considered to be very common and a basic part of human behaviour at all ages and stages of human life.

1.8. OBJECTIVE OF THE STUDY

1. To study the Academic Achievement of the students from single parent families as against a comparable sample of students from dual parent families.

2. To study the Social Maturity of the students from single parent families as against a comparable sample of students from dual parent families.

3. To study the feeling of Security-Insecurity of the students from single parent families as against a comparable sample of students from dual parent families.

4. To study the relationship between Academic Achievement, Social Maturity and feeling of Security-Insecurity of the students from single parent families as against a comparable sample of students from Dual parent families.

1.9. HYPOTHESES OF THE STUDY

1. There is no significant difference in Academic Achievement of students from single parent families and dual parent families.

2. There is no significant difference in Social Maturity of the Students from Single parent families and Dual parent families.

2.1 There is no significant difference in Work Orientation of the students from Single parent families and Dual parent families.

2.2 There is no significant difference in Self Direction of the students from single parent families and dual parent families.

2.3 There is no significant difference in Ability to take stress of the students from single parent families and dual parent families.

2.4 There is no significant difference in Communication of the students from single parent families and dual parent families.

2.5 There is no significant difference in enlightened trust of the students from single parent families and dual parent families.

2.6 There is no significant difference in Cooperation of the students from single parent families and dual parent families.

2.7 There is no significant difference in Social Commitment of the students from single parent families and dual parent families.

2.8 There is no significant difference in Social Tolerance of the students from single parent families and dual parent families.

2.9 There is no significant difference in Openness to change of the students from single parent families and dual parent families.

3. There is no significant difference in feeling of security-insecurity of students from single parent families and dual parent families.

3.1 There is no significant difference in feeling of Family Security of the students from single parent families and dual parent families.

3.2 There is no significant difference in feeling of School Security of the Students from Single parent families and Dual parent families.

3.3 There is no significant difference in feeling of Peer group security of the Students from Single parent families and Dual parent families.

3.4 There is no significant difference in feeling of Study context security of the students from Single parent families and Dual parent families.

3.5 There is no significant difference in feeling of Prospective context security of the Students from Single parent families and Dual parent families.

3.6 There is no significant difference in feeling of Test context security of the Students from Single parent families and Dual parent families.

3.7 There is no significant difference in feeling of Self-Context security of the Students from Single parent families and Dual parent families.

3.8 There is no significant difference in feeling of Existence context security of the Students from Single parent families and Dual parent families.

4. There is no relation between Academic Achievement, Social Maturity and Feeling of Security-Insecurity of the Students from Single parent families and Dual parent families.

1.10. DELIMITATION OF THE STUDY

- The Sample consist only the Student of 14 to 17 age group.
- The Study is limited only three types of Board, ICSE, CBSE and UP Board.
- The Data consist only of the Student from Single and Dual parent families.
- The Study is limited to Lucknow district only.

CHAPTER II

REVIEW OF RELATED LITRATURA

A review of related literature is an informative report about the information found in the various literatures related to the researcher area of study. A review of related literature in literal term it means that the work which has been done in some relation to the researcher topic. It gives a theoretical base to the research and helps the author to determine the nature of the research. The literature review is a summary of previous research on the topic. The review includes the articles, books, and other relevant sources related to the area of research. In the review of related literature, the author writes about a description, summary and critical review of each source, which means the strength and weaknesses of the particular source? The review also brings forwards the gap or the issues in the literature and the topics needs for the further research. The format of review of related literature may vary from subject to subject but the main purpose of critical analysis remains the same. In the review of related literature, the researcher will: -

- Discover the statistical Knowledge related to the research topic.

- Increase the knowledge of the researcher in his field of work.

- Develops new idea

- Justify the need of the study in the research.

The review of related literature is always done with a purpose and has its own importance in the thesis. The main purpose of the research can put into following points:

- It gives the theoretical outline for the research topic or subject area.

- Explains the key terms, definitions and other important terminology, which a researcher can come cross during his survey.

- It gives an overview to the researcher about the studies, models, case studies etc. material in relation to his topic.

- It defines the area of study that is the research topic.

There are three major points around which the literature review moves rather revolve:

- What the research says? (Theory)

- How the research was done or carried out? (Methodology)

- The gaps in the research which is reviewed, i.e. what is missing in the research?

2.1 STUDIES CONDUCTED IN ABROAD

Atlas's (1981) conducted a large-scale survey of single-parents and their children and found that a large proportion of the single-parent families were well adjusted. Continued involvement of the non-custodian parent and employment of the custodian parent were two factors supporting the adjustment of these families.

Hetherington, et al (1981) also found consistent differences in academic achievement and grade point averages between students from one parent families to those from two parent families. Other factors that might account for the differences in scores are socioeconomic status, educational resources in the home, and the tine a parent spends with child, also have an impact on academic performance.

Edgar & Headlam (1982) explored some of the reasons for the difficulties children from one parent families experience in school. One major obstacle is financial, where lone mother families

have the lowest incomes. Other difficulties are health problems because the living situation is less equipped with many household amenities and lack of medical insurance. Single parents who work outside the home cannot supervise their children as closely as a two-parent household.

Heyns (1982) cites a number of reviews of the effects of the mother's employment, and found this to have very little effect on their child's academic achievement. Milne et al (1986) examined the effects of the number of parents on achievement for both elementary students and high school students. Then they examined the effects of mother's employment or student success. In general, students with two-parents scored higher on reading and math achievement test than students with one parent. The conclusions of the study are as follows: 1. Students having two parents in the home are more likely to show academic achievement than students who live in a one parent household, 2. Variables such as family income may explain why students who live in a single-parent family have less academic success. Page 14 3. The effect of mother's employment on academic achievement varies by student's age, race and the amount of time the mother works. 4. The significant effects on mother's employment is negative for academic achievement.

Rice, Phillip L.; Bernstein, Sandy (1983) The single parent who has to assume the role and the responsibilities of both mother and father provides a different sex-role model for the child than that provided in the two-parent family. Research has indicated that single parents are more androgynous than parents in intact families. To investigate the sex roles of 332 college students (213 females; 119 males) who were raised in single parent (N=48) and intact nuclear families (N=284), the BEM Sex-Role Inventory, the Spence-Helmreich Personal Attributes Questionnaire, the Family Environment Scale--Short Form, and the Marital History Survey were administered. An analysis of the results showed that children reared in a single-parent environment did not differ substantially from those reared in a nuclear parent home on scales

measuring androgyny. However, single-parent family environments did produce a significant change in the distribution of sex-role types, i.e., androgynous males appeared more frequently in single-parent families, while androgynous females appeared less frequently; undifferentiated males appeared less frequently and undifferentiated females appeared more frequently. Neither age nor maternal employments were found to be significant factors determining androgyny.

Dornbusch, Carlsmith, Bushwall, Ritter, Leidermann, Hastorf, and Gross (1985)

This study argued that family structure affects behavior problems in schools. "The children of a single-parent, whether living with their mother or father, can have emotional difficulties because they have experienced the stress, often traumatic, that accompanied their separation from or even the death of one of their parents" (Zinn et al., 2008, p. 347).

Dornbusch, Ritter,Leiderman, Roberts, and Fraleigh (1987), found that children in single-parent households have lower grades than those in two-parent households. To restate, family structure and parental involvement can have an effect on a child's behavior and academic performance.

Crouter, Ann C., (1993) Reviews longitudinal study (the Penn State Family Relationship Project) findings of relationships in 133 single-earner and dual-earner families with school-age children. The authors summarize similarities and differences in children's experiences with their parents and review these findings linking family processes and family context to children's psychosocial functioning.

Finn & Owings (1994) found that children living in a single-parent household and in stepparent families were given less parental supervision. Children living in a single parent or stepparent household Page 15 have experienced the trauma of divorce, living with a single parent and the

[33]

parent's remarriage. The emotional upheaval of these experiences can cause difficulty with the students' academic performance.

Aquilino, William S. (1994) Explored implications of childhood family disruption for parent-adult child relations in sample of 4,516 young adults. Among young adults raised in single-parent families, relationships with custodial mothers and custodial fathers remained quite positive into early adulthood. Becoming noncustodial parent resulted in severe deterioration of father-child relationship but not of mother child relationship.

Eng and Feldhusen (1994) conducted a Cross Cultural Study of Leadership, Social Maturity and Creative Potential in Adolescents. This study investigated relationships among leadership potential, social maturity, creativity, intelligence, and academic achievement among adolescents in the United States and Singapore. Results showed higher intelligence but lower leadership potential among Singapore students and a positive correlation in general between social maturity and intelligence, while creativity was found to be negatively correlated with both intelligence and academic achievement.

Thompson, Hanson, and McLanahan (1994), found that children in stepparent families score Somewhat higher on tests than children in single-parent families. The authors further argued "that their scores are still over 25% of a standard deviation lower than those of children with two biological parents. Similar gaps are found when grades rather than test scores are used to measure academic success" (p. 223). Children who live with two biological parents receive higher grades (as reported by the parent) than children who live with their mother and an unmarried partner (Thompson et al.). In summary, groups of children in ranking order from highest academic achievement to lowest are (a) children who live with two biological parents,

(b) children who live with stepparents, and (c) children who live with their mother and unmarried partner.

Nord, Brimhall, and West (1997) found that in two-parent households, "Fathers' involvement in their children's schools has a distinct and independent influence on children's achievement over and above that of mothers" (p. 1). The authors also argued that fathers can be a positive force in their children's education, and when fathers get involved, their children are likely to do better academically. Unfortunately, many fathers seem to be relatively uninvolved in their children's schools.

Biblarz, Timothy J. et.al (1999) among their other findings about the single mother households, also alert us to the added burden placed on the shoulders of the children's of single mothers. They argues that these children may resent having to grow up a little faster, thus often having no time to enjoy sports, recreation and other typical lighter aspects of childhood.

Cooney, Teresa M.; Mortimer, Jeylan T.(1999) Used panel data in event history analysis examining association between family structure and departure from parental home, specifically possible mediators (parent-child relationship quality, household work efforts, psychological efficacy, family/personal income, peer involvement, childbearing). Single-parent family structure (and for girls, stepfamily structure) predicted early home-leaving. For girls, having a child and doing more housework increased likelihood of early departure.

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Amanto, Paul R. (2000) points out that the diversity found among the single-parent families could be traced back to the fact that divorce or separation of parents could cause either positive or negative psychological effects on the single parent and the children involved. When life at home is no more affected by misunderstanding and fighting between parents the children may feel relieved and happy. But when parents who are rather noble and good, still separate due to sudden stress in one's own life or an unexpected on set of one's own illness then the children could still miss that parent who is no longer there for them. Such obvious diversity amidst single parent families is inevitable.

Welch (2003) found that in the year 2000, 1.8% of America's children were being raised by their grandparents, with 62% of grandmothers on full-time duty and 38% of grandfathers in that capacity. Welch further found that nearly 2.5 million grandparents are rearing their grandchildren.

Hill and Bouffard (2003) found that high expectations in combination with harsh parenting Resulted in lower school performance for children from families of higher socioeconomic status. Although most research examines parenting expectations and parent-school involvement separately, a more complete understanding of their effects in combination and of the complex family dynamics associated with achievement is needed.

Ricciuti, Henry N. (2004) investigated whether adverse effects of single parenthood not observed in 6-7-year-old NLSY (National Longitudinal Study of Youth) children might emerge when they reached 12-13 years of age. Outcomes included mathematics, reading, vocabulary scores, and behavior problem ratings. Little or no evidence of systematic negative effects emerged at the later age except for some isolated findings in the Black sample that suggested that vocabulary scores were somewhat negatively influenced by years of single-parent experience and positively 100 affected by extended 2-parent experience. The general absence of adverse effects, as well as the minimally significant relationships found in the Black sample, may be explained in terms of the role played by maternal education and ability. The findings suggest that the presence of positive maternal attitudes and parenting resources may significantly mitigate the likelihood of adverse child outcomes of single parenthood.

Ahrons (2004) sometimes prefers the term binuclear family to single-parent family because it acknowledges the positive outcomes that result from divorce. Divorce is a process that results in family reorganization rather than disintegration of the family system (Olson & DeFrain, 2003). The term *family reorganization* seems to be not only a more accurate, but also a more positive description of divorce as it relates to single-parent families.

Bennett et al., (2005) observe insightfully that the trauma and the acute sense of disorientation of life felt by those single mothers on account of the sudden death of their spouse are so extremely unbearable that the resultant pain could be judged to be less only to the loss of one of their children. Therefore it is pointed out that loss of spouse or a child is in actuality two of the most of the negative life events possible for any of the single mothers.

Bruce A. (2005) documents the fact that thousands of widowed single women live in abject poverty and misery in religious centre like Varanasi, Tirupathi and Mathura. These single

women are abandoned there by their families; they are also sexually and economically exploited by the society around them.

Chang, M. (2007) performed a study with 156 teenagers from central New Jersey to determine the effects of parenting styles on teenagers 'self-esteem and overall satisfaction with their parents and themselves. Results indicated that there were no significant differences between race and authoritative parenting style, however, significant differences were found in that Asian American parents tended to be more authoritarian than their Caucasian counterparts. Furthermore, authoritative parenting was found to be associated with higher self-esteem and satisfaction.

Bridges, Laura J.; Roe, Amy E. C.; Dunn, Judy; O'Connor, Thomas G. (2007) following parental separation, children's closeness to grandparents has been reported to be linked to their family situation and differences in adjustment. This relationship has not been investigated longitudinally. This study investigated children's relationships with grandparents over time in different family settings, and associations with intergenerational relationships. Data from 385 children, with longitudinal analyses on 140, were collected at two time points over a five-year period. Associations between closeness of the child-grandparent relationship and adjustment were not found at the later time point. There was a mean drop in frequency of contact over time, but not in closeness. However, there was stability of individual differences in both frequency of contact and closeness; closeness to the maternal grandmother was particularly stable for children living with a single mother. Intergenerational links were found with the mother's own childhood experiences, particularly in single mother families. Following parental separation, the matrifocal bias in kinship patterns was accentuated

Avison et al., (2007) note with deep concern that marital separation or divorce seems to impose on the single parents such a perpetual stain so that in terms of psychological distress, whether a marital break-up happened just recently or eight years earlier, it may not make much difference; rather the level of mental agony and distress might continue to be of the same intensity to a great extent. From this perspective, the other view that the pain and suffering may be significantly higher immediately after marital separation than in the following years is found to be invalid.

Catherine Green (2009) has shown how parenting is a major responsibility, more so for a single parent. A single parent has to bear with added responsibilities, tensions and pressures. Either due to separation, divorce or death of a spouse, a single parent is left alone to deal with multiple tasks. You have to be a father and a mother at the same time. You need to have the tenderness of a mother, yet be firm and strong like a father. This dual role may get overwhelming for some at times. But if single parenting is 21 handled in a mature way, it can develop into a strong bond between the parent and the child

Chan et al. (2009) examined the parenting style in the domain of emotion socialization through studying the relationships among parenting styles, emotion-related parental practices, and parental goals of Hong Kong-Chinese mothers. Hong Kong-Chinese mothers reported that among authoritarian, authoritative, and permissive parenting styles, they adopted an authoritative style most often and an authoritarian style least often.

Ashley (2010) conducted a Quasi-Experimental study, examined and compared participants coming from single verses dual parent homes. The participants were forty-five students from the University of Central Missouri. Students coming from single parent homes were compared to students coming from dual parent homes on four different levels. The four levels were parenting

styles, economic status, friendship, and self-esteem. According to him, research study revealed to him the following fact that the absence of a parent through death, divorce or a time-demanding job contributes to the many forms of emotional disorders, especially low self-esteem, anger rebelliousness, depression and anti-social behavior. Research studies clearly indicate that a broken home with the resultant loss or absence of a parent predisposes a child to a variety of emotional disorders that manifest themselves immediately or later in the children's lives and adulthood. Occupation and the type of home participants came from also showed a significant difference. Although a significant difference was found in family income and occupation, no significance was found in the quality of friends, time spent with friends, and family importance.

Ghani (2013) studied to identify issues and challenges faced by single mothers, and compiled a profile of single mothers. The study was conducted in Johor, a Southern State in Malaysia, involved 100 randomly selected single-mother respondents. Data were collected via questionnaires comprising question items on the background of the respondents and the challenges they face, measured from the aspect of the economy, family, social stigma and emotional psychology. The results showed that single mothers aged 41 years and above dominated the study, comprising 87% of the respondents, compared to 2% from the 21-30 age group, and 11% from the 31-40 age group. The main problem afflicting single mothers was economic problem (M = 28.85. This was followed by emotional and psychological problems (M = 27.09), social stigma (M = 25.17) and family issues (M = 23.92)

Carbonari (2013) indicated that the QOL (quality of life) of single mothers varies based on personal characteristics like their age, income, education level, and employment status. Other factors such as length of time spent in public housing, apartment condition, and neighborhood characteristics are also considered to impact their QOL. The study explored the relationship

between QOL indicators found in previous studies and environmental stressors of single mothers who live 35 in affordable housing. A structured questionnaire was used to collect data, which included demographics, housing and neighborhood conditions, physical and mental health status, psychosocial measures, and economic and service utilization factors. The findings indicated that mothers' mental health is strongly correlated to overall life satisfaction. The results confirmed that single mothers in affordable housing who reported higher education levels also stated having more perceived social support and higher levels of overall life satisfaction. Additionally, income, social support and financial strain were all found to correlate with a mother's perceived housing and neighborhood stress. These findings underscore the importance of increasing social support and mental health outreach to reduce stress and improving the QOL of low-income single mothers.

Ha and Tam (2013) studied about Relationships of Birth Order, Parent-Child Relationship, Personality, and Academic Performance This study investigated the relationships between birth order, personality, academic performance, and parent- child relationship amongst 120 college students from the Klang Valley. The sample constituted of 30 firstborns, 30 middle-borns, 30 lastborns, and 30 only children with a mean age of 20.0 years (SD= 1.85). Instruments used in this study were Ten Item Personality Inventory (TIPI) and Parent-Child Relationship Survey (PCRS). Results indicated that participants of different birth orders did not differ significantly in terms of their personality, academic performance and parent-child relationship. Furthermore, this study also found no relationship between parent-child relationship and academic performance. However, extraversion was found to be correlated positively with academic performance. Besides, this study also indicated that parent- child relationship did correlate with children's of a

match between one's personality trait and field of study, as well as the importance of good parenting practices.

2.2 STUDIES CONDUCTED IN INDIA

Trivedi, Sudha (1988), in his study of Scholastic achievement of adolescent children of working in non-working mothers. Indian Educational Review, vol. 23(3): 56-62. It shows that the difference between the achievement scores of the children of working and non-working mothers was not significant.

Saxena, Vandana (1988), in a study of the impact of family relationship on adjustment, anxiety, achievement-motivation, self-concept and academic achievement of high school students. He found that family relationship played a determining role in promoting the adjustment of the students. Significant difference was found among the students having different family relationship regarding total, emotional, social and educational adjustment. No significant difference was observed between dimensions of self-concept and family relationship.

Arora (1988) investigated role of parent-child relationship in academic achievement of higher secondary school students of both sexes. Objectives of the study were (i) to study the relationship between educational standard and parent-child relationship. (ii) To study the relationship between types of schools and backwardness. (iii) To study whether any difference exists in the educational achievement in different types of schools, namely public schools, privately managed schools and centrally administered - 29 - schools. (iv) To study whether there is any difference in the intellectual level of three types of schools, namely public schools, privately managed schools and centrally administered schools. (v) To study the relationship between teacher-student and educational standard. The sample comprised of 450 students studying in different types of

schools of Agra City. The tools used to collect data included PARQ by Jai Prakash and Bhargava, MGII by P.N. Mahrotra and SLS by S.P. Malhotra and B.K.Passi. Major findings of the study were: (i) No significant relationship existed between educational achievement of students and parent parent-child relationship. (ii) Educational standard of students and teacher-students relationship were found to be significantly related.

Jain, Neera (1989), in a study of Family structure, parental behaviour and self-esteem in male and female adolescents, he found that high parental support was more crucial for the strength of SE Power than high parental control. High Parental control was found to be contributing more to the development of SE Worth in comparison to high support. In the low support and low control category of parental behaviour, females in comparison to males were higher on SE Worth. Subjects of joint family were higher in self-esteem that those of nuclear family. High School-High Control (HSHC) contributed the highest to the development of self-esteem. High parental support when compared with high control showed stronger effect. The interaction of family structure with parental behaviour and that of sex with parental behaviour were found significant.

Ganguly, Malabika (1989), A study of the determinants of scholastic achievement in rural and urban areas. He found that Parental care about child's education, emotional climate at home and socio-economic status of family had a positive correlation and crowded living condition at home had a negative correlation with the scholastic achievement of students of both urban and rural areas.

Samal, N. (1990), conducted a study on the relationship between planning and academic achievement of boys and girls: effect of home-environment variables. He found that the academic performance of high planners was better than that of low planners. The children

[43]

belonging to high planning ability enjoyed a more cognitively stimulating home environment than the children from low planning ability. The children from high socio- economic status had a better planning than that of the children from low socio- economic status.

Hildebrand, V. (1997) enumerated the various types parenthood such as biological parenthood, adoptive parenthood, step parenthood, foster parenthood and legal guardianship. The author identifies the essential aspect 25 of parenthood as that which remains common to these various types: the parental commitment to take care, support and love and thus constantly ensure the child's holistic development.

Roychaudhary, Paromita and Basu (1998) attempt to study the impact of parent child relationship on the school achievement and adjustment of adolescent boys. The sample consisted of 105 boys studying in class VIII of two government schools of Calcutta. Their age ranged 13 to 14 years. Findings of the study were: (i) Intelligence scores were highly related to achievement and moderately to emotional and social adjustment in schools. But these were unrelated to educational adjustment and any of the parenting dimensions. (ii) Partiality effect of the intelligence did not alter much the nature of relationship between parenting and adjustment in school. (iii) Fathering seemed to have negligible impact in case of school adjustment. The style of mothering was, here, the most salient factor.

Chatterji (2002) has analysed the plight of widows as well as their socio-economic position. The economic and social status of a widower does not change when he loses his wife. For a woman it does. The widower retains the property right, whereas most widows get socially marginalized, the minute they lose their husbands. They undergo many psychological hardships and become easily vulnerable also to economic deprivation.

[44]

Elias (2006) studied Relationship between parent-child interaction and academic performance of the school children at primary level. The sample comprised of 100 students and 100 parents. Fifty students each from class four and five were selected from randomly chosen primary schools located in Rajshahi City, Bangladesh. The students showed to have been influenced by parent-child interaction, though the influence was not statistically significant. It was also found that parental educational background and the nature of occupation do not make any difference in the magnitude of parent-child interaction The results did not support the view that significant relationship exist between parent-child interaction and children's school performance.

Rani and Prabha (2008) studied about Social maturity levels of adolescents belonging to different parenting styles. The present study was designed to investigate the social maturity levels of adolescents belonging to different parenting styles. Sample comprised of 180 adolescents 60 democratic, 60 permissive and 60 authoritarian parents and their children who comprised of equal number of boys and girls). Questionnaire (PISQ) developed by Vivekananda Reddy (1996) was used .Roa's - 44 - social maturity scale (RSMS) developed by Dr. Nalini Rao (1984) covering 9 areas was used for data collection. The results revealed that adolescents belonging to democratic parenting style had high social maturity. Majority of the adolescents belonging to permissive parenting style had moderate level of social maturity, whereas the adolescents with authoritarian parents had low level of social maturity.

Puar, Singh and Thukral (2012) attempt to investigate the relationship and contribution of social maturity in the academic achievement of high school students along with other variables like general mental ability, emotional maturity and anxiety and also to see the sex & regional differences on the basis of their social maturity. The study was conducted over a sample of 400 (200 boys and 200 girls) high school students studying in Xth class in 8 different schools (4

[45]

urban and 4 rural) of Punjab affiliated to CBSE, New Delhi. Dr. Nalini Rao's Social maturity scale, Dr. Ahuja's group test of intelligence, Singh & Bhargava's Emotional maturity scale and Sharma's general anxiety scale for children, were employed to measure students' social maturity, general mental ability, emotional maturity and anxiety and the aggregate score of the selected students in the board examinations was taken to show their level of academic achievement. The results reported that Social maturity contributed the highest in the academic achievement of high school students in a given set of variables. No significant differences were observed between boys and girls as well as rural and urban students on the basis of their social maturity.

Chetri (2014) investigated a study of self–concept and achievement motivation of adolescents and their relationship with academic performance. The stratified random sampling procedure was adopted for the investigation. The instruments used for the predicting variables are children's Self-Concept Scale of Ahluwalia (1986) and Achievement Motivation Scale of Bhargava (1994) was used for the study. It was found that, no significant difference was observed in the self concept of the student in gender, locale and management variation; no significant difference in achievement motivation with regard to gender and locale variation; significant difference in the academic achievement of the students with regard to locale and management variation; and also the significant relationship between the achievement motivation and academic achievement was found

Sikhwari (2014) analyzed a study of the relationship between motivation, self-concept and academic achievement of students at a university in Limpopo Province, South Africa. The study utilized a quantitative cross-sectional survey design. A self-constructed questionnaire was used to collect the data. The sample consisted of 193 (83 males and 110 females) students selected randomly from the class lists in each of the four Schools. Simple random sampling was used.

[46]

Based on the results, the relationship between achievement motivation and academic achievement was found; the male students were significantly less motivated than their counterparts.

Kumar and Yadav (2015) compared the study of academic achievement motivation of senior secondary students. Random sampling technique was used for the selection of sampling cases. Total 100 students (50 students from private school, 25 girls and 25 boys and 50 students from government school, 25 girls and 25 boys) were selected for this study. Academic Achievement Motivation Test (AAMT) constructed by Dr. T.R. Sharma tool was used to collect the data. Mean, S.D. and t-test were used for analyse the data. It was found that, Girls students had more academic achievement motivation than boys at senior secondary level; and Private school students had more academic achievement motivation than government school students at senior secondary level.

Kumari and Chamundeswari (2015) investigated the relationship between achievement motivation, study habits and academic achievement at the secondary level. Survey method was used to select a sample of 457 students at the secondary level. Achievement Motivation Scale (Beena, 1986) was used to measure students' achievement by motivation, Study Habits Inventory (Gopal Rao, 1974) to test the students study habits and Academic Achievement Test results as academic achievement of the students. Based on the findings, the relationship between academic achievement and achievement motivation and study habits was found. Also, the results revealed the significant difference was found between boys and girls and the difference based on the types of school management

Singh, Govil and Rani (2015) conducted the study on the relationship between certain demographic factors namely, gender, residential place, religion, parent's educational level with the types of learning styles. The sample comprised 300 secondary school students selected among the students of Aligarh District. The Learning Style Inventory of Jaffery Barsh was used to collect data. The visual learning style was found to be the more preferred. Based on the results, it was found that there was no significant influence of gender, residential place, religion and the father's education level on the learning styles. It was also found that the mother's education level had an influence on the learning styles of the students.

Singh. P., (2015), the present study shows the relationship between self-concept and anxiety of higher secondary school students. A sample of 800 students was chosen from different schools of Varanasi division. Using simple statistical tools such as correlation of co-efficient and t-test was used to find out the relationship between self-concept and anxiety and to understand the nature of self-concept. The study concludes that high level of anxiety adversely affected a student's self-concept and usually the student's of the region have high self concept and it is not affected by location, gender and stream of the study.

Kumar and Yadav (2015) measured the level of academic achievement motivation possessed by senior secondary students with regard to their gender and type of educational institutions. Data has been collected from 100 secondary school students by using academic achievement motivation test. As compared to boys, girls are found to possess a high level of academic achievement motivation.

Hassan, Jami, Aqeel (2016) examined the role of truancy in academic self-concept, self-esteem and academic achievement between the truant and punctual students. 200 students were taken for

the sample through purposive sample technique. Out of 200 samples, 100 were truant and 100 were punctual. Results revealed that academic achievement was more in punctual students than truant. Moreover, self-concept is positively correlated with self-esteem in both truant and punctual students. Further, the study revealed that truancy and punctuality played no role for self-esteem in predicting academic self-concept.

Giofrè, et al. (2017) investigated the joint role of cognitive and non-cognitive factors in predicting academic achievement. They took sixth and eighth grade Italian students as a sample for the study. The results revealed that intelligence as the best predictor of achievement in the cognitive factors. In case of non-cognitive factors, academic self-esteem was effective. It has an indirect effect on academic achievement.

Santhanam (2019) studied academic achievement in relation to school and home environment of ninth grade students. A sample of 377 secondary school students was selected through random sampling technique for the study. Descriptive analysis was applied to analyse the data. Results revealed that school environment is positively correlated with academic achievement of ninth class students. Further, the findings revealed that home environment is positively low correlated with academic achievement of ninth grade students.

2.3 SUMARIZATION

After analyzing all the reviews which has been conducted in abroad related to this study, the researcher come to this conclusion that, one of investigator named Hetherinton in 1981 found difference in his study regarding the Academic Achievement of the students of single parent and dual parent families. There are many more researchers named Heyns (1982) , Thompson (1994),

Brimhall (1997), etc. who found some difference in Academic Achievements of the students from single and dual parent families.

Same ways an investigator named, Alas's (1981), investigated that a single parent child has more ability to adjust than the child from dual parent family. Some studies has been done on the financial problems of single parent families and concluded that they suffer more than the dual parent families in the case of financial stability.

Investigators Edgar and Headlam (1982) and Ashley (2010) found financial problem in their studies. Some researchers like Amanto ,Paul R.(2000), Hastorf and Gross (1985), Hill and Bouffard (2003) and Ricciuti Henry N. (2004) it has been found that there are number of families which have their own characteristics and according to which they act and every family type have its own advantages and disadvantages.

In India many investigator investigated many studies which revolves around single and dual parent families and their children. Researcher, Chatterji in 2002 mentioned single mother problems in his study. Many researchers like Saxena Vandana in 1988, Arora in 1988,Samal N. in 1990 and Promita and Basu in 1998 had studied on different variables like, adjustment, anxiety, achievement-motivation, self concept and academic achievement, etc. of the students from different family types. Arora found in his study, that the student of a single parent family have some adjustment problems and in some other studies it has been found that there is no big difference between the academic achievements of the students from single and dual parent family.

Similarly, Jain and Neera in 1989 conducted a study in which they found that family structure played an important role in child life and his self esteem. Some other researchers also conducted

their studies on socio-economic status of single parent. Elias in 2006 conducted a study which focused on parent child relationship and academic performance. In India some investigators also studies about student social maturity. Rani and Prabha in 2008 studied about social maturity of adult students raised by different families. Singh and Thakural in 2021 also conducted a study related to social maturity and its effect on Academic achievement.

The present chapter reveals that previous studies had been conducted in the context of various variables, like creativity, adjustment, self-realization, motivation, anger, attitude, etc., but very few studies were conducted on the variable Social Maturity and feeling of Security-Insecurity of the students. Through the reviewing of many literature related to these variable, the researcher found that in many studies the findings shows that the single parent families badly effect the development of the child but in many studies the findings also show that there is no significant difference among the students from single versus dual parent families.

CHAPTER: III

RESEARCH METHODOLOGY

3.1 RSEARCH

Research is an essential, important and powerful tool in leading man towards progress. Without systematic research there would have been very little progress and evolution. **John W. Best** has rightly said, "The secret of our cultural development has been research, pushing back the areas of ignorance by discovering new truths, which, in turn, lead to better ways of doing things and better products." Word **'Research'** is comprises of two words = **Re + Search**. It means to search again. So research means a systematized investigation or activity to gain new knowledge of the already existing facts. Research is an intellectual activity. It is responsible for bringing into light new knowledge and also for correcting the present mistakes, removing existing misconceptions and adding new learning to the existing pool of knowledge.

According to P.M. Cook, "Research is an honest, exhaustive, intelligent searching for facts and their meanings or implications with reference to a given problem. The product or findings of a given piece of research should be an authentic, verifiable contribution to knowledge in the field studied."

According to John W. Best, "Research is considered to be the more formal, systematic intensive process of carrying on the scientific method of an analysis. It involves a more systematic structure of investigation, usually resulting in some sort of formal record of procedures and a report of result or conclusion.''

3.1.1 Purpose of Research

The purpose of research is to discover answers to questions through the application of scientific methods procedure. The main aim of research is to find out the truth and facts which is hidden and which has not been discovered as yet. Though each research study has its own specific purpose and objectives, some general objectives of research are stated below:

- To gain familiarity with a phenomenon or to attain new insights into it.
- To portray accurately and adequately the characteristics of a particular individual, situation or a group.
- To analyze and determine the frequency with which something occurs or with which it is associated with something else.
- To test the hypothesis of a causal relationship between variables.

3.1.2 Characteristics of Research

Following are the characteristics of research;

- Research is aimed toward the solution of a problem.
- Research requires expertise in skills.
- Research emphasizes the development of studies, formulas, generalizations, principles, or theories that will be helpful in predicting future occurrences.
- Research is based upon observable experience and empirical evidences.
- Research demands accurate observation, analysis and description.
- Research involves gathering new data from primary or first-hand sources or using existing data, that is, secondary data for a new purpose.

- Research is characterized by carefully designed procedures that apply rigorous and consistent analysis.

- Research involves the quest for answers to un-solved problems.

- Research strives to be objective and logical, applying every possible test to validate the procedures employed the data collected and the conclusions reached even after undergoing proper scientific methods and procedures

- Research is characterized by patient, unhurried and persistent activities.

- Research is carefully recorded and collected accordingly.

- Research sometimes requires courage and risk bearing.

3.1.3 Types of Research

There are various ways through which we may classify it into different categories;

> **On the basis of nature of information**

On the basis of nature of information we can classify the research into two categories

- **Qualitative Research:** When information is in the form of qualitative data.

- **Quantitative Research**: When information is in the form of quantitative data.

> **On the basis of utility of content or nature of subject matter of research:**

On the basis of these criteria we can categorize the research into two categories:-

- **Basic or Fundamental or pure or Theoretical Research:** Its utility is universal.

- **Experimental or Applied Research:** Its utility is limited.

> **On the basis of approach of research**

On this basis we may classify research into two different categories:-

- **Longitudinal Research:** Examples of this category are historical, Case study and Genetic research.

- **Cross-Sectional Research:** Examples of this category are Experimental and Survey Research.

➢ **On the basis of method of Research**

On the basis of research method we may classify a research into five different categories:-

- **Philosophical Research:** It is purely qualitative in nature and we are focusing on other's vision on the content of research.

- **Historical Research:** It is both qualitative as well as quantitative in nature and deals with past events.

- **Survey Research:** It deals with present events and is quantitative in nature. It may further be sub-divided into; discretional, correlational and exploratory type of research.

- **Experimental Research:** This is purely quantitative in nature and deals with future events.

- **Case-Study Research:** It deals with unusual events and it may be qualitative as well as quantitative in nature depending upon the content.

3.2 RESEARCH METHODOLOGY

Research methodology simply refers to the practical "how" of any given piece of research. More specifically, it's about how a researcher **systematically designs a study** to ensure valid and reliable results that address the research aims and objectives. When we talk of research methodology we not only talk of the research methods but also considered the logic behind the methods we use in the context of our particular method or technique Research methodology is a

way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. Abraham Kaplan defines research methodology in this way. Research methodology is **"the description, explanation & Justification of various methods of conducting research".**

3.3 THE RESEARCH PROCESS

There are varieties of approaches to research in any field of investigation, irrespective of whether it is applied research or basic research.

1. Identifying the problem.
2. Setting Research Question,
3. Objectives and hypothesis.
4. Choosing the research Design.
5. Deciding on the Sample design.
6. Collecting Data.
7. Processing and analysing data.
8. Writing the Report.

3.4 RESEARCH DESIGN

A research design is simply the framework or plan for a study that is used as a guide in collecting and analyzing the data. It is a blueprint that is followed in completing a study. Research design is the blue print for collection measurement and analysis of data. Actually it is a map that is usually developed to guide the research.

According to Kerlinger, "Research design is the plan, structure and strategy of investigation conceived so as to obtain answers to research questions and to control variance."

Thus we can say that a research design is the arrangement of condition for collection and analysis of data in a manner that aims to generalize the findings of the sample on the population.

3.4.1 PURPOSE OF RESEARCH DISGNE

Research designs are used for the following purposes;

> ➢ **To minimize the expenditure**

Research design carries an important influence on the reliability of the results attained .It therefore provides a solid base for the whole research. This makes the research as effective as possible by providing maximum information with minimum spending of effort, Money and time by preparing the advance plan of all about the research.

> ➢ **To facilitate the smooth scaling**

Research design is needed because it facilitates the smooth scaling of the various research operations, thereby making research as efficient as possible yielding maximal information with minimal expenditure of effort, time and money.

> ➢ **To collect the relevant data and technique**

Research design stands for advance planning of the methods to be adopted for collecting the relevant data and the techniques to be used in their analysis, keeping in view the objective of the research and the availability of staff time and money. Poor preparation of research design upset the entire project.

> ➢ **To provide blue print for plans**

Research design is needed due to the fact that it allows for the smooth working of many research operations. It is like blue print which we need in advance to plan the methods to be adopted for

collecting the relevant data and techniques to be used in its analysis for preparation of research project. Just as for better economical and attractive construction of a house need a blue print and a map of that, similarly we needs a blue print or a design for the smooth flow of operation of research.

> **To provide an overview to other experts**

A research design provides an overview of all the research process and with the help of the design we can take the help and views of experts of that field

> **To provide a direction**

A research design provides a proper or particular direction to the other executives and others who are helping us into the process. The researcher studies available, literature and learns about new alternative approaches.

3.4.2 CHARECTERSTICS OF A GOOD RESERCH DISGN

Generally a good research design minimizes bias and maximizes the reliability of the data collected and analyzed. The design which gives the smallest experimental error is reported to be the best design in scientific investigation. Similarly, a design which yields maximum information and provides an opportunity for considering different aspects of a problem is considered to be the most appropriate and efficient design. A good research design possesses the following characteristics;

> **Objectivity**

It refers to the findings related to the method of data collection and scoring of the responses. The research design should permit the measuring instruments which are fairly objective in which every observer or judge scoring the performance must precisely give

the same report. In other words, the objectivity of the procedure may be judged by the degree of agreement between the final scores assigned to different individuals by more than one independent observer. This ensures the objectivity of the collected data which shall be capable of analysis and interpretation.

Reliability

It refers to consistency throughout a series of measurements. For example, if a respondent gives out a response to a particular item, he is expected to give the same response to that item even if he is asked repeatedly. If he is changing his response to the same item, the consistency will be lost. So the researcher should frame the items in a questionnaire in such a way that it provides consistency or reliability.

➢ **Validity**

Any measuring device or instrument is said to be valid when it measures what it is expected to measure. For example, an intelligence test conducted for measuring the IQ should measure only the intelligence and nothing else and the questionnaire shall be framed accordingly.

➢ **Generalisability**

It means how best the data collected from the samples can be utilized for drawing certain generalisations applicable to a large group from which sample is drawn. Thus a research design helps an investigator to generalize his findings provided he has taken due care in defining the population, selecting the sample, deriving appropriate statistical analysis etc. while preparing the research design. Thus a good research design is one which is methodologically prepared and should ensure that generalization is possible.

➢ **Adequate Information**

The most important requirement of good research design is that it should provide adequate information so that the research problem can be analyzed on a wide perspective. An ideal design should take into account important factors like;

- Identifying the exact research problem to be studied.
- The objective of the research.

- The process of obtaining information.

- The availability of adequate and skilled manpower and the availability of adequate financial resources for carrying research.

- Other Features: Some other important features of a good research design are **flexibility, adaptability, efficiency, being economic** and so on. A good research design should minimize bias and maximize reliability and generalization.

The present study is categorized as Descriptive study in nature. In the study the investigator investigates the Academic achievement, Social maturity and feeling of Security-Insecurity among the students from Single Parent families and Dual parent families.

3.5 POPULATION

A population refers to any collection of specified group of human beings or of non-human entities such as objects, educational institutions, time units, and geographical areas, prices of wheat or salaries drawn by individuals. Some statisticians call it universe. A population containing a finite number of individuals, members or units is a class. a population with infinite number of members is known as infinite population. The population of pressures at various points in the atmosphere is an example of infinite population. The population of concrete individuals is called as existent population, while as the collection of all possible ways in which an event can materialize as the hypothetical population. **In present study population comprises on students the age group of 14 to 17 years from single versus dual parent families of Lucknow District.**

3.6 SAMPLE AND SAMPLING PROCEDURE

Sample, A selected group of some elements from the totality of the population is known as the sample. It is from the study of this sample that something is known and said about the whole population. The assumption is that what is revealed about the sample will be true about the population as a whole. **Sampling,** Research work is guided by inductive thinking. The researcher proceeds from specificity to generality. The sample observation is the specific situation, which is applied to the population, it is the general situation. The measures of a sample are known as statistics and measures of a population are termed as parameter. Mean, S.D., coefficient of Correlation of sample observation known as Statistics and Mean, S.D., coefficient of correlation of population is known as parameters. Generally parameters are estimated on the basis of sample statistics.

Good and Hatt, "A sample as the name implies, is a smaller representation of a larger whole."

The researcher has used the **Simple random sampling** technique to select the School of Lucknow city, where the data was collected in first stage. A list of Schools of different Boards (ICSE, CBSE, UP) has been listed by the Researcher. Around 46 schools have selected to collect data. In Second stage, the researcher used the **Purposive Sampling** method to select the Students from the selected School. **In the present study total 300 students (150 of Single Parent and 150 of dual parent) of different boards of both the parents (Single and Dual Parents) have selected as a sample.**

While selecting the sample, the researcher gave the consideration to below mentioned demography (Parent, Gender, board).The following table shows the distribution of student according to parenting type and their gender.

Table: 3.1

Showing the distribution of sample

Type of Parent	No. of student	No. of male student	No. of female student
Dual Parent	150	75	75
Single Parent	150	75	75
Total	**300**	**150**	**150**

Fig. 3.1 Showing the Sample distribution of the parent
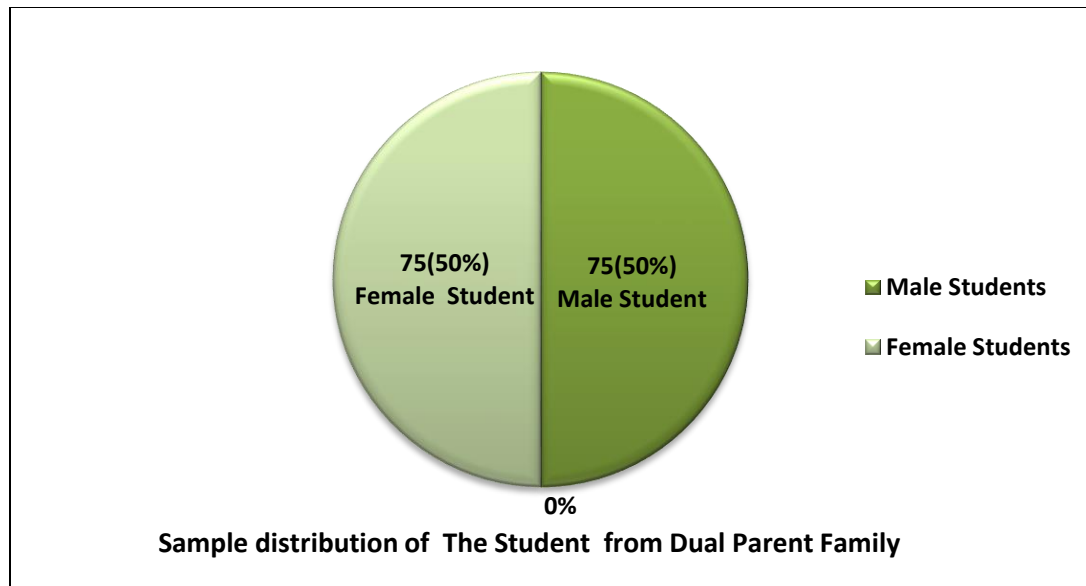
75(50%)
Female Student

75(50%)
Male Student

Male Students

Female Students

0%

Sample distribution of The Student from Dual Parent Family

Fig. 3.2 Showing the Sample Distribution of the Student from Dual Parent families.

75(50%)
Female Students

75(50%)
Male Students

Male Students

Female Students

0%

Sample distribution of The Students from Single Parent Family
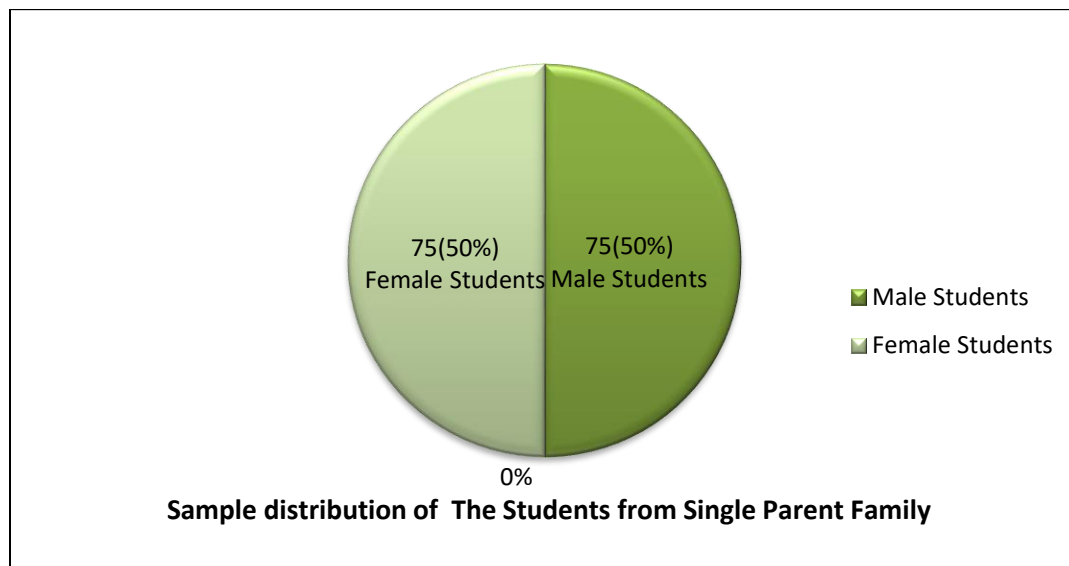
Fig. 3.3 Showing the Sample Distribution of the Student from Single Parent families.

Table: 3.2

Showing the sample distribution the Students on the bases of Board

Type of parent	No. of student				Board
		Male	75	25	ICSE
				25	CBSE
				25	UP
Dual Parent	150	Female	75	25	ICSE
				25	CBSE
				25	UP
		Male	75	25	ICSE
				25	CBSE
				25	UP
Single Parent	150	Female	75	25	ICSE
				25	CBSE
				25	UP

For Analysing the Academic Achievement, Social Maturity and feeling of security-Insecurity Researcher prepared the list of different school of different board, which shows the sampling distribution of the students from single and dual parent families.

Table: 3.3

Table showing the sample distribution of the students of different boards of both the parents.

S.NO.	Name of School	Types of Parent			
		Single		Dual	
	ICSE BOARD	Male	Female	Male	Female
1.	City Montessori School	04	02	05	03
2.	Career Convent Girls Inter College	-	03	-	04
3.	New Public Inter College	04	03	04	03
4.	Lorato convent inter college	-	04	-	03
5.	SKD Academy	05	04	06	04
6.	Sherwood Academy	04	03	05	04
7.	Spring Dale College	04	04	05	04
8.	M.D.M. Inter College.	04	02	-	-
	Total	**25**	**25**	**25**	**25**
	CBSE BOARD				
9.	Rani Laxmi Bai School	03	04	03	04
10.	Central Academy	03	03	04	05
11.	Kendriya Vidyalya	04	04	04	04
12.	Bal Bharti Inter College	03	03	04	04

13.	Maharishi Vidya Mandir	05	04	03	03
13.	Lucknow Public school	04	04	04	03
14.	DAV Inter College	03	03	03	02
	Total	**25**	**25**	**25**	**25**
	UP BOARD				
16.	D.A.V. Inter college	05	06	06	06
17.	Dayanand Girls Inter College	-	04	-	05
18.	Balini Kunj inter college	05	03	04	05
19.	Ramadheen Inter College	05	-	06	-
20.	Mahaveer Inter College	03	03	04	04
21.	Hajarilal Inter College	04	04	05	05
22.	Durga Prasad Inter college	03	05	-	-
	Total	**25**	**25**	**25**	**25**
		75	**75**	**75**	**75**
		150		**150**	
	Total number of students	**300**			

3.7 TOOLS USED FOR THE STUEDY

Anything that becomes a means of collecting information for the study is called a research tool or a research instrument. For example, observation forms, interview schedules, questionnaires, and interview guides are all classified as research tools. It is a testing device for measuring a given event, such as, a Questionnaire, an Interview or a set of Guidelines or Checklist for Observation. It is an instrument or machine that aids in accomplishing a task. A Researcher

requires many data – gathering Tools or Techniques. Tests are the tools of measurement and it guides the researcher in data collection and also in evaluation. Tools may vary in complexity, interpretation, design and administration. Each tool is suitable for the collection of certain type of information. One has to select from the available tools those which will provide data he seeks for testing hypothesis. It may happen that existing research tools do not suit the purpose in some situation, so researcher should modify them or construct his own. Different tools used for data collection may be;

- Questionnaire.

- Interviews

- Schedules

- Observation Techniques

- Rating Scales

For the present study, a careful selection of Tools was done on the bases of Variables of the study and the appropriateness of the Tools.

Three Tools are used in this study

➢ Academic achievement of the students analysed through the obtained marks in the class.

➢ Social Maturity Scale of Dr. Nalini Rao.

➢ Shah security-Insecurity Scale of Prof. Beena Shah.

3.7.1 SCALE OF SOCIAL MATURITY

Social Maturity scale was constructed and standardized by NaliniRao in 1986.The measuring the Social Maturity has in Likert type and it was revalidated by the investigator in 2015. Social

Maturity scale consists of 23 positive items and 67negative items. Each statement has a range of four responses.

This scale was developed by **Dr. NaliniRao**, Ex Professor Department of Education, Bangalore University. The Social Maturity Scale was developed with a view to achieving two practical goals. First was to attain a theoretical backdrop which has the prospect of ensuring an operational concept of social maturity with its social and individual relevance. The second and more pragmatic goal was to involve a precise and dependable measure of social maturity applicable to the normal school child. The scale Social maturity has three dimensions and its components which are as follows:

> ➢ Personal Adequacy
>
> ➢ Interpersonal Adequacy.
>
> ➢ Social Adequacy.

Personal Adequacy

This dimension has three components.

- **Work Orientation** Manifests in theperception of work related skills and development of proper attitudes towards work in terms of knowledge of standards of competence in performing tasks, capacity for experiencing pleasure in work leading to self-sufficiency.

- **Self-Direction** manifests in one's capacity to independently act and exercise control over one's actions. This also involves the initiative an individual takes in directing himself and his action with a feeling of security and full faith in one's efforts.

- **Ability to take stress** is an ability to exhibit appropriate emotional stability and react without embarrassing either himself or the group he is in. It also involves ability to undertake challenging tasks with assurance.

Interpersonal Adequacy

This dimension has three components

- **Communication** involves an ability to understand, write to communicate and make clear meaningful speech and gestures. The ability also involves empathy which sensitizes the individual to the affective domain and demands effective combination.

- **Enlightened trust** includes a general belief that it is acceptable to rely or depend on others when need arises. It involves clear functioning of enlightened decision about whom, when and how much to trust.

- **Cooperation** is an altruistic tendency to join others in their efforts in order to reach a mutually desirable goal. It involves ability to regard rules and practices more as reciprocal social agreement rather than a rigid, unchangeable law.

Social Adequacy

This dimension has three components

- **Social commitment** involves a feeling of oneness with others, willingness to modify or relinquish personal goals in the interest of societal goals and also a readiness to invest in long term social goals.

- **Social Tolerance** involves a person's willingness to interact with individuals and groups, who differ from him. Sensitivity to the rights of individuals and groups who differ from him, thus accepting the difference as a means of building up the out-group loyalties.

- **Openness to change** involves willingness to accept changes in the social setting and adapt oneself to the demands of these changes.

Scoring procedure

Social maturity scale consists of 90 items out of which some are positive item and some are negative item. Each item has 4 options strongly agree, Agree, Disagree and strongly disagree. It takes 45 minute to 1 hrs. to administrate.

Scoring Procedure for positive Items

Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

Scoring Procedure for Negative Items

Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

High score represent the most mature response

Maximum Mature score - 360

Minimum mature Score – 90

Table 3.4 Items on different sub scale of the original Form C and the final Form D, forms of the Social maturity scale.

Sr.	Sub-Scales and	Original Scale (Form C)	Final Scale (Form D)

No	Categories	Positively Oriented Items	Negatively Oriented Items	Total	Positively Oriented Items	Negatively Oriented Items	Total
1.	Work Orientation	1	16	17	-	12	12
2.	Self-Direction	2	11	13	-	10	10
3.	Ability to take stress	3	7	10	1	7	8
	Personal Adequacy	**6**	**34**	**40**	**1**	**29**	**30**
4.	Communication	7	9	16	4	8	12
5.	Enlightened trust	5	7	12	5	5	10
6.	Cooperation	4	8	12	2	6	8
	Inter-Personal Adequacy	**16**	**24**	**40**	**11**	**19**	**30**
7.	Social	6	9	15	5	7	12
8.	Commitment	3	12	15	3	7	10
9.	Social Tolerance Openness to change	4	6	10	3	5	8
	Social Adequacy	**13**	**27**	**40**	**11**	**19**	**30**
	Total	**35**	**85**	**120**	**23**	**67**	**90**

Table 3.5

Mean sub scale Intercorelation with each dimension

Dimension	Educational Level	Personal Adequacy	Interpersonal Adequacy	Social Adequacy
Personal Adequacy	(1) Primary	.43	.27	.24
	(2) Secondary	.48	.31	.34
	(3) Pre-University	.54	.32	.36
Interpersonal Adequacy	(1) Primary		.36	.22
	(2) Secondary		.43	.26
	(3) Pre-University		.45	.27
Social Adequacy	(1) Primary			.40
	(2) Secondary			.44
	(3) Pre-University			.44

Reliability

Reliability The final form the 90 items, social maturity scale was administered twice on a sample of 180 students over an interval of four to five weeks. The sample comprised secondary school subject from VIII, IX and X grades. The 180 students were equally distributed over grades and sexes and represented different types of managements and different types of schools on the sex composition of the student body. The correlation co-efficient obtained on all the sub-scales are significant at .01 level.

Table 3.6

Coefficient of r between first and second administration of sub-scale

Sr.No.	Sub-Scales	R
1.	Work Orientation	.91
2.	Self-Direction	.89
3.	Ability to take stress	.88
	PERSONAL ADEQUACY	**.89**
4.	Communication	.78
5.	Enlightened trust	.63
6.	Cooperation	.89
	INTER-PERSONAL ADEQUACY	**.73**
7.	Social Commitment	.82
8.	Social tolerance	.83
9.	Openness to change	.74
	SOCIAL ADEQUACY	**.75**
	TOTAL SCORES ON SOCIAL MATURITY	**.79**

Validity

Validity The most suitable external criterion for validating the social maturity scales was found to be the teacher rating on the attributes of social maturity. A sample of 288 students from VIII, IX and X, randomly chosen from 16 schools of Bangalore city were administered the scale.

Table 3.7

t-vale on the mean difference on the Social maturity scale between the categories rated 'mature'and 'immature'.

Sr. No.	Trait Descriptions of Social maturity	Samples	Category Rated 'Mature'	Sample	Category Rated 'Immature'	t-value
1.	Work Orientation	86	32.54	40	24.36	5.64*
2.	Self-Direction	81	26.36	54	20.16	4.31**
3.	Ability to take stress	89	19.28	52	15.68	2.05*
4.	Communication	95	33.41	35	26.31	3.05*
5.	Enlightened trust	81	25.41	55	20.51	3.56*
6.	Cooperation	89	21.16	43	17.31	2.89*
7.	Social Commitment	81	31.16	75	26.31	3.68*
8	Social tolerance	89	25.30	46	20.37	4.68*
9.	Openness to change	92	20.63	46	15.31	3.93**

*P < .05, **P < .01

Validity

Validity of the test is find ones intrinsic validity was 0.89.The Investigator used the split – half technique to find the reliability of the Social Maturity scale and it is given as 0.86 and its intrinsic validity was 0.93.The reliability of the Social Maturity scale given by the author was 0.79

3.7.2 SHAH SECURITY – INSECURITY SCALE (SIS)

The Security-Insecurity Scale (SIS) has been developed by Dr. (Miss) Beena Shah. The scale contains 75 items, distributed over (8) eight areas of Security-Insecurity scale.

Table 3.8

Distribution of items in the eight (8) areas of security-insecurity is as follows:-

Code	Areas	Item number	Total
A.	Family Security	1 – 13	13
B.	School Security	14 – 25	12
C.	Peer Group Security	26 – 37	12
D.	Study Context Security	38 – 45	08
E.	Prospective Context security	46 – 53	08
F.	Test context Security	54 – 57	04
G.	Self-Context Security	58 – 67	10
H.	Existence Context security	68 – 75	08
			N = 75

Administration of the Scale

This scale can be administered individually as well as in groups. The subject must be assured that their responses would be kept confidential. Before, responding careful reading of

instructions is essential for the sample subjects. There is no time limit but usually an individual take 25 to 30 minutes to complete it.

Scoring

There are three alternative choices for every item – Always, Sometimes, never. The subject has to choose only one alternative. The scale contains both Positive and Negative statements Nos.16, 19, 27, 30, 32, 39, 41 and 43 are positive statements (indicative of security) and have been marked with a Dot (**.**) in test booklet whereas remaining statements are negative in nature.

As this scale in security indicative, therefore for **Positive** statements scoring system is –

Always   –   0,   Sometimes – 1, never – 2.

Items	Always	Sometimes	Never
Positive	2	1	0
Negative	0	1	2

Reliability

The final draft of the scale, consisted of 75 items, was administered among 600 randomly selected students of school (IX, X, XI and XII, N = 350) and college, University (Post graduate and Graduate, N = 250) levels of Urban and Rural centers of both the sex. Sex-difference-wise sample was Male 350 students and Female 250 students. The test retest and Split half reliability coefficients (as shown in Table) were calculated for each group separately and the obtained values were found highly satisfactory.

Table 3.9

Value of reliability coefficients

Student	N		Test – Retest Method	Split – half Method
Secondary level	200	350	.79	.77
Boys	150		.76	.71
Girls				
Urban	150		.81	.80
Rural	200	350	.74	.76
College/University	150	250	.84	.79
Male	100		.81	.70
Female				
Urban	175		.78	.81
Rural	75	250	.69	.74

Validity

In the preparation of preliminary draft, the careful study of relevant literature and the consideration of unanimous decision of 12 judges regarding the relevance and clarity of the statement, with various constructs of the security scale, confirm its content validity. The selection of items on the basis of highly significant discriminative index values (C-R values) again ensured the item validity of the test. For the external validation of the test, the Security-Insecurity inventory of Tiwari and Singh was administered among 75 randomly selected secondary level students and to the same 75 students this SIS was also administered. The total scores obtained by the sample subjects in these two tests were correlated and the obtained value ($r = .79$) was found statistically highly significant. Thus the external validity of the test is also satisfactorily high.

3.7.3 ACADEMIC ACHIEVEMENT

To measure the Academic Achievement of the Student from Single and Dual parent families, the marks obtained by the students in previous class were analysed. On the bases of this analysis Variable academic Achievement were observed.

3.8 STATISTICAL TECHNIQUES EMPLOYED

After the collection of data it has to be tabulated and certain statistical technique has to be employed to analyse the data and arrive at conclusion. The scores Social Maturity, Security-Insecurity and Academic achievement. Mean and Standard deviation will calculated by using the following formula.

Mean

$$\text{Mean} = \text{AM} + \frac{\sum fx}{N} \times i$$

Where,

I   = Class-Interval

AM = Assumed mean of group

X   = deviation from assumed mean

N   = Sample Taken

F = Frequency of sample

Standard deviation

$$\text{Formula} = \left[\sqrt{\frac{\sum fx2}{N}} - \left(\frac{\sum fx}{N}\right)2 \right] \times i$$

i = class − interval

N = Size of sample

Correlation technique were used to measure the relationship among the involved variables (Pearson Product Moment).

$$\text{Formula} = \sum xy / \sqrt{\sum x^2 \times \sum y^2}$$

Where,

x = deviation from mean (X-$\overline{X}$)

y = deviation from mean (Y-$\overline{Y}$)

The value of correlation coefficient lies between ± 1.

Percentages will be calculated to find the number of students comprising different groups. Group comparison will be done on the basis of t-test and ANOVA.

Student test (t-test) was applied to check the difference between two means obtained from the groups.

$$\text{Formula} = \overline{X1} - \overline{X2} / SE_D$$

Where,

t = critical ratio

$\overline{X1}$ & $\overline{X2}$ are two Means of Samples N_1 & N_2

SE_D = Standard Error of Difference between two Sample Means.

Standard Error of Mean (SEM)

$\sigma_{m1}(SEM_1) = SD/\sqrt{N_1}$

$\sigma_{m2}(SEM_2) = SD/\sqrt{N_2}$

$\sigma_d(SE_D) = \sqrt{\sigma_{m1}{}^2 + \sigma_{m2}{}^2}$

Where,

$\overline{X_1}$ and $\overline{X_2}$ are two Means of Samples N_1 and N_2

SD = Standard Deviation

σ_m = Standard Error of Mean (SEM)

C.R values are calculated using the following formula:

C.R =

Where,

M1 = mean of first group

M2 = mean of second group

= SD of first group

= SD of second group

N^1 = total number of cases in first group

N^2 = total number of cases in second group

CHAPTER-IV

ANALYSIS AND INTERPRITATION OF DATA

This chapter includes analysis and interpretation of data. After collection of data the next step in the research is the organization, analysis and interpretation of the data, and this is done to get a meaningful picture out of raw information collected. The analysis and interpretation of the data involved the objective material in possession of the researcher and her subjective reaction and desires to derive from the data. Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. It involves breaking down the existing factors into simpler parts and putting the parts together in the new arrangement for purpose of interpretations.

In the present chapter, the data has been collected from different school students and analysed using different statistical techniques like mean, standard deviation, and t-value. All this is done by keeping in mind the Objectives and Hypothesis. As it can be extent of the task, the research programme was quite arduous for the investigator. With concerted efforts alone the investigator could administer the tests on the school student and collect data from the respondents according to the instructions given in the respective manual. After completing the scoring work as given in the preceding chapter of design and procedure, the immediate objectives of the investigator were to determine the interrelationship between the variables used in the study i.e. Social maturity, Feeling of security-Insecurity and Academic achievement. With this purpose in mind, the coefficients of correlation were calculated. Results are being presented below.

TABLE- 4.1

Correlation Matrix of Variables under study

Variables	Family security	School security	Per Group security	Study context security	Prospective context security	Test context security	Self-context security	Existence context security	Work orientation	Self-direction	Ability to take stress	Communication	Enlightened trust	Cooperation	Social commitment	Social Tolerance	Openness to change	Academic achievement
Family security	…	.812	.745	.683	.745	.798	.605	.686	-.082	.086	-.029	.001	.177	-.049	-.028	.051	.100	-.041
School security	…	…	.828	.790	.824	.863	.714	.791	-.069	.012	-.034	.027	.157	-.034	-.132	.003	.110	-.077
Per Group security	…	…	…	.852	.787	.817	.887	.848	-.073	.071	.034	.010	.150	.047	-.108	.040	.073	-.065
Study context security	…	…	…	…	.751	.749	.764	.795	.013	.111	-.031	.047	.118	.006	-.084	.034	.027	-.021
Prospective context security	…	…	…	…	…	.795	.680	.762	-.068	.065	-.043	.052	.221	-.018	-.098	.039	.051	-.069
Test context security	…	…	…	…	…	…	.713	.762	-.081	-.002	-.015	.009	.157	.004	-.071	.072	.065	-.081
Self-context security	…	…	…	…	…	…	…	.779	-.064	.026	.013	.008	.125	.047	-.121	-.015	.058	-.079

Existence context security	…	…	…	…	…	…	…	…	-.010	.074	.014	.065	.178	.069	-.127	.010	.065	-.073
Work orientation	…	…	…	…	…	…	…	…	…	.102	-.043	.447	-.137	-.029	.066	.087	-.104	-.115
Self-direction	…	…	…	…	…	…	…	…	…	…	-.056	.092	.182	.050	.054	.150	.112	.043
Ability to take stress	…	…	…	…	…	…	…	…	…	…	…	-.018	-.119	.761	-.108	-.113	.029	.052
Communication	…	…	…	…	…	…	…	…	…	…	…	…	.076	-.035	-.121	.172	.163	-.026
Enlightened trust	…	…	…	…	…	…	…	…	…	…	…	…	…	-.064	.041	.025	-.022	.006
Cooperation	…	…	…	…	…	…	…	…	…	…	…	…	…	…	.007	-.069	.011	-.012
Social commitment	…	…	…	…	…	…	…	…	…	…	…	…	…	…	…	.021	-.292	.071
Social Tolerance	…	…	…	…	…	…	…	…	…	…	…	…	…	…	…	…	.001	.032
Openness to change	…	…	…	…	…	…	…	…	…	…	…	…	…	…	…	…	…	-.042
Academic achievement	…	…	…	…	…	…	…	…	…	…	…	…	…	…	…	…	…	…

Table 4.1, presents Matrix of Different areas of Variable Social maturity, Feeling of Security-Insecurity and Academic Achievement of the Students from Single and Dual Parent families. It shows that the Correlation between Family Security and school Security (r=.812) is positively Correlated and positively very high. It shows the Correlation between Family Security and Peer group security (r= .745) is positively Correlated and positively high. Table shows that the correlation between Family security and Study context security (r=.683) is positively Correlated and positively high. In this table correlation between Family security and prospective context security (r=.745) is positively Correlated and positively high. It shows that the correlation between family security and Text context security (r=.798) is positively correlated and positively high. Correlation between Family security and Self context security (r=.605) is positively correlated and positively high. Table shows the correlation between Family security and Existence context security (r=.686) is positively correlated and positively high. Correlation between Family security and work orientation(r=-.082) is negatively correlated and it indicates that there is inverse relationship between family security and work orientation. Correlation between family security and Self direction (r=.086) is positively correlated but less. Correlation between family security and Ability to take stress (r=-.029) is negatively correlated and indicates that there is inverse correlation between family security and ability to take stress. Correlation between family security and Communication (r=-.001) is negatively correlated and it shows inverse correlation between them. Correlation between family security and Enlightened trust (r=.177) is positively correlated but less. Correlation between family security and cooperation (r=-.049) is negatively correlated and it shows inverse correlation between them. Correlation between Family security and Social commitment (-.028) is negatively correlated and it shows

inverse correlation between them. Correlation between family security and social tolerance (r=.051) is positively correlated but very low. Correlation between family security and openness to change (r=.100) is positively correlated but less. Correlation between family security and Academic achievement (-.041) is negatively correlated and it shows inverse correlation between them.

Above table shows that correlation between School security and peer group security (r=.828) is positively correlated and very high. Correlation between school security and Study context security (r=.790) is positively correlated and positively high. Correlation between school security and Prospective context security (r=.824) is positively correlated and positively very high. Correlation between school security and test context security (r=.863) is positively correlated and positively very high. Correlation between school security and Self context security (r=.714) is positively correlated and positively high. Correlation between school security and Existence context security (r=.791) is positively correlated and positively high. Correlation between school security and Work orientation (r=-.082) is negatively correlated and it shows inverse relation between them. Correlation between school security and Self direction (r=.086) is positively correlated but very less. Correlation between school security and Ability to take stress (r=-.034) is negatively correlated and it shows inverse relation between them. Correlation between school security and communication n(r=.027) is positively correlated but very low. Correlation between school security and enlightened trust (r=.157) is positively correlated but less. Correlation between school security and cooperation (r=-.034) is negatively correlated and it shows inverse relation between them. Correlation between school security and Social commitment (r=-.132) is negatively correlated and it shows inverse relation between them. Correlation between school security and social tolerance (r=.003) is positively correlated but very low. Correlation between

school security and openness to change (r=.110) is positively correlated but less. Correlation between school security and Academic achievement (r=-.077) is negatively correlated and it shows inverse relation between them.

Above table shows correlation between Peer group security and study context security (r=.852) is positively correlated and positively very high. Correlation between peer group security and Prospective context security (r=.787) is positively correlated and positively high. Correlation between peer group security and test context security (r=.817) is positively correlated and positively very high. Correlation between peer group security and self-context security (=.887) is positively correlated and positively very high. Correlation between Peer group security and work orientation (r=-.073) is negatively correlated and shows inverse relation between them. Correlation between peer group security and Self direction (r=.071) is positively correlated but very less. Correlation between Peer group security and Ability to take stress (r=.034) is positively correlated but very less. Correlation between Peer group security and Communication (r=.010) is positively correlated but very less. Correlation between peer group security and Enlightened trust (r=.150) is positively correlated but less. Correlation between peer group security and co-operation (r=.047) is positively correlated but very less. Correlation between peer group security and Social commitment (r=-.108) is negatively correlated and shows inverse relation between them. Correlation between peer group security and Social tolerance (r=.040) is positively correlated but very less. Correlation between peer group security and openness to change (r=.073) is positively correlated but less. Correlation between peer group security and Academic achievement (r=-.065) is negatively correlated but very less.

Above table shows the correlation between study context security and prospective context security (r=.751) is positively correlate and positively high. Correlation between study context

security and test context security (r=.749) is positively correlated and positively high. Correlation between study context security and self-context security (r=.764) is positively correlated and positively high. Correlation between study context security and work orientation (r=.013) is positively correlated but very less. Correlation between study context security and self-direction (r=.111) I positively correlated but less. Correlation study context security and ability to take stress (r=-.031) is negatively correlated and shows inverse relationship between them. Correlation between study context security and communication (r=.047) is positively correlated but less. Correlation between study context security and enlightened trust (r=.118) is positively correlated but less. Correlation between study context security and cooperation (r=-.006) is negatively correlated and shows inverse correlation between them . Correlation between study context security and social commitment (r=-.084) I negatively correlated and shows inverse correlation between them. Correlation between study context security and social tolerance (r=.034) is positively correlated but very low. Correlation between study context security and openness to change (r=.027) is positively correlated but very low. Correlation between study context security and academic achievement (r=-.021) is negatively correlated and shows inverse correlation between them.

Correlation between Prospective context security and test context security (r=.795) is positively correlated and it shows positively high relation between them. Correlation between Prospective context security and Self context security (r=.680) is positively correlated and positively high relation between them. Correlation between prospective context security and existence context security (r=.762) is positively correlated and positively high. Correlation between Prospective context security and Work orientation (r=-.068) is negatively correlated and it shows inverse correlation between them. Correlation between Prospective context security and Self direction

(r=.065) is positively correlated and very low. Correlation between prospective correlation and Ability to take stress (r=-.043) is negatively correlated and shows inverse relation between them. Correlation between prospective context security and Communication (r=.052) is positively correlated and .Correlation between prospective context security and Enlightened trust (r=.221) is positively correlated and correlation between prospective context security and cooperation (r=-.018) is negatively correlated and shows inverse relation between them. Correlation between prospective context security and Social commitment (r=-.098) is negatively correlated and shows inverse relation between them. Correlation between prospective context security and social tolerance (r=.039) is positively correlated but very low. Correlation between prospective context security and openness to change (r=.051) is positively correlated and very low. Correlation between prospective context security and Academic achievement (r=-.069) is negatively correlated and shows inverse relation between them.

Correlation between test context security and self-context security (r=.713) is positively correlated and positively high. Correlation between test context security and existence context security (r=.762) is positively correlated and positively high. Correlation between test context security and work orientation (r=-.081) is negatively correlated and show inverse relation between them. Correlation between test context security and self-direction (r=-002) is negatively correlated and inverse relation between them. Correlation between test context security and ability to take stress (r=-.015) is negatively correlated and shows inverse relation between them. Correlation between test context security and communication (r=.009) is positively correlated but very low. Correlation between test context security and enlightened trust (r=.157) is positively correlated but less. Correlation between test context security and cooperation (r=.004) is positively correlated but very low. Correlation between test context security and social

commitment (r=-.071) negatively correlated and shows inverse relation between them. Correlation between test context security and social tolerance (r=.072) is positively correlated but low. Correlation between test context security and openness to change (r=.065) is positively correlated and very low. Correlation between test context security and academic achievement (r=-.081) is negatively correlated and shows inverse relation between them.

In above table correlation between self-context security and existence context security (r=.779) is positively correlated and positively high. Correlation between self-context security and work orientation (r=-.064) is negatively correlated and shows inverse relationship between them. Correlation between self-context security and self-direction (r=.026) is positively correlated but very low. Correlation between self-context security and ability to take stress (r=.013) is positively correlated but very low. Correlation self-context security and communication (r=.008) is positively correlated but very low. Correlation between self-context security and enlightened trust (r=.125) is positively correlated but low. Correlation between self-context security and cooperation (r=.047) is positively correlated but very low. Correlation between self-context security and social commitment (r=-.121) is negatively correlated and shows inverse relationship between them. Correlation between self-context security and social tolerance (r=-.015) is negatively correlated and shows inverse relationship between them. Correlation between self-context security and openness to change (r=.058) i8s positively correlated but very low. Correlation between self-context security and academic achievement (r=-.079) is negatively correlated and shows inverse relationship between them.

Correlation between existence context security and work orientation (r=-.010) is negatively correlated and shows inverse relationship between them. Correlation between existence context security and self-direction (r=.074) is positively correlated but very low. Correlation between

existence context security and ability to take stress (r=.014) is positively correlated but very low. Correlation between existence context security and communication (r=.065) is positively correlated but very low. Correlation between existence context security and enlightened trust (r=.178) is positively correlated but low. Correlation between existence context security and social commitment (r=-.127) is negatively correlated and shows inverse relationship between them. Correlation between existence context security and social tolerance (r=.010) is positively correlated but very low. Correlation between existence context security and openness to change (r=.065) is positively correlated but very low. Correlation between existence context security and academic achievement (r=-.073) is negatively correlated and shows inverse relationship between them.

Correlation between work orientation and self-direction (r=.102) is positively but low. Correlation between work orientation and ability to take stress (r=-.043) is negatively correlated and shows inverse relationship between them. Correlation between work orientation and communication (r=.447) is positively correlated average relationship between them. Correlation between work orientation and enlightened trust (r=-.137) is negatively correlated and shows inverse relationship between them. Correlation between work orientation and cooperation (r=-.029) is negatively correlated and shows inverse relationship between them. Correlation between work orientation and social commitment (r=.066) is positively correlated but very low. Correlation between work orientation and social tolerance (r=.087) is positively correlated but very low. Correlation between work orientation and openness to change (r=-.104) is negatively correlated and shows inverse relationship between them. Correlation between work orientation and academic achievement (r=-.115) is negatively correlated and shows inverse relationship between them.

Above table shows the correlation between self-direction and ability to take stress (r=-.056) is negatively correlated and shows inverse relationship between them. Correlation between self-direction and communication (r=.092) is positively correlated but low. Correlation between self-direction and enlightened trust (r=.182) I positively correlated but low. Correlation between self-direction and cooperation (r=.050) is positively correlated and very low. Correlation between self-direction and social commitment (r=.054) is positively correlated but very low. Correlation between self-direction and social tolerance (r=.150) is positively correlated but low. Correlation between self-direction and openness to change (r=.112) is positively correlated but low. Correlation between self-direction and academic achievement (r=.043) is positively correlated but very low.

Above table shows correlation between Ability to take stress and communication (r=-.018) is negatively correlated and shows inverse relationship between them. Correlation between ability to take stress and enlightened trust (r=-.119) is negatively correlated and shows inverse relationship between them. Correlation between ability to take stress and cooperation (r=.761) is positively correlated but very low. Correlation between ability to take stress and social commitment (r=-.108) is negatively correlated and shows inverse relationship between them. Correlation between ability to take stress and social tolerance (r=-.113) is negatively correlated and shows inverse relationship between them. Correlation between ability to take stress and openness to change (r=.029) is positively correlated but very low. Correlation between ability to take stress and academic achievement (r=.052) is positively correlated but very low.

Correlation between communication and enlightened trust (r=.076) is positively correlated but very low. Correlation between communication and cooperation (r=-.035) is negatively correlated and shows inverse relationship between them. Correlation between communication and social

commitment (r=-.121) is negatively correlated and shows inverse relationship between them. Correlation between communication and social tolerance (r=.172) is positively correlated but low. Correlation between communication and openness to change (r=.163) is positively correlated but low. Correlation between communication and academic achievement (r=-.026) is negatively correlated and shows inverse relationship between them.

In the above table enlightened trust and cooperation (r=-.064) is negatively correlated and shows inverse relationship between them. Correlation between enlightened trust and social commitment (r=.041) is positively correlated but very low. Correlation between enlightened trust and social tolerance (r=.025) is positively correlated but very low. Correlation between enlightened trust and openness to change (r=-.022) is negatively correlated and shows inverse relationship between them. Correlation between enlightened trust and academic achievement (r=.006) is positively correlated but very low.

Above table shows correlation between cooperation and social commitment (r=.007) is positively correlated but very low. Correlation between cooperation and social tolerance (r=-.069) is negatively correlated shows inverse relationship between them. Correlation between cooperation and openness to change (r=.011) is positively correlated but very low. Correlation between cooperation and academic achievement (r=-.012) is negatively correlated and shows inverse relationship between them. Correlation between social commitment and social tolerance (r=.021) is positively correlated but low. Correlation between social commitment and openness to change (r=-.292) is negatively correlated and shows inverse relationship between them. Correlation between social commitment and academic achievement (r=.071) is positively correlated but very low. Correlation between social tolerance and openness to change (r=.001) is positively correlated but very low. Correlation between social tolerance and academic achievement

(r=.032) positively correlated but very low. Correlation between openness to change and academic achievement (r=-.042) is negatively correlated and shows inverse relationship between them.

After determining the inter relationship between the variables used in the study, the investigator classified the sample into different groups on the basis of their demographic division namely types of parent, gender of the student as mentioned in proceeding chapter. All these groups were compared for finding out the significance of between them. The results are being presented in the following tables.

TABLE 4.2

Table Showing the significance difference between the students from Single and Dual parent families on the measures of Academic Achievement.

Type of Family	Number of students	Mean	S.D.	Df	t-value	Significance
Single	150	73.05	11.68	298	.922	Not Significant
Dual	150	71.85	11.982			

It is quite clear from table that there are 150 students from Single parent family and the mean on Academic Achievement is 73.05 and S.D. is 11.68. There are 150 students from Dual parent family and the mean of Academic achievement is 71.82 and S.D. is 11.982.The t-value between Single and Dual parent family student is .922 at 298 Degree of freedom at .05 level of Significant. Here the value is less than 1.96 at .05 level of Significance .it means the hypothesis, There is no significant difference between students from Single and Dual parent families on Academic achievement is Accepted.
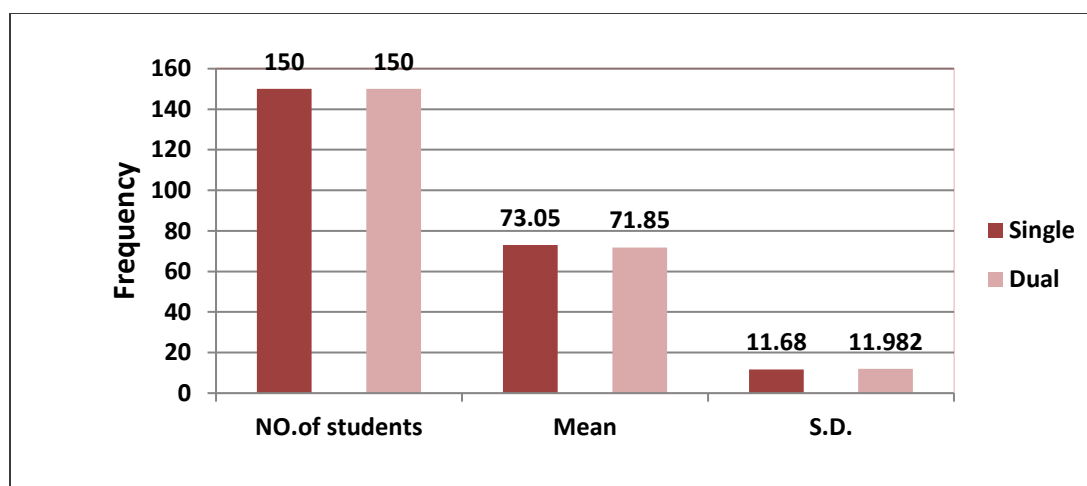
Fig.4.1 Showing, Mean in between the students from Single and dual parent families in relation of their Academic achievement.

TABLE 4.3

Table Showing the significance difference between the students from Single and Dual parent families on the measures of Work Orientation.

Type of Family	No. of Student	Mean	S.D.	D f	t-value	Significance
Single	150	32.77	2.806	298	2.062	Significant
Dual	150	32.07	3.015			

The above table shows that there are 150 students from Single parent family and the Mean on Work Orientation is 32.77 and S.D. is 2.806.There are 150 students from Dual parent family. The Mean on Work Orientation is 32.07 and S.D. is 3.015.The t-value between Single and Dual parent family student is 2.062 at 298 Degree of freedom at **.**05 level of Significance. Here the value is greater than 1.96 at **.**05 level of Significance. Thus the finding reveals that, there is

significant difference between students from Single and Dual parent families on work orientation.
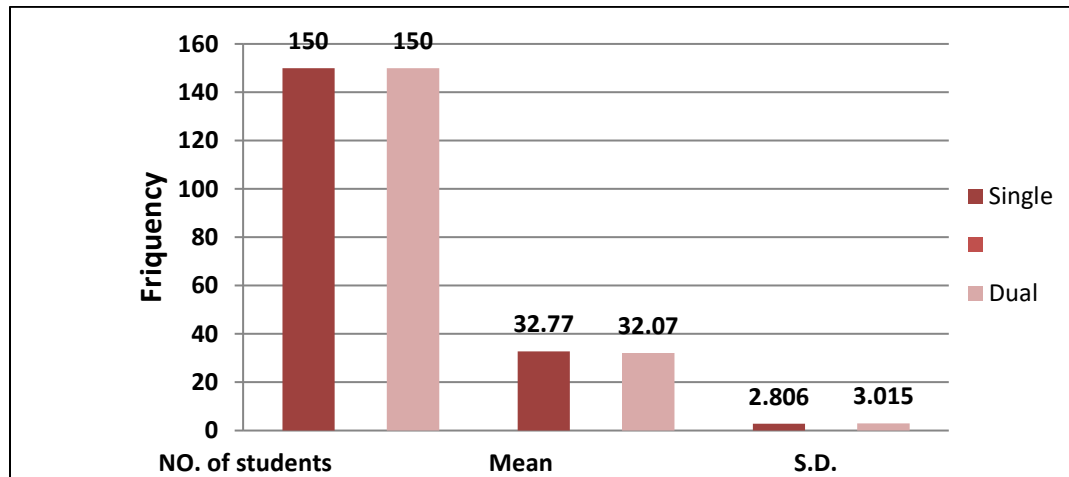

Fig. 4.2 Showing the mean difference between the students from single and dual parent families on their work orientation.

TANBLE 4.4

Showing the significance of difference between the students from Single and Dual parent families on the measures of Self direction.

Type of Family	Number of students	Mean	S.D.	D f	t value	Significance
Single	150	27.02	2.318	298	1.090	Not Significant
Dual	150	27.31	2.341			

The above table shows that there are 150 students from Single parent family and the Mean on Self direction is 27.02 and S.D. is 2.318.There are 150 students from Dual parent family and the Mean on Self direction is 27.31 and S.D. is 2.341.The t-value between Single and Dual parent

family student is 1.090 at 298 Degree of freedom at .05 level of Significance. Here the value is less than 1.96 at .05 level of Significance. Thus the findings reveal that, there is no significant difference between students from Single and Dual parent families on Self direction.
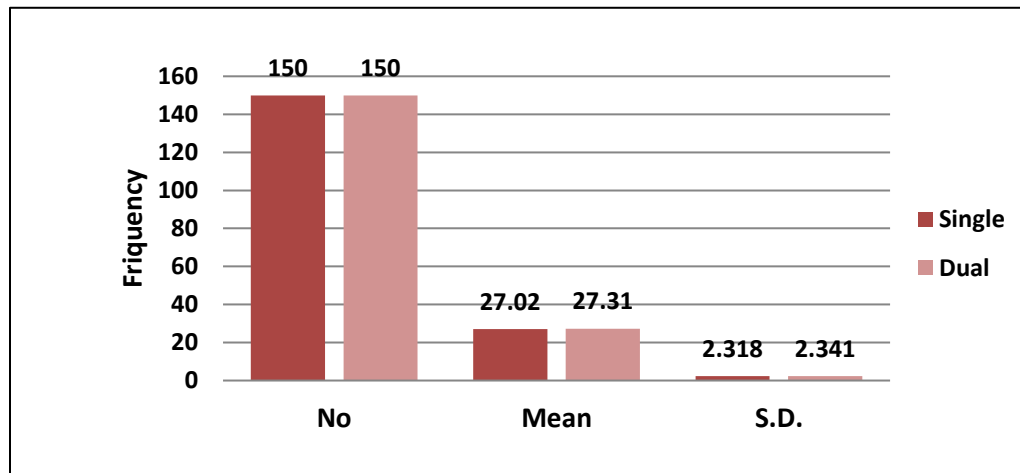

Fig.4.3 Showing the mean difference between the students from single and dual parent family on the ability of their self-direction.

TABLE 4.5

Showing the significance difference between the students from Single and Dual parent families on the measures of Ability to take stress.

Type of Family	Number of students	Mean	S.D.	D f	t value	Significance
Single	150	24.29	2.032	298	.490	Not Significant
Dual	150	24.16	2.640			

The above table shows that there are 150 students from Single parent family and the Mean on ability to take stress is 24.29 and S.D. is 2.032.There are 150 students from Dual parent family and the Mean of Ability to take stress is 24.16 and S.D. is 2.640.The t-value between Single and Dual parent family student is .490 at 298 Degree of freedom at .05 level of Significance. Here

the value is less than 1.96 at .05 level of Significance. It means that, there is no significant difference between students from Single and Dual parent families on their Ability to take stress.
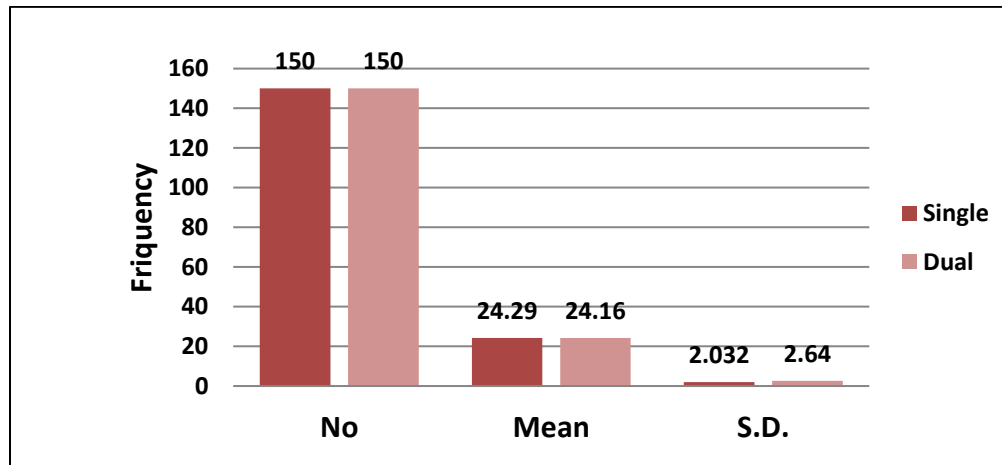

Fig.4.4 Showing the mean difference between the students from single and dual parent families on their Ability to take stress.

TABLE 4.6

Showing the significance difference between the students from Single and Dual parent families on the measures of Communication.

Type of Family	Number of students	Mean	S.D.	D f	t value	Significance
Single	150	33.55	2.548	298	.668	Not Significant
Dual	150	33.35	2.680			

The above table shows that there are 150 students from Single parent family and the Mean of communication is 33.55 and S.D. is 2.548.There are 150 students from Dual parent family. The Mean of Communication is 33.35 and S.D. is 2.680.The t-value between Single and Dual parent family student is .668 at 298 Degree of freedom at .05 level of Significance. Here the value is

less than 1.96 at .05 level of Significance. Thus the findings reveal that there is no significant difference between students from single and dual parent families in relation to their ability of communication.
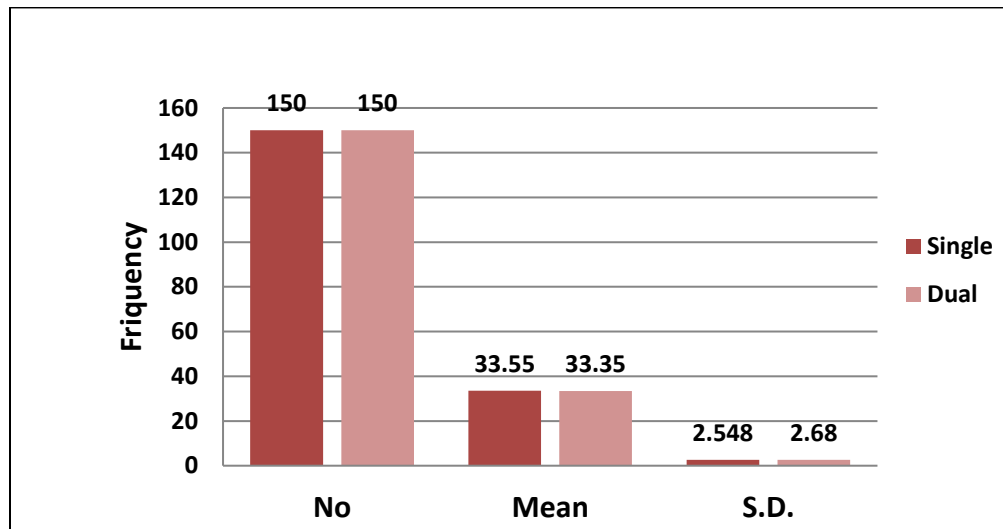

Fig.4.5 Showing the mean difference between the students from Single and Dual parent families on their ability of Communication.

TABLE 4.7

Showing the significance difference between the students from Single and Dual parent families on the measures of Enlightened Trust.

Type of Family	Number of students	Mean	S.D.	D f	t value	Significance
Single	150	27.69	4.073	298	6.999	Significant
Dual	150	30.34	2.204			

The above table shows that there are 150 students from Single parent family and the Mean on Enlightened Trust is 27.69 and S.D. is 4.073.There are 150 students from Dual parent family and the Mean on Enlightened Trust is 30.34 and S.D. is 2.204.The t-value between Single and Dual

parent family student is 6.999 at 298 Degree of freedom at .05 level of Significance. Here the value is greater than 1.96 at .05 level of Significance. Thus the findings reveal that there is significant difference between the students from single and dual parent family in relation to their Enlightened Trust.
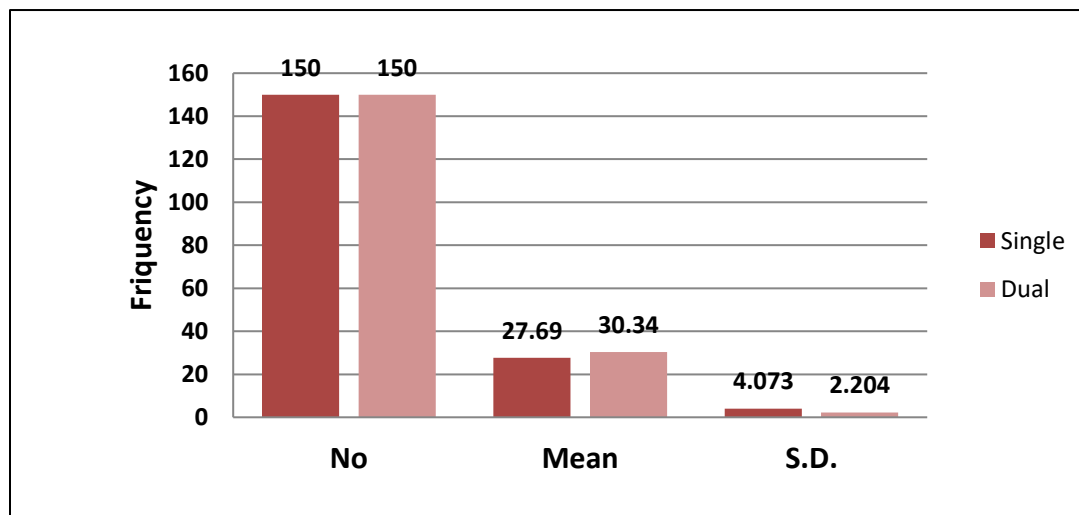

Fig.4.6 Showing the mean difference between the students from Single and Dual parent families on the measures of Enlightened Trust.

TABLE 4.8

Showing the significance difference between the students from Single and Dual parent families on the measures of Cooperation.

Type of Family	Number of students	Mean	S.D.	D f	t value	Significance
Single	150	23.80	2.408	298	1.234	Not Significant
Dual	150	24.16	2.640			

The above table shows that there are 150 students from Single parent family and the Mean on Cooperation is 23.80 and S.D. is 2.408.There are 150 students from Dual parent family and the Mean on Cooperation is 24.16 and S.D. is 2.640.The t-value between Single and Dual parent family student is 1.234 at 298 Degree of freedom at .05 level of Significance. Here the value is less than 1.96 at .05 level of Significance. Thus the findings reveal that there is no significant difference between students from Single and Dual parent families on measures of their cooperation.
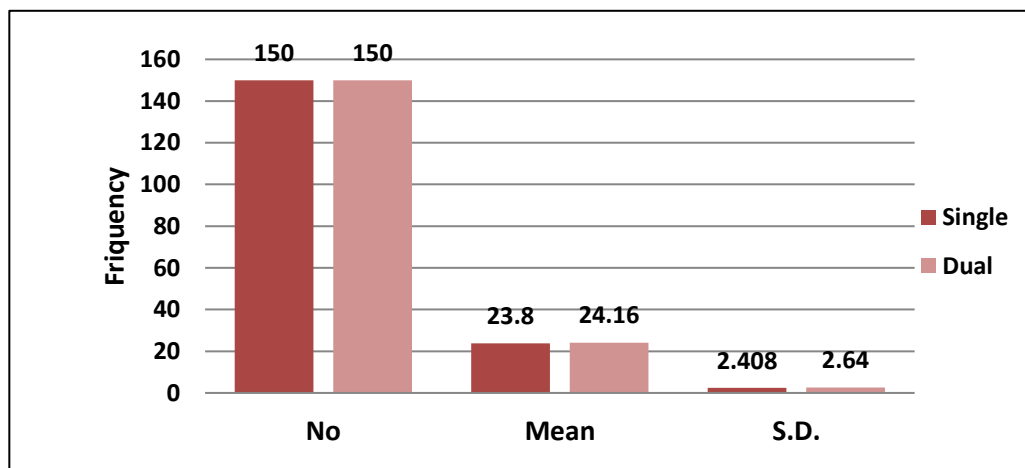

Fig.4.7 Showing the mean difference between the students from Single and Dual parent families on the measures of Cooperation.

TABLE 4.9

Showing the significance difference between the students from Single and Dual parent families on the measures of Social Commitment.

Type of Family	Number of students	Mean	S.D.	D f	t value	Significance
Single	150	33.37	3.407			

Dual	150	34.08	3.155	298	1.864	Not Significant

The above table shows that there are 150 students from Single parent family and the Mean on Social commitment is 33.37 S.D. is 3.407.There are 150 students from Dual parent family and the Mean on Social Commitment is 34.08 and S.D. is 3.155.The t-value between Single and Dual parent family student is 1.864 at 298 Degree of freedom at .05 level of Significance. Here the value is less than 1.96 at .05 level of Significance. Thus the finding reveals that, there is no significant difference between students from Single and Dual parent families on their Social commitment.
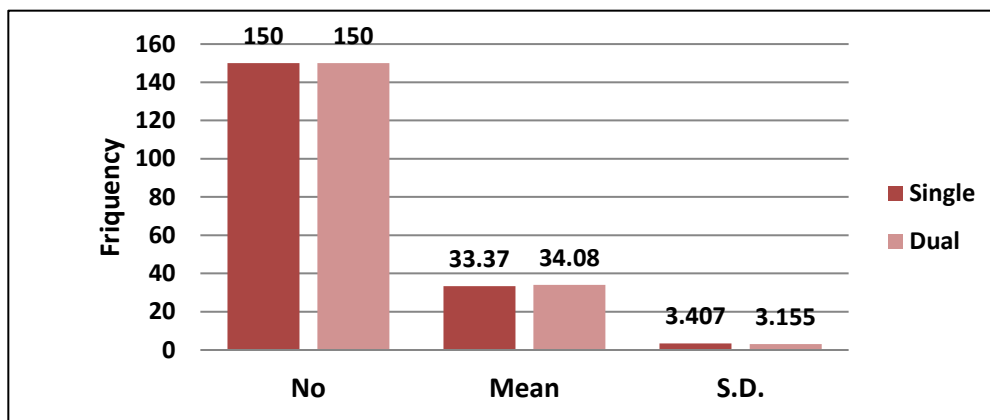

Fig.4.8 Showing the mean difference between the students from Single and Dual parent families on the measures of Social Commitment.

TABLE 4.10

Showing the significance difference between the students from Single and Dual parent families on the measures of Social Tolerance.

Type of Family	Number of students	Mean	S.D.	D f	t value	Significance
Single	150	28.98	4.176	298	4.808	Significant
Dual	150	27.11	2.309			

The above table shows that there are 150 students from Single parent family and the Mean on Social tolerance is 28.98 and S.D. is 4.176. There are 150 students from Dual parent family and the Mean on 27.11 and S.D. is 2.309.The t-value between Single and Dual parent family student is 4.808 at 298 Degree of freedom at .05 level of Significance. Here the value is greater than 1.96 at .05 level of Significance. Thus the findings reveal that, there is significant difference between students from Single and Dual parent families on Social tolerance.
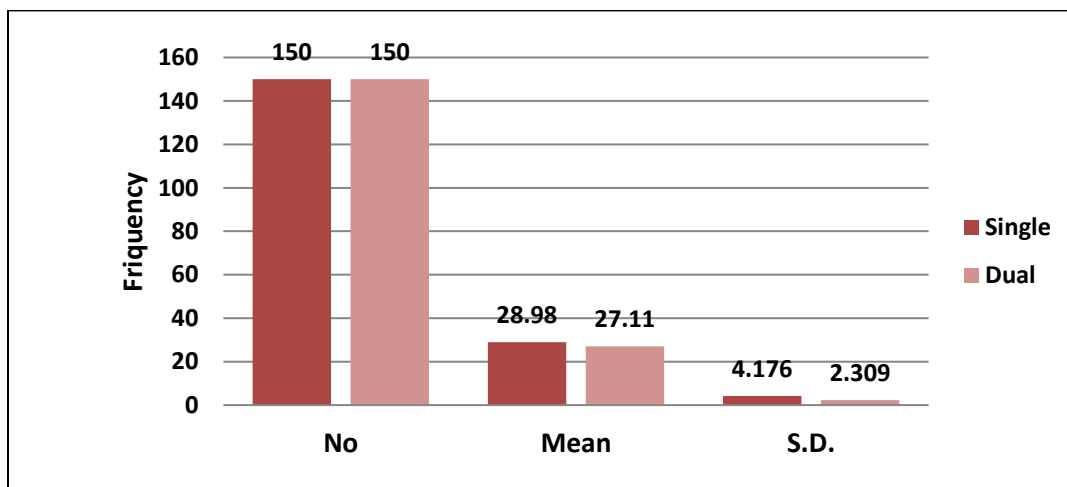

Fig.4.9 Showing the mean difference between the students from Single and Dual parent families on the measures of Social Tolerance.

TABLE 4.11

Showing the significance difference between the students from Single and Dual parent families on the measures of Openness to Change.

Type of Family	Number of students	Mean	S.D.	D f	t value	Significance
Single	150	25.94	3.013	298	2.036	Significant
Dual	150	25.22	3.113			

The above table shows that there are 150 students from Single parent family and the Mean on Openness to change is 25.94 and S.D. is 3.013.There are 150 students from Dual parent family and the Mean on Openness to change and S.D. is 3.113.The t-value between Single and Dual parent family student is 2.036 at 298 Degree of freedom at .05 level of Significance. Here the value is greater than 1.96 at .05 level of Significance. Thus the finding revels that, there is significant difference between students from Single and Dual parent families on their Openness to change.
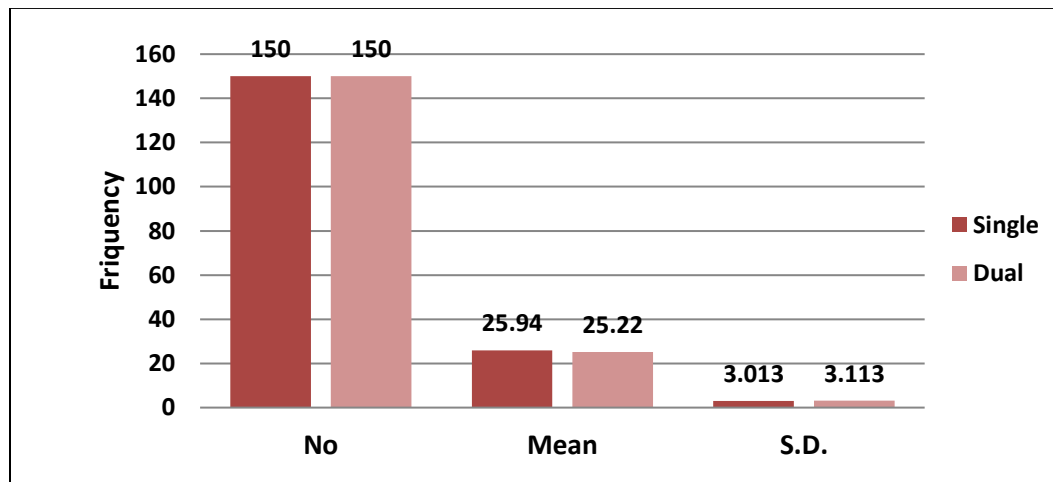
Fig.4.10 Showing the mean difference between the students from Single and Dual parent families on the measures of Openness to Change.

TABLE 4.12

Showing the significance difference between the students from Single and Dual parent families on the measures of area Family Security.

Type of Family	Number of students	Mean	S.D.	D f	t value	Significance
Single	150	20.95	3.256	298	1.499	Not Significant
Dual	150	21.51	3.216			

The above table shows that there are 150 students from Single parent family and the Mean on family Security is 20.95and S.D. is 3.256.There are 150 students from Dual parent family and the Mean on Family Security is 21.51 and S.D. is 3.216.The t-value between Single and Dual parent family student is 1.499 at 298 Degree of freedom at .05 level of Significance. Here the value is less than 1.96 at .05 level of Significance. Thus the finding reveals that, there is no significant difference between students from Single and Dual parent families on Family security.
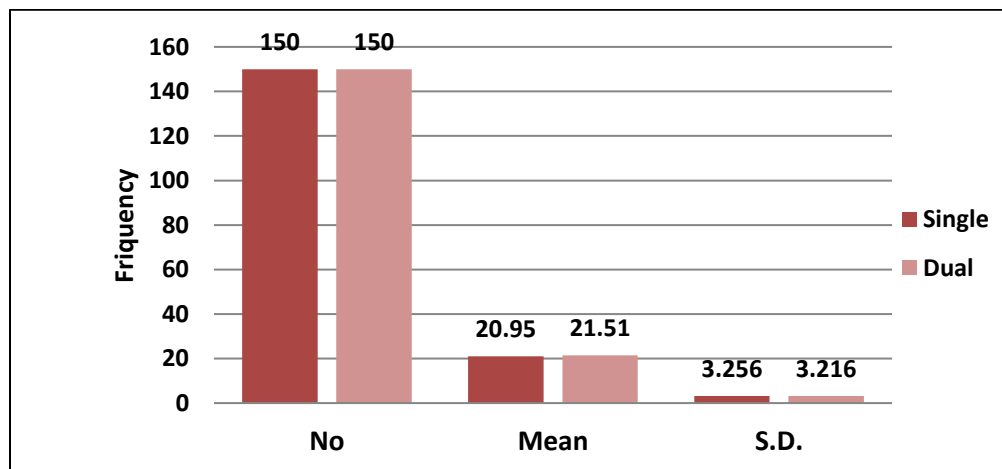
Fig.4.11 Showing the mean difference between the students from Single and Dual parent families on the measures of area Family Security.

TABLE 4.13

Showing the significance difference between the students from Single and Dual parent families on the measures of School Security.

Type of Family	Number of students	Mean	S.D.	D f	t value	Significance
Single	150	20.71	3.026	298	1.359	Not Significant
Dual	150	21.19	3.006			

The above table shows that there are 150 students from Single parent family and the Mean on School security is 20.71 and S.D. is 3.026.There are 150 students from Dual parent family. The Mean on School Security is 21.19 and S.D. is 3.006.The t-value between Single and Dual parent family student is 1.359 at 298 Degree of freedom at .05 level of Significance. Here the value is less than 1.96 at .05 level of Significance. Thus the finding reveals that, there is no significant difference between students from Single and Dual parent families on School security.
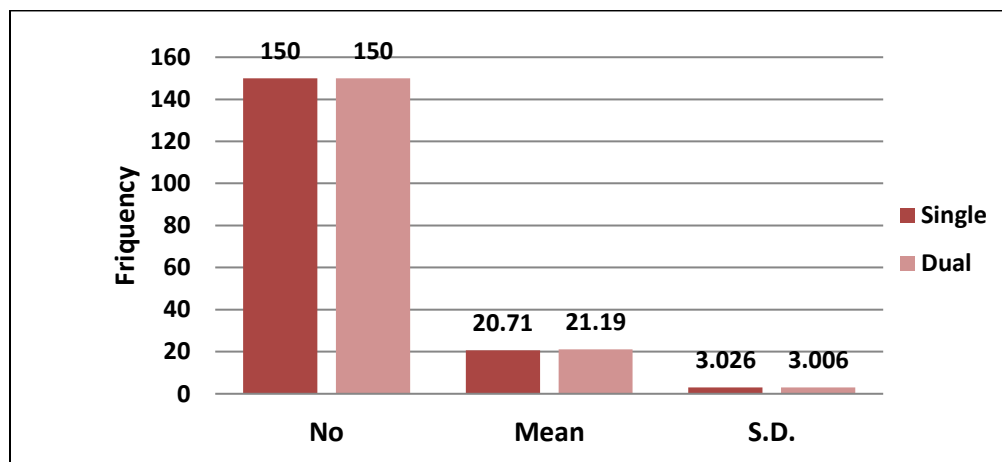
Fig.4.12 Showing the mean difference between the students from Single and Dual parent families on the measures on School Security.

TABLE 4.14

Showing the significance difference between the students from Single and Dual parent families on the measures of Peer Group Security.

Type of Family	Number of students	Mean	S.D.	D f	t value	Significance
Single	150	19.88	3.250	298	1.494	Not Significant
Dual	150	20.43	3.163			

The above table shows that there are 150 students from Single parent family and the Mean on Peer group security is 19.88 and S.D. is 3.250.There are 150 students from Dual parent family and the Mean on Peer group Security is 20.43 and S.D. is 3.163.The t-value between Single and Dual parent family student is 1.494 at 298 Degree of freedom at .05 level of Significance. Here the value is less than 1.96 at .05 level of Significance. Thus the finding reveals that, there is no significant difference between students from Single and Dual parent families on peer group security.
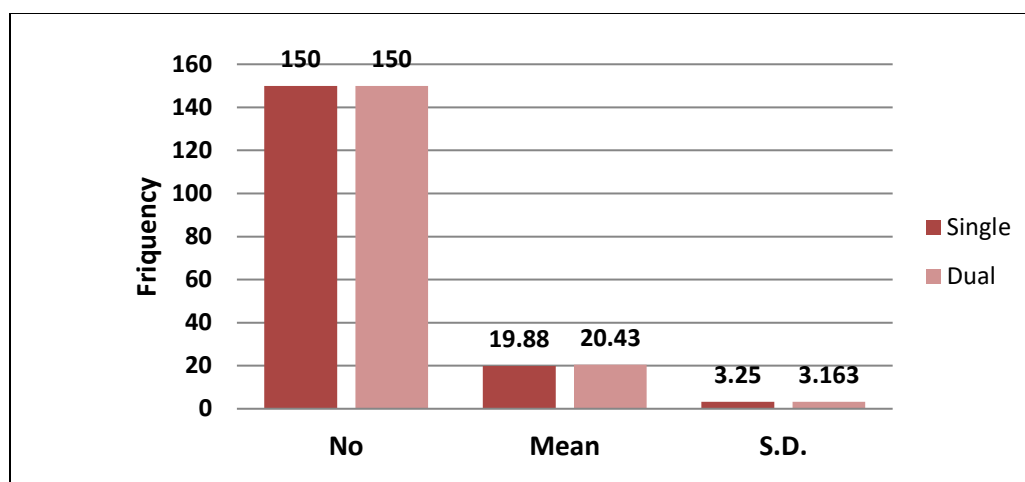
Fig.4.13 Showing the mean difference between the students from Single and Dual parent families on the measures on Peer Group Security.

TABLE 4.15

Showing the significance difference between the students from Single and Dual parent families on the measures of Study Context security.

Type of Family	Number of students	Mean	S.D.	Df	t value	Significance
Single	150	14.21	1.684	298	1.146	Not Significant
Dual	150	14.43	1.640			

The above table shows that there are 150 students from Single parent family and the Mean on Study context security is 14.21 and S.D. is 1.684.There are 150 students from Dual parent family and the Mean on Study Context security is 14.43 and S.D. is 1.640.The t-value between Single and Dual parent family student is 1.146 at 298 Degree of freedom at .05 level of Significance. Here the value is less than 1.96 at .05 level of Significance. Thus the finding reveals that there is no significance difference between students from Single and Dual parent families on study context security.
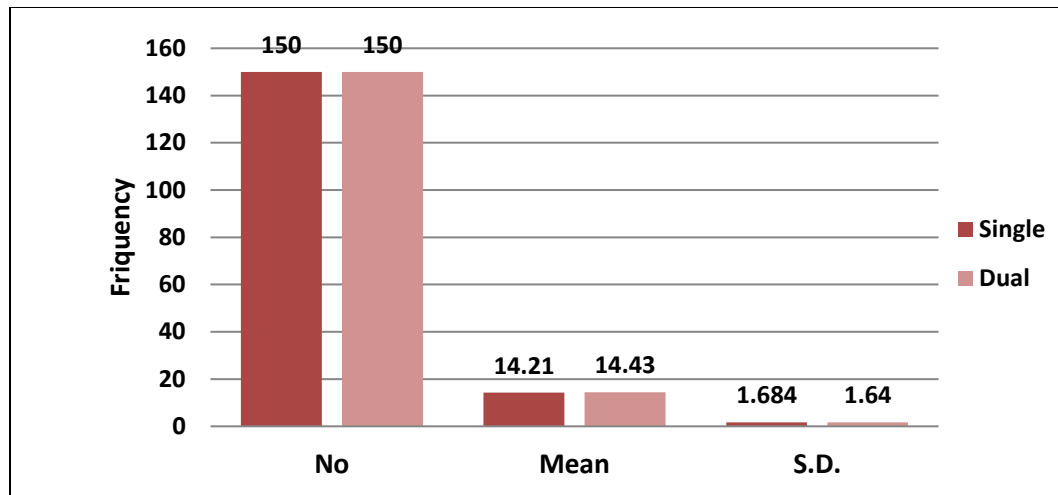
Fig.4.14 Showing the mean difference between the students from Single and Dual parent families on the measures on Study Context security.

TABLE 4.16

Showing the significance difference between the students from Single and Dual parent families on the measures of Prospective Context Security.

Type of Family	Number of students	Mean	S.D.	D f	t value	Significance
Single	150	13.72	2.291	298	1.627	Not Significant
Dual	150	14.12	1.952			

The above table shows that there are 150 students from Single parent family and the Mean on Prospective context Security is 13.72 and S.D. is 2.291.There are 150 students from Dual parent family and the Mean on Prospective Context security is 14.12 and S.D. is 1.952.The t-value between Single and Dual parent family student is 1.627 at 298 Degree of freedom at .05 level of Significance. Here the value is less than 1.96 at .05 level of Significance. Thus the finding

reveals that, there is no significant difference between students from Single and Dual parent families on Prospective context security.
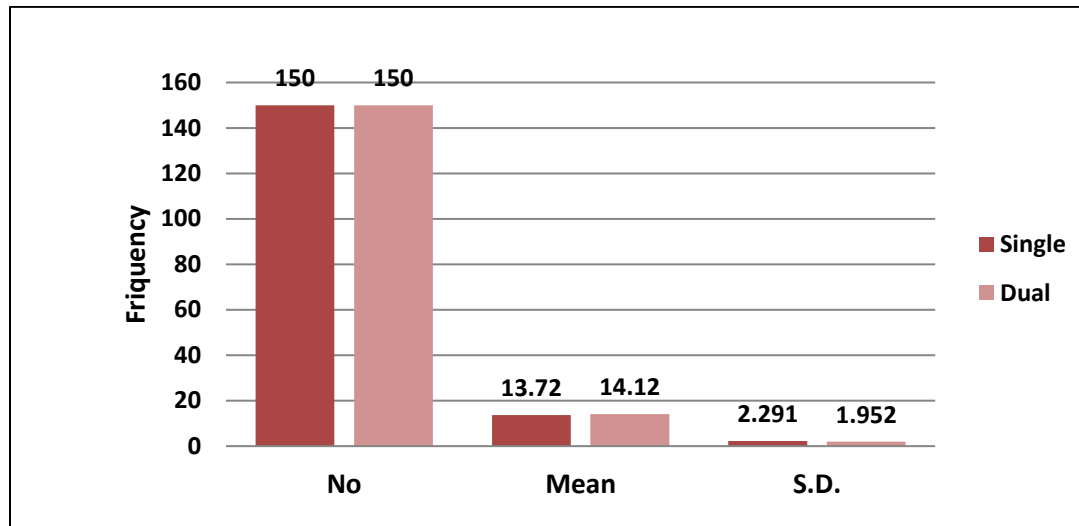

Fig.4.15 Showing the mean difference between the students from Single and Dual parent families on the measures on Prospective Context Security.

TABLE 4.17

Showing the significance difference between the students from Single and Dual parent families on the measures of Test Context Security.

Type of Family	Number of students	Mean	S.D.	D f	t value	Significance
Single	150	6.61	1.295	298	.423	Not Significant
Dual	150	6.67	1.431			

The above table shows that there are 150 students from Single parent family and the Mean on Test Context security is 6.61 and S.D. is 1.295.There are 150 students from Dual parent family and the Mean on Test context security is 6.67and S.D. is 1.431.The t-value between Single and Dual parent family student is .423 at 298 Degree of freedom at .05 level of Significance. Here

the value is less than 1.96 at .05 level of Significance. Thus the finding reveals that, there is no significant difference between students from Single and Dual parent families on Test context security.
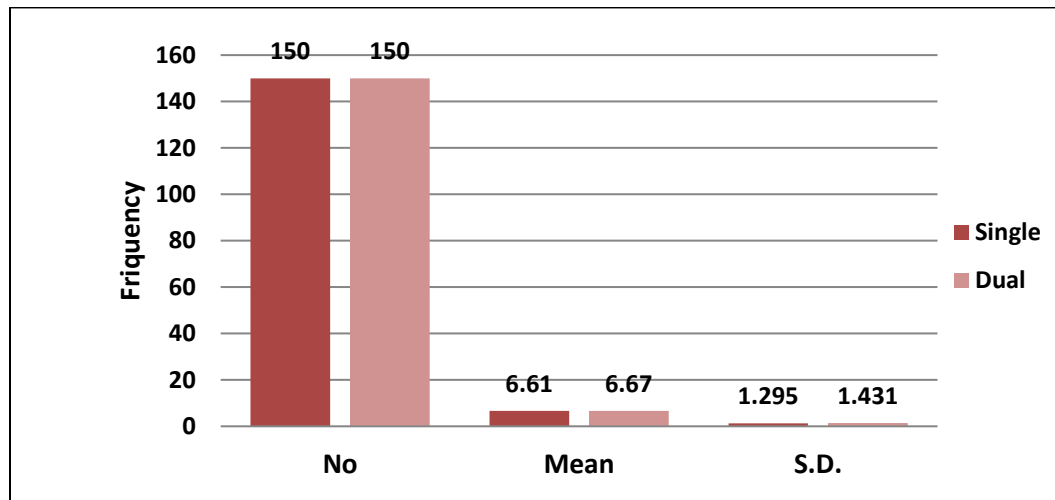

Fig.4.16 Showing the mean difference between the students from Single and Dual parent families on the measures on Test Context Security.

TABLE 4.18

Showing the significance difference between the students from Single and Dual parent families on the measures of Self Context Security.

Type of Family	Number of students	Mean	S.D.	D f	t value	Significance
Single	150	16.93	2.562	298	2.417	Significant
Dual	150	17.59	2.202			

The above table shows that there are 150 students from Single parent family and the Mean on Self context security is 16.93 and S.D. is 2.562 .There are 150 students from Dual parent family

and the Mean on Self context security is 17.59 and S.D. is 2.202.The t-value between Single and Dual parent family student is 2.417 at 298 Degree of freedom at .05 level of Significance. Here the value is greater than 1.96 at .05 level of Significance. Thus the finding reveals that, there is significant difference between students from Single and Dual parent families on Self context security.

Fig.4.17 Showing the mean difference between the students from Single and Dual parent families on the measures on Self Context Security

TABLE 4.19

Showing the significance difference between the students from Single and Dual parent families on the measures of Existence Context Security.

Type of Family	Number of students	Mean	S.D.	Df	t value	Significance
Single	150	14.26	1.495			
Dual	150	14.63	1.338	298	2.279	Significant

The above table shows that there are 150 students from Single parent family and the Mean on Existence context security is 14.26 and S.D. is 1.495.There are 150 students from Dual parent family and the Mean on Existence context security is 14.63 and S.D. is 1.338.The t-value between Single and Dual parent family student is 2.279 at 298 Degree of freedom at .05 level of Significance. Here the value is greater than 1.96 at .05 level of Significance .Thus the finding reveals that, there is significant difference between students from Single and Dual parent families on Existence Context security.
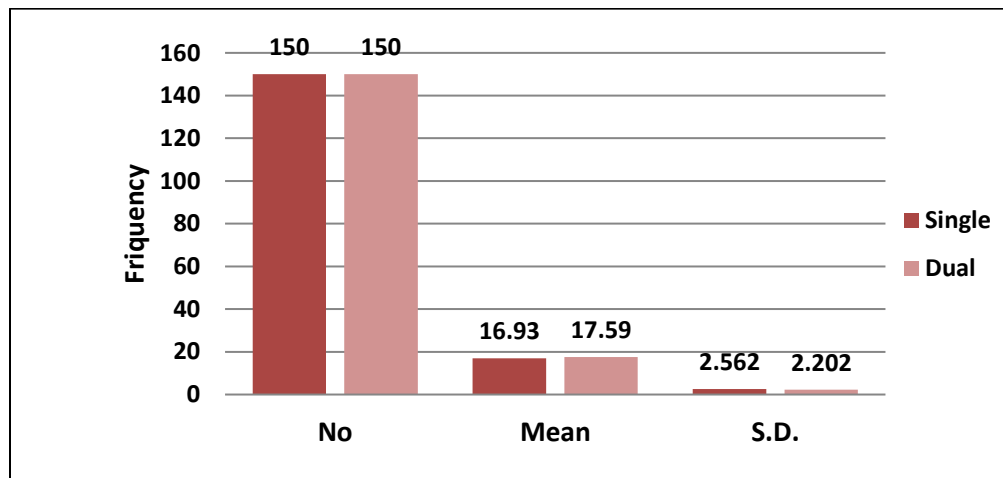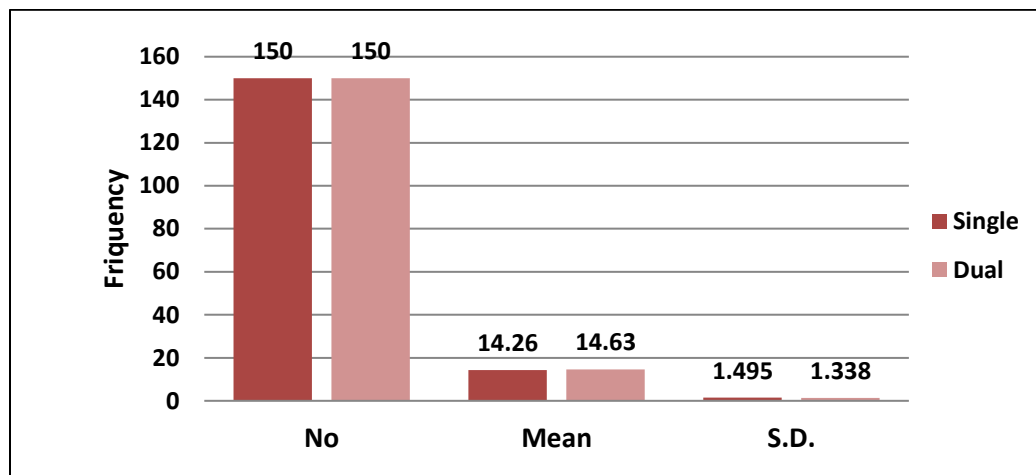

Fig.4.18 Showing the mean difference between the students from Single and Dual parent families on the measures on Existence Context Security.

CHAPTER V

DISCUSSION OF THE RESULT

As per design of the study, the researcher collects the data using standardized tools and then analysed them with the help of proper statistical techniques to verify the tentative hypothesis for achieving the objectives of the present investigation. This chapter deals with the rational explanation of the result, which have been presented in tabular form in preceding chapter. For the convenience of the understanding and clarity in the presentation, the result of the study have been discussed and interpreted in accordance with the hypothesis framed in the first chapter of the thesis.

Ho 1: There is no significant difference between the students from Single parent families and dual parent families on measuring their Academic Achievement.

When the Students of single parent families and dual parent families were compared on the scale of Academic Achievement, It was observed that these two groups of students do not differed significantly. It can be safely concluded that the students from single and dual parent families are almost same in respect to their Academic Achievement. The result of this observation is to be justified on the ground that, if a child is getting good environment and guidance regarding education and a child is good in studies then he or she will show good performance in his or her academics. Belonging to single parent family is a situation not everything.

Ho 2.1: There is no significant difference between the students from Single parent families and dual parent families on measuring their Work orientation which is area of Social maturity.

In order to testify this Hypothesis, the Investigator compares the Students of single parent families and dual parent families on the scale of Social Maturity, it was observed that these two groups of students are differed significantly. It can be safely concluded that the students from single and dual parent families are not same in respect to their Work orientation. The result of this group is to be justified on the ground that, the habit of work orientation is mostly depends on the habit which has been inculcate in the child and after that practice. If a child is getting good environment, practice and guidance regarding work orientation then a child can perform well in his work and can take it seriously.

Ho 2.2: There is no significant difference in Self Direction of the students from single parent families and dual parent families.

In this study it is observed that, When the Students of single parent families and dual parent families were compared on the scale of Social maturity for the area of Self direction, It was observed that these two group of students are not differed significantly. It can be safely concluded that the students from single and dual parent families are almost same in respect to their ability of self-direction. The result of this group is to be justified on the ground that, if a child is getting good Environment, Motivation, Love and guidance regarding doing things then a child surely search his path of success. In life any type of situation is not going to stay always.

Ho 2.3: There is no significant difference in Ability to take stress of the students from single parent families and dual parent families.

The Researcher observed that, When the Students of Single parent families and Dual parent families were compared on the scale of Social maturity for the area of Ability to take stress, that these two groups of students are not differed significantly. It can be safely concluded that the

students from single and dual parent families are almost same in respect to their ability to take stress. The result of this group is to be justified on the ground that, if a child is getting good Environment, Motivation, Love, proper Support of his or her parent, Respect and guidance regarding doing things, if a child gets full support of the family members in any tough situation then a child surely handle any type of problematic situation of his life and come out any type of stress. Support of his beloved one makes him or her stress free. In life any type of situation is not going to stay always.

Ho 2.4: There is no significant difference in Communication of the students from single parent families and dual parent families.

In order to testify this Hypothesis, the Investigator compares the Students of single parent families and dual parent families on the scale of Social Maturity. It was observed that these two groups of students are not differed significantly. It can be concluded that the students from single and dual parent families are almost same in respect to their Communication which is area of Social maturity. The result of this group is to be justified on the ground that, the skill of Communication is mostly depends on the habit which has been inculcate in the child and after that practice. If a child is getting good environment regarding Communication then a child can perform well in his work and can take it seriously and will not hesitate to put himself in front on anyone. Support of the member of family plays an important role in the confidence of any child, which supports in communication too. Only belonging to Single parent family is not only the factor of bad communication.

Ho 2.5: There is no significant difference in enlightened trust of the students from single parent families and dual parent families.

When the Students of single parent families and dual parent families were compared on the scale of Social maturity, it was observed that these two groups of students are differed significantly. It can be safely concluded that the students from single and dual parent families are not same in respect to their attitude of enlightened trust which is an area of Social maturity. The result of this group is to be justified on the ground that, the trust on anything or anyone can be enlightened ant not too. Trust building depends on many factors. Our good and bad experiences of life aware us that when, how and why we should build trust on anything and anyone. Will power of anyone makes him or her positive in any hard situation.

Ho 2.6: There is no significant difference in Cooperation of the students from single parent families and dual parent families.

This Study indicates that, When the Students of Single parent families and Dual parent families were compared on the scale of Social maturity; it was found that these two groups of students are not differed significantly. It can be safely concluded that the students from single and dual parent families are most of same in respect to their attitude of Cooperation which is an area of Social maturity. The result of this group is to be justified on the ground that, the feeling of cooperation mostly occurs when the importance of cooperation has told and the child is getting the environment of cooperation. Cooperation comes in Human Values, which is an essential quality of being human.

Ho 2.7: There is no significant difference in Social Commitment of the students from single parent families and dual parent families.

In order to testify this Hypothesis, the Investigator compares the Students of single parent families and dual parent families on the scale of Social Maturity. It was observed that these two

groups of students are not differed significantly. It can be concluded that the students from single and dual parent families are almost same in respect to their ability of Social Commitment which is an area of Social Maturity. The result of this group is to be justified on the ground that, the ability of Social commitment which differs personality to personality. Social commitment mostly depends on anyone's principles of life and ability to take risk in life. Here if we talk about present study we found no difference between groups. A family plays an important role in developing the ability of social commitment.

Ho 2.8: There is no significant difference in Social Tolerance of the students from single parent families and dual parent families.

The Researcher observed that, When the Students of Single parent families and Dual parent families were compared on the scale of Social maturity for the area of Ability of Social Tolerance and significant difference has found in between these two groups. It can be safely concluded that the students from single and dual parent families are not same in respect to their ability of Social tolerance. The result of this group is to be justified on the ground that, by the situational influence a child can loss his temperament regarding social tolerance. The quality of tolerance differs personality to personality. Factor of family structure can be a factor but not whole. Many other factors like, Belief, Motivation, Partiality, a healthy Environment and good communication between family members.

Ho 2.9: There is no significant difference in Openness to change of the students from single parent families and dual parent families.

In the present study the Researcher found that, When the Students of Single parent families and Dual parent families were compared on the scale of Social maturity for the area of Openness to

change significant difference has found in between these two groups. It can be safely concluded that the students from single and dual parent families are not same in respect to their ability of Openness to change. The result of this group is to be justified on the ground that, the ability of openness to change is mostly depends on the family environment in which a child is living. Here it can be said that a child can have the different trait of personality to except things or changes. Personality can be introvert and Extrovert too. Along with the family environment other factors are also responsible for the ability of openness to change.

After the analysis of hypothesis 2,It has been found by the researcher that in some areas of the scale Social maturity, the student from single parent family and Dual parent family are significantly different and in some areas of feeling of Social maturity students are not differ significantly.

Ho 3.1: There is no significant difference in feeling of Family Security of the students from single parent families and dual parent families.

The Researcher observed that, When the Students of Single parent families and Dual parent families were compared on the scale of feeling of Security-Insecurity for the area of feeling of Family security, significant difference has not found in between these two groups. It can be safely concluded that the students from single and dual parent families are same in respect to their feeling of Family security. The result of this group is to be justified on the ground that, by the situational influence a child can feel family insecurity. Many reasons are behind that but in this present study there is no significant difference has found between groups, this result also has many reasons. Mostly, only Mothers comes in single parent families and are somewhere emotionally and financially week, but now days the situation of the single mother has changed,

we can easily found many examples around us. She can also take care of her children. Now she has changed her role in the family.

Ho.3.2: There is no significant difference in feeling of School Security of the Students from Single parent families and Dual parent families.

This Study indicates that, When the Students of Single parent families and Dual parent families were compared on the scale feeling of Security-Insecurity, it was found that these two groups of students are not differed significantly. It can be safely concluded that the students from single and dual parent families are most of same in respect to their feeling of school Security which is an area of scale feeling of Security-Insecurity. The result of this group is to be justified on the ground that the question of feeling of school security comes only when student feels insecure in home. This feeling of insecurity at home he carries with him or her till the school. It cannot be said surely that only in single parent families children feel insecure. Feeling of insecurity has many reasons behind it In this study there is no significant difference has found in between the groups in relation to their feeling of School security.

Ho. 3.3: There is no significant difference in feeling of Peer group security of the Students from Single parent families and Dual parent families.

In this study the Researcher compared the Students of Single parent families and Dual parent families on the scale of feeling of Security-Insecurity, it was found that these two groups of students are not differed significantly. It can be safely concluded that the students from single and dual parent families are most of same in respect to their feeling of Peer group security which is an area of the scale feeling of Security-insecurity. The result of this group is to be justified on the ground that, the ground of parenting style can be factor of security of peer group but not

whole. We all have experience of having good friends in the life and we don't want to lose them we became little bit possessive for them, sometime it converts in insecurity about losing them.

Ho.3.4: There is no significant difference in feeling of Study context security of the students from Single parent families and Dual parent families.

When the Students of Single parent families and Dual parent families were compared on the scale of feeling of Security-Insecurity, it was found that these two groups of students are not differed significantly. It can be safely concluded that the students from single and dual parent families are most of same in respect to their feeling of Study context security which is an area of feeling of security-Insecurity. The result of this group is to be justified on the ground that, the habit of study of the students most of depends on the environment and their attitude towards study. Member of the family can support, motivate and give them proper guidance but ultimately only student have to be faithful towards his studies. So on the bases of family structure it cannot be said that the feeling of study context security occurring only due to the family structure.

Ho. 3.5: There is no significant difference in feeling of Prospective context security of the Students from Single parent families and Dual parent families.

This Study indicates that, When the Students of Single parent families and Dual parent families were compared on the scale of feeling of Security-Insecurity, it was found that these two groups of students are not differed significantly. It can be safely concluded that the students from single and dual parent families are most of same in respect to their feeling of Prospective context security, which is an area of feeling of Security-Insecurity. The result of this group is to be justified on the ground that, we all have the feeling of prospective context security, doesn't

matter to which family structure we belong to. We all have to perform well in the society so there are many factors which play a significant role in the feeling of prospective context security.

Ho. 3.6: There is no significant difference in feeling of Test context security of the Students from Single parent families and Dual parent families.

This Study indicates that, When the Students of Single parent families and Dual parent families were compared on the scale of feeling of Security-Insecurity it was found that these two groups of students are not differed significantly. It can be safely concluded that the students from single and dual parent families are most of same in respect to their feeling of Test context security, which is an area of feeling of Security-Insecurity. The result of this group is to be justified on the ground that, the feeling of security-insecurity about study and test or taking examination is all about the practice and preparation about it. If student is serious about his study and practices daily, then nothing can stop him or her to achieve success no matter which family structure he or she belongs.

Ho. 3.7: There is no significant difference in feeling of Self-Context security of the Students from Single parent families and Dual parent families.

This Study indicates that, When the Students of Single parent families and Dual parent families were compared on the scale of feeling of Security-Insecurity, it was found that these two groups of students are differed significantly. It can be safely concluded that the students from single and dual parent families are not same in respect to their feeling of Self-context security, which is an area of feeling of Security-Insecurity. The result of this group is to be justified on the ground that, the positive attitude towards life can develop the feeling of security for life. It has found in many studies that the children from single parent families are more insecure for life

comparatively. But in some studies it also found that the children of single parent families are more capable to handle the tough situations of life.

Ho.3.8: There is no significant difference in feeling of Existence context security of the Students from Single parent families and Dual parent families.

When the Students of Single parent families and Dual parent families were compared on the scale of feeling of Security-Insecurity, it was found that these two groups of students are differed significantly. It can be safely concluded that the students from single and dual parent families are not same in respect to their feeling of Existence context security, which is an area of feeling of Security-Insecurity. The result of this group is to be justified on the ground that, the feeling of existence most of depend upon our way of thinking for our self, that what we think about our self. Although many factors are responsible for this type of feeling, but above all our point of view for our self is more impotent than any other factor.

After the analysis of hypothesis 3,It has been found by the researcher that in some ares of feeling of Security-Insecurity the student from single parent family and Dual parent family are significantly different and in some areas of feeling of Security-Insecurity students are not differ significantly.

Ho 4: There is no relation between Academic Achievement, Social Maturity and Feeling of Security-Insecurity of the Students from Single parent families and Dual parent families.

When investigator analyse the correlation between Social maturity, Feeling of security-Insecurity and Academic achievement, she found that in some areas of social maturity and feeling of security-insecurity, they show high correlation between them and in some areas it shows low

correlation between them. So it can be said that these three variables have high correlation between in some areas and in some areas they show low correlation between them.

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