RESILIENCE AMONG ADOLESCENTS FROM SINGLE PARENTING AND DUAL PARENTING HOUSEHOLD

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Abstract

The purpose of this research was to examine whether or not there is a correlation between the presence of one or two parents and the level of resilience exhibited by adolescents. The research approach taken was comparative, and the primary population of interest was adolescents. The study employed a total of 300 students as its sample, including those who came from single-parent and two-parent households. The sample was gathered through the use of procedures known as purposive and snowball sampling. A questionnaire, more particularly the Connor Davidson Resilience Scale, was used in order to obtain the necessary data for analysis. For the purpose of analyzing the data, both descriptive and inferential statistics were utilized. These statistics included means, cross-tabs, and independent t-tests. In order to conduct the analysis, Statistical Package for the Social Sciences (SPSS) was utilized. The most important takeaways from this research project were that adolescents who grew up in households with two parents tended to have better levels of resilience than their counterparts who had grown up in households with only one parent. In addition, the length of time spent living in a parenting position was a major factor that greatly influenced the degrees of resilience in teenagers. The implications of these discoveries as well as some ideas for further research are presented in this article.

Keywords: single parenting, dual parenting, adolescence, and resilience.

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Introduction

Every member of a family forms an interdependent network of relationships and behaviors. Reproduction, economic services, social order, socialization, and emotional support are the primary goals and functions of a family. Family structures, which reveals the make-up of the family unit, and family atmosphere, which is a combination of social, economic, and psychological factors that affect a child's development, are the two interrelated parts of the family environment. The four main types of families are nuclear, nuclear plus extended, adoptive, gay and lesbian parent, step-parent, and single parent.

Families with only one parent are the result of unmarried parenthood, divorce, separation, or death. Since 1960, the proportion of one-parent families in the US has quadrupled. Families with only one parent, usually the mother or the father, are different from families with two parents. Families that are single or intact can also be divided into nuclear or extended families. A mother-headed single parent family, however, has a lower likelihood of surviving as a nuclear family in Indian society. The term "extended family" refers to a group of relatives who live close by including parents, their kids, and other relatives. The support of the extended family is crucial when it comes to childcare. Only parents and their kids make up a nuclear family.

All family types encounter difficulties during adolescence as parent-child relationships are renegotiated to reflect the adolescent's growing maturity. Adolescence is a developmental stage that lasts from around the ages of 13 to 19, or roughly the middle and high school years. Parents and peers make up the environment that an adolescent grows up in, which is crucial in determining how well-rounded an adult they become. It is advantageous to have two parents as a home during childhood and adolescence, at least in terms of the growth of high self-esteem, positive interpersonal relationships, abstinence from risky behaviour, and tolerance for stress and frustration.

Single parents are likely to experience unique parenting challenges as their children enter adolescence because they are the only other adult authority figure in the home. At this time, decision-making, accountability, discipline, and communication are key family concerns. Parenting an adolescent alone presents both unique challenges and opportunities.

Adolescent children of single-parent and dual-parent families are thus the study's target population.

Review of Literature

Sohail and Sabah conducted a study titled "Comparative Study of Children's Adjustment in Intact and Single Parent Families" in Pakistan in 2016. The purpose of this research was to look at how kids from two-parent and one-parent homes fared in terms of behavioral issues. Using purposive and snowball sampling methods, the researchers gathered information from a group of 60 youngsters, ages 8 to 10, (30 from intact homes and 30 from single mother-headed families). Teachers filled out the English version of the Strength and Difficulty Questionnaire, while mothers filled out the Urdu version, to evaluate the children's behavioral issues. The research hypothesized that compared to children from intact homes; those from single-parent households would display more behavioral issues. There were statistically significant disparities between the two groups, with parents and teachers rating children from single-parent households as having more behavioral issues. Children's adjustment was found to be affected by family structure regardless of gender, and there were no significant associations between gender and family structure.

A study by Alami and Moghadam titled "Adolescents' Self-Esteem in Single and Two-Parent Families" was undertaken in 2014 to examine the correlations between

adolescents' self-esteem and their mothers' parenting techniques, as well as the effects of family structure. Three hundred and fifty students from traditional two-parent households and one hundred and six from nontraditional single-parent households participated in this analytic cross-sectional study. Data was analyzed using SPSS version 18, and participants filled out the Coppersmith self-esteem and Robinson perceived parenting styles questionnaires. Participants' self-esteem was compared to their parents' parenting techniques and characteristics using the chi-square test, with consideration given to potential confounding factors such parents' sex, socioeconomic status, and occupation. According to the data, authoritative parenting was the most common among the two sets of parents. After taking into account potential moderators, a strong correlation was established between respondents' self-perceptions and their parenting approaches.

In 2012, Elizabeth and Harper researched whether characteristics might contribute to the resilience of single mothers from middle- and upper-class backgrounds in the United States. Researchers chose 165 participants at random from 12 different districts across the United States. The purpose of this study was to determine whether or not socioeconomic position, level of education, or marital status were associated with resiliency elements among single moms, and the Connor-Davidson Resiliency Scale (CD-RISC) was used to do so. Group variations in resiliency were analyzed using an analysis of variance to assess differences by socioeconomic status, level of education, and marital status. Five resiliency criteria on the CD-RISC were most highly evaluated, indicating that single moms from middle- and upper-income backgrounds were, on the whole, quite resilient.

In 2011, Choi and Kim conducted a study named "Mental Health among Single and Partnered Parents in South Korea" to evaluate the role that social and demographic factors play in explaining the lower mental health of single parents compared to those who are in committed relationships. From the 4th, 5th, and 6th Korea National Health and Nutrition Examination Survey (KNHANES) dataset in South Korea between 2007 and 2013, a total of 12,024 single and married adults with children aged 0 to 19 were analyzed. Self-reported questionnaires were employed to assess mental health, and the analysis accounted for the complex sampling design by factoring in the sampling weight, variances of all values, and the Taylor linearization approach. The findings showed that single parents' mental health was worse than that of parents in committed relationships. The lower socioeconomic status of single parents was a major contributor to their poorer mental health.

Problems associated with single parenting

Single-parent families are those in which one parent raises their children alone, without the help of a second parent. Despite the growing size of this demographic, little attention has been paid to identifying and meeting their unique set of demands. In addition, most families with only one parent have small children who are especially dependent on their careers. The rising prevalence of single-parent households is attributed in part to the prevalence of divorce in both Western and Indian society. In 1998, in the United States, mothers reared 80% of all single-parent children (Lugaila, 1998). Divorce rates are also on the rise, with the Council of Divorce Register reporting an increase from 98 divorces in 1995 to 314 in 2005 (Hassan, 2011). In India, the male adult mortality rate is 189.3 per 1,000, and this is true regardless of the reason for male head of household. Children fare worse when compared to their peers who grow up in intact homes after experiencing childhood in a single-parent household, according to studies. There is a

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correlation between the prevalence of behavioral and emotional issues in children from single-parent households.

Resilience

As a term, resilience is used to describe a person's ability to bounce back quickly from adverse situations. However, in both academic and practical settings, the capacity to deal with significant adversity is typically viewed as the defining characteristic of resilience, and for this to be the case, two important elements must be present (Luthar et al., 2000; Gilligan, 2001):

- a serious danger or challenging circumstances

- Positive adaptation

The standard approaches to developmental psychology, attachment theory, and the evaluation of children's requirements are superseded by the innovative contribution made by the investigation of children's varying responses to adversity. The following are some of the characteristics and emphases that are commonly included in definitions of resilience: Resilience is normal growth under tough situations. (Fonagy et al., 1994, p. 223).

It is vital to regard resilience as a set of qualities or processes that enables a person to make use of internal and external resources. Resilience has frequently been portrayed as an outcome (relatively excellent functioning or well-being), but this is not the only way in which it can be understood. One further way to look at resilience is as a capability that contributes to a positive outcome. According to Masten et al. (1990), whose definition is frequently used, resilience can be defined as any one of the following three things: the process of, ability for, or outcome of successful adaptation in spite of demanding and threatening conditions.

Parenting and resilience

Gilligan (1997) has described resilience as a spectrum of outcomes ranging from mere survival to coping and thriving. However, the concept of resilience may not apply universally to all areas of life. To address this, Olsson suggests distinguishing between specific types of resilience, such as emotional and academic resilience. Resilience is often measured by an individual or family's ability to function similarly to others, or by comparing their functioning before and after a challenging event. The term resilience applies when the person or family is able to return to, or exceed, their prior level of functioning after a period of difficulty

According to Walsh (1998), resilience is not only the ability to cope well but also to emerge from adversity "strengthened and more resourceful." This suggests the need to not only manage stressors effectively but also to make progress. Resilience processes also encompass a readiness to face future challenges. Thus, the term resilience can be applied in three ways, depending on when one encounters adversity.

- Developing capacities likely to help manage future adversities

- Concurrently: coping well during adversity

- Retrospectively: recovering well from adversity.

Types of adversity

Individuals may experience a variety of forms of adversity or pressures, such as living in an area with a low standard of living, being a victim of abuse or bereavement, being exposed to traumatic events or separation, coping with a handicap or concerns related to mental health, contending with social rejection, and enduring complications during pregnancy. Newman (2004) presents a three-fold classification based on the nature and length of the stressor, encompassing indicators of high-risk status (such as having a low birth weight), chronic stress (such as living with parents who abuse drugs or alcohol), and extreme trauma (such as being abused or experiencing a natural disaster). It is

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essential to differentiate between different types of adversity, as this can impact resiliency. This includes interfamilial adversity, which includes child abuse, neglect, and domestic violence; individual challenges, which include infertility or a serious illness; and external adversities, which include being a victim of a flood or an automobile accident. Protective factors can reduce or moderate the impacts of risk, acting as a buffer against the stress that risk can cause. Research reveals that parents play a vital role in creating resilience in their children, and different individuals and families may display resilience in response to different types of stresses. Although resilience is not a fixed personality characteristic, research suggests that parents play a crucial role in promoting resilience in their children.

Theoretical framework

The perspective of resilience is similar to other theoretical frameworks in a number of respects, including specific expressions, features, and procedures. Many writers will use the phrases "pathway" or "trajectory" to talk about the development of functionality across time. A course of action can take an unfavorable turn from a developmental perspective if circumstances either prevent the planned progression or produce regression. When individuals or families triumph over adversity or make progress towards recovery from trauma, positive paths are created. When an individual or family is able to transition to or return to a good pathway as a result of a change in environment or the intervention of a professional, this is an example of a turning point. Turning points describe moments when a pathway shifts direction. It has been hypothesized that a single good or reparative experience can occasionally lead to a chain effect. One example of this is when a low-income single mother finds paid work, which then leads to a variety of advantages, both practical and emotional.

Evidence about children's and young people's resilience

Understanding the potential effects of single and dual parenting on a child's resilience requires looking at the strengths and resources that parents and others bring to the table. Standardised tests of children's resilience are notoriously fraught with methodological flaws and fail to adequately account for the influence of parents in many cases. The International Resilience Project, on the other hand, has compiled a list of statements that point to children's resiliency. Some of these statements directly connect to the parental role, such as "The child can count on his/her family being there when needed." The "assets" concept developed by the SEARCH institute focuses on initiatives at the school and community level, but it also includes many items related to the role of parents and the quality of family relationships. This concept has been used in larger scale surveys.

Traditional developmental, pedagogical, psychopathological, and risk techniques, with some adaptations and extensions based on resilience thinking, are frequently used as research tools in studies on this topic. Health, behaviour, and self-esteem are all areas that are covered, much like in the British Looking after Children and Integrated Assessment frameworks. In response to this type of study, Masten and Coatsworth (1998) state that resilient children do not have special or mystical abilities; rather, they have preserved or acquired crucial resources that stand in for fundamental safeguards in human development.

• Numerous factors, often classified into the following three categories, have been uncovered: internal, or personal, such as one's own intelligence or gender

• Family, such as relationship quality and group cohesiveness

• Societal context, for instance the availability of social services

Parents mediate between individual and

community influences and play a pivotal role in family dynamics. Research conducted by Daniel and colleagues suggests that a child's level of vulnerability or resilience is determined by the interplay between internal and external risk and protective variables. A child's resilience is tied to his or her capacity to take advantage of the safeguards in place, which is bolstered by nurturing connections with adults. Children vary in their capacity to make use of external resources, and the environment substantially influences their competencies and coping abilities, thus the two types of elements and processes—intrinsic and extrinsic—should not be seen as acting independently. Parents can protect their children from the negative influences of their surroundings and help them develop traits that will serve them well in times of difficulty.

Parental factors can contribute to the adversity either directly (as in cases of abuse and neglect) or indirectly (as in cases of parental conflict or alcohol addiction). Evidence on elements that can encourage resilience in such circumstances is explored, as are the potential negative repercussions for children in such situations.

Individual, intrinsic factors

There are both permanent and changeable elements that contribute to increased resilience. Gender and IQ are two examples of inborn characteristics that cannot be changed regardless of upbringing. A high IQ has been linked to a greater capacity for bouncing back from setbacks. Although it's commonly believed that a person's IQ stays fairly steady throughout their life, studies have shown that children who experience deprivation at a young age have lower IQs that can be restored by nurturing and stimulating environments.

The role of gender in bolstering resilience, on the other hand, is less simple and dried. Results on whether gender is more resilient than the other have been mixed, with some studies indicating that boys and girls may face distinct sorts of adversity. While some research finds no significant differences between the sexes, others find that girls are more likely to experience anxiety and sadness in reaction to adversity, and boys are more likely to have attention deficit hyperactivity disorder. Some research also suggests that boys who are emotionally expressive, socially aware, and nurturing are more likely to be resilient than girls who are as strong and independent. These traits can be fostered in children by their parents.

Among the more malleable intrinsic factors are:

- Safety in relationships and how you form attachments

- (personal worth) self-esteem

- confidence in oneself (assurance in one's own abilities)

- Confidence in one's own abilities and awareness of one's own limitations.

- social competence

- Independence, or a Feeling of Being in Charge Within Oneself

- the ability to solve problem

- Hope for the Future and Sense of Direction, which May Include Religion

- Abundant ability (knowing exactly what you want and how to get it).

- Humor.

The impact of parents and others can alter all of these traits. Warm, sympathetic, and supportive care giving from parents or other adults has been shown to be crucial in developing many of these traits, especially those that contribute to a sense of safety, self-assurance, and trust. Some writers have pointed out that those who are good at handling stress but lack social skills and sensitivity may be those who possess intrinsic resilience elements without also displaying empathy and concern for others. However, social competence is an intrinsic protective trait that is obviously linked to nurturing parenting. When children are reared in loving homes, where their parents

or other carers set high standards for their own behaviour and demonstrate those standards by their own actions, those youngsters are more likely to grow up with empathetic worldviews.

Family factors

The available data on parental influences on resilience. Researchers have found that some parental characteristics are associated with a child's development of general coping capacities that set them up for success in life, and these have been identified in a number of works.

➢ a sense of closeness, receptivity, and excitation

➢ ensuring sufficient and stable role models

➢ Parental peace and happiness

➢ interacting with young people

➢ encouraging healthy recreation

➢ steady direction

➢ Adolescents need norms and structure.

Children's coping responses to hardships including poverty, illness, loss of a loved one, and acts of community violence can be influenced by the parenting style of the child's primary caretaker. Children who are exposed to neighborhood violence are less likely to develop problems with independence, substance misuse, disruptive classroom behaviour, or mental health if they have their parents' support. Stable and supportive families are associated with better stress responses in adolescents, and moms help children aged 9–10 deal with ordinary stresses better. Children in areas with high rates of juvenile criminality and substance abuse can better avoid being entangled if they have loving, involved, and encouraging parents.

There are unique aspects of a family's resources, despite the fact that they are just as crucial for a child in adversity as they are for any youngster. For instance, strict adherence to regulations and careful monitoring and control of children's

movements may help shield them from the dangers of growing up in low-income areas, while more permissive parenting is often favored in safer settings.

Parents, who are well-informed, share their children's values, foster an atmosphere of open communication at home, and show empathy for their teenagers' thoughts and feelings are invaluable. A child's resilience to life's difficulties increases when they grow up in a loving, stable home. Mothers play a crucial role in promoting father engagement in their children's life to improve the latter's acclimatization. When parenting emphasizes autonomy, provides stable discipline, helps children adjust to material limitations, and introduces them to supportive adults and peers, children develop greater resilience. One study conducted in the United States indicated that children living in high-risk environments did substantially better when their parents took responsibility for their home and neighborhood.

Families' cultural contexts and the wide variety of family structures, philosophies, and aspirations need to be taken into account. Studies involving African American homes have indicated that positive relationships with extended family and a strong ethnic identity increase coping skills and academic success. Cultural norms and expectations have a significant effect on the meaning and relevance of stressors such as divorce, disability, and health difficulties.

Some parents, however, only make things worse for their kids and weaken their ability to overcome adversity. It becomes crucial in these cases to have access to loving adults outside of the immediate family. Children who thrive despite adverse conditions do so because they seek out and form attachments with supportive adults. The artificial allocation of a professional or mentor can be very helpful for some children, even if they often have people who are supportive as part of their networks at school and in the community. Benard (2002) identifies "turnaround people" who help young people

deal with stress as having three defining characteristics: empathy, clear expectations, and constant presence

According to Clarke and Clarke (2000, 2003), determinism, which dominated much earlier scholarly work on children, is now outdated because of evidence revealing major shifts in children's lives. Unless the same conditions remain into adulthood, a child's upbringing does not influence that person's character, aptitude, or future results. When adopted children join a caring home, they often show remarkable improvement in areas such as health and development where they were previously rated worse

- a loving connection
- having great hope
- Possibilities for input and fallout.

It is vital to equip children who have been subjected to active abuse by their parents with factors that will help them build resilience. Bolger and Patterson's (2003) study found that maltreated kids who didn't turn violent fared better than those who did. General competence is linked to resilience in both maltreated and non-maltreated children, according to research by Sagy and Dotan (2001). These points to the importance of emotional and behavioral regulation for resilience in traumatized children.

The bond between a kid and the other parent, and the supportive competence of that parent, is sometimes vital when one parent's difficulties, such as depression, alcohol addiction, or violence, represent an adversity. A child's latent resilience can be bolstered by sensitive and consistent early care, making them better able to handle future parental issues (Heller et al., 1999). However, additional elements become crucial for resilience if parental care is absent or inadequate, as mentioned above

Children can be severely impacted by witnessing or experiencing domestic violence. Mothers who have experienced abuse are generally in too much of a state of distress to provide adequate care for their children (Erickson and Henderson, 1998). Qualitative studies have revealed that kids develop coping mechanisms—like talking to their siblings and getting their support—that their parents and other adults don't know about (Humphreys, 1998). The short-term benefits of some of these coping mechanisms, such as withdrawal and isolation, may not be worth the long-term costs to a child's well-being and growth. Having a caring adult nearby can make all the difference in a child's recovery from adverse experiences.

It is crucial to investigate the impacts of death and divorce on young children because of the detrimental consequences they can have on development. The years between the ages of 13 and 19, which roughly coincide with those spent in middle school and high school, are known as adolescence. The adolescent's environment, including their family and friends, has a significant impact on how they develop into an adult. Adolescents who grew up in two-parent homes had a lower chance of engaging in dangerous behaviors, better self-esteem, and more positive peer interactions than those who grew up in single-parent homes. However, there are also correlations between solitary parenting and negative traits in children. As a result, it is necessary to investigate how different forms of parenthood affect the maturation of teenagers.

However, the vast majority of studies in this field are centered on Western culture, and data from civilizations with rising divorce rates, like ours, is scarce. As a result, this research aims to add to the existing body of knowledge by exploring the connections between parental separation and adolescents' sense of identity, stress, and resilience.

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Need for the study:

Children in India may react differently to the increasing rates of death and separation. Young people whose parents are divorced or who have lost a parent tend to have lower stress tolerance and a higher prevalence of behavioral disorders than their counterparts from intact households, according to recent studies. Divorce rates are rising in our society, but there is a dearth of research on the topic because much of the evidence originates from Western countries. As a result, this research aims to fill a gap in the existing literature by investigating how parental marital status correlates with children's resilience in India.

Problem and hypothesis

Problem statement:

The purpose of this research was to examine how having one or two parent's influences teenage resilience.

Aim:

The objective of this research is to investigate the disparities in resilience among adolescents from single and dual parent households.

Research Objectives:

• To determine the levels of resilience among adolescents from single and dual parent households.

• To examine the impact of the gender of the single parent on the resilience of adolescents.

• To investigate the correlation between the duration of living in a single-parent household and resilience levels in adolescents.

Research Hypotheses:

• H1: Adolescents from single-parent households will exhibit significantly different levels of resilience compared to those from dual-parent households.

• H2: The gender of the single parent will have a significant impact on the self-resilience of adolescents.

• H3: The duration of time spent in a single-parent household will significantly affect the resilience of adolescents.

Research Design:

In this study, a "comparative" research strategy was used.

Samples and Sampling Technique:

Adolescents (aged 13-20) constituted the study samples. About 300 young people, including about 150 from single-parent homes and another 150 from two-parent homes, made up the sample. In this investigation, we employed the snowball and non-probability purposive sampling methods.

Inclusion criteria

• Adolescents (those aged 13-20) will make up the sample population.

• There will be both males and females in the sample.

• Participants will include children of intact and single parents from a wide range of socioeconomic backgrounds.

• Exclusion criteria: Participants who cannot read or write English.

• Participants undergoing psychotherapeutic treatment. Attendees who are utilizing the hostel facilities.

Variables:

Death, divorce/separation/choice, abandonment, imprisonment, and other life circumstances might leave a parent raising a child alone. Dual parenting, single parent gender, single parent tenure, and resiliency.

Statistical analysis:

Descriptive and inferential statistics were used to examine the gathered data. Frequencies, averages, and standard deviations were just few of the descriptive statistics utilized to examine the data. The significance of the null hypotheses was examined using an independent t test. It was chosen to determine if there is a distinction between the research variables. Statistical Package for the Social Sciences (SPSS) was

used for the analysis.

Tools used:

Connor Davidson Resilience scale by Kathryn M. Connor and Jonathan R. T. Davidson.

Tools description:

Adolescents from both single-parent and two-parent households were assessed for their levels of resilience using the 10-item Connor-Davidson Resilience Scale. Each of the 10 assertions was accompanied by a 4-point Likert scale on which the sample respondents were asked to indicate their level of agreement or disagreement, with scores ranging from 0 (showing the least resilient) to 4 (representing the most resilient). Each respondent was assigned a score between 0 and 40 based on the sum of their statement-by-statement resilience ratings. If you scored below 14, your resilience is low; if you scored between 27 and 28, it's moderate. The whole scale's Cronbach's alpha was 0.89, indicating high reliability. The validity coefficient value was 0.8.

Conceptual definitions:

The ability to cope well with social deprivation or extreme adversity is what we mean when we talk about resilience. Problems in one's personal life, such as those with one's family or significant other, one's health, or one's professional or financial situation, can be a source of stress and difficulty.

Operational definitions:

• The term "duration" means the length of time it takes to complete a task. The length of time a pupil had one or two parents was a factor in this study.

• Gender refers to whether a person is male or female. Both the student and their biological parent's sex were considered in this analysis.

• Resilience: these are the character traits that allow a person to persevere when faced with adversity. In the context of this

research, it indicates a continuum of responses to teenage stress.

• Type of Parenthood: This term is used to describe the many different types of single parenthood.

In this study, it will refer to the causes of single parenthood.

Procedure:

Students aged 13 to 20 from a variety of educational institutions participated in the survey. The researcher secured approval from the relevant school officials prior to beginning the study. The researcher approached the school administrators with a cover letter explaining the nature of the study and requesting permission to proceed. Dates for data collection were mutually agreed upon by the researcher and the principals of the schools taking part. The researcher handed out questionnaires to students on the designated dates, with the support of classroom teachers and guidance counselors who determined who should participate in the study. In twenty minutes, three hundred adolescents (150 from single-parent homes, 150 from two-parent homes) filled out the survey. Students turned in their completed surveys to their guidance counselors or teachers, who in turn gave them to the study's author.

Result and discussion

Participants ranged in age from 13 to 20, representing a range of schools and programmes. The study did not begin until after the researcher had received permission from the appropriate school authorities. The study's investigator approached school administration with a cover letter detailing the study's purpose and requesting permission to move forward with the research. The researcher and the principals of the participating schools decided on a schedule for collecting data. On the specified days, the researcher distributed questionnaires to students with the help of classroom teachers and guidance counselors who selected participants for the study. Teens from both two-parent and single-

parent households (300 totals) completed the survey in about twenty minutes. Student responses were collected by instructors and guidance counselors and then forwarded to the study's author.

In particular, the study aimed at finding out:

• Difference between type of family of the adolescent and his/her resilience

• Difference between the single parent's gender and the adolescents' resilience

• The type of single parenthood related to adolescent's resilience

Difference between duration of single parenthood related to adolescent's resilience**.**

Demographic Characteristics of the Respondents:

Table

Age Distribution of the Sample by Gender

Age	Male	Gender	Female	Total
13	8		12	20
14	24		20	44
15	16		29	45
16	22		14	36
17	28		22	50
18	15		22	37
19	12		25	37
20	13		18	31
Total	143		157	300

The age breakdown of our sample population is shown in Table 1 below, broken down by gender. The ages of the 300 young adults who took part in the study range from 13 to 20 as shown in the table. Adolescents' sense of self and their ability to strike out on their own is formed during this time period, making it pivotal (Dusek, 1996). Males were more likely to fall into the younger age brackets, but females were more likely to be in the older age groups. The gender breakdown of the 300 respondents was 157 females to 143 males.
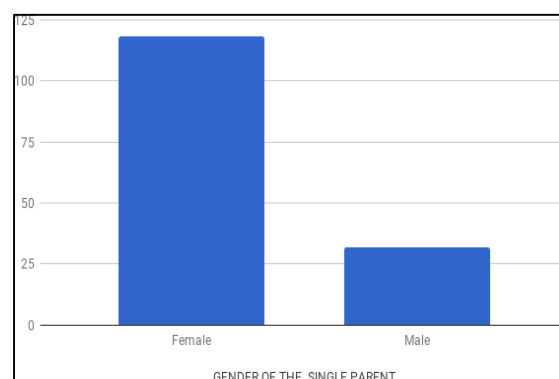

Figure 1 Adolescents' distribution on the basis of gender by type of parenthood

Adolescents by single parent gender are distributed as seen in Figure 1. The bulk of single parents were women (80%), with only 20% being men. The gender gap in

single-parent households is reflective of societal norms in India, where men who have lost their wives can more readily remarry than their female counterparts. This data also implies that women are more likely than males to assume sole custody of their children following a divorce or separation (Hamner & Turner 1985). Table 2

Cause of the Absence of the Other Parent

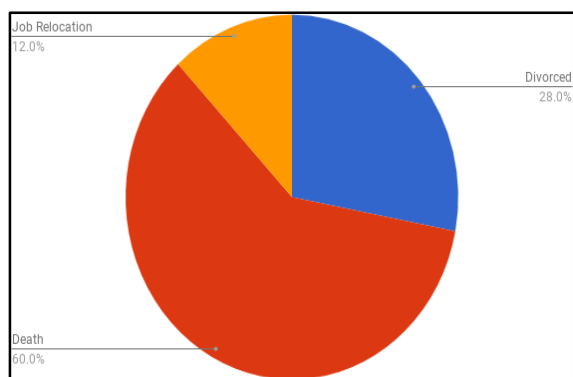| Type of single parenthood		Gender		Total
	Male		Female	
Death	40		45	85
Divorce/ separation	21		26	47
Job relocation	5		13	18
Other reasons	0		0	0
No idea	0		0	0
Total	66		84	150

Figure 2 the distribution of adolescents based on the type of single parenthood
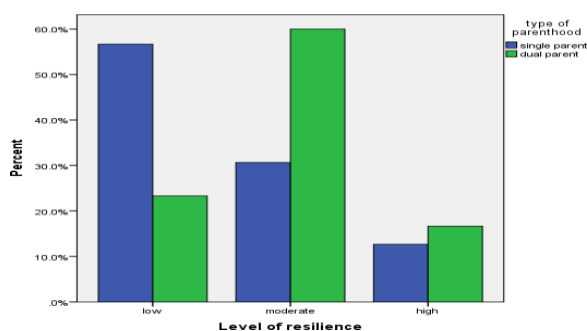

Table 3 breaks down single-parent households by sex to reveal why one parent is missing. According to the data in the table, many different things led to respondents becoming single parents. Most people in the survey's single-parent families said that tragedy had led to their current situation. Divorce and separation are two further examples of possible causes. According to the data table, 18 of the respondents were raised by a single parent due to parental employment-related relocation. Even though the study offered explanations like incarceration and ignorance, the researcher only received responses from these three groups.

Figure 2 also displays the demographic breakdown of adolescents raised by a single parent, broken down by family structure.

Levels of resilience based on the type of parenthood

Table 3

Levels of resilience based on the type of parenthood

Resilience	Type of parenthood		Total
	Single parent	Dual parent	
Low	85	35	120
Moderate	46	90	136
High	19	25	44
Total	150	150	300

Figure 5 levels of resilience based on type of parenthood.

Table 6 and figure 5 show that students from single-parent homes are disproportionately represented among the group of students with low resilience. In addition, 60% of students from dual-parent households reported having moderate levels. Only 15% of adolescents from two-parent households had high resilience levels. The figure for single-parent households was 12%. This provides further evidence that adolescent resilience may be linked to the marital status of their parents. One possible explanation for why children raised by two parents tend to be more resilient is the two-parent effect (Kaplan, 1991), which claims that children raised by two parents are more likely to have high self regard in overcoming problems in life.

Gender of the single parent with resilience

Levels of Resilience based on the gender of the single parent

Resilience	Gender of the Male	single parent Female	Total
Low	11	74	85
Moderate	10	36	46
High	2	17	19
Total	150	150	300

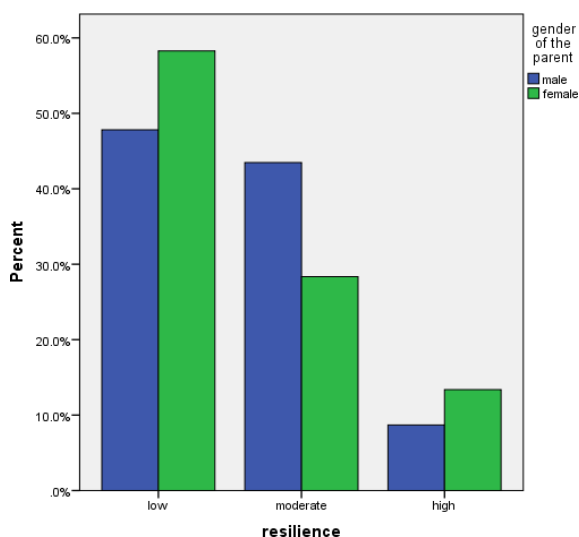*Eur. Chem. Bull. **2023**,12(Special Issue 1, Part-B), 1783-1799*

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Figure 8 Level of Resilience based on gender of the single parent

Adolescents raised by mothers fared better in terms of resilience than their male-reared counterparts, according to the study's findings. One theory suggests that this is because single women, in comparison to single fathers, are more invested in and protective of their children. In addition to having the means to raise their children successfully, single women who are also psychologically well and who exhibit traits of warm parenting have additional support. In addition, the tables reveal that the bulk of the adolescents with lower levels of resilience were raised by female single parents.

Duration of single parenthood with level of self esteem, perceived stress and resilience:

Levels of resilience with regard to the duration of the single parenthood

Duration		Level of Resilience		Total
	Low	Moderate	High	
More than 5 years	30	25	14	69
Less than 5 Years	55	21	5	81
Total	85	46	19	150

The tables below illustrate the correlation between the length of time adolescents spent with a single parent and their level of resilience. According to the data presented in the tables above, a student's level of resilience increases the longer they spend as a parent.

Type of parenthood on resilience level of adolescents

Difference between Resilience of adolescents and Type of Parenthood

Type of parenthood	N	Mean	S.D	t
Single parent Resilience Dual parent	150	16.75	8.009	2.712**
	150	19.10	6.988	

**significant at 0.01 level

According to the data in the table, the significance level is set at the 0.01 level. Therefore, we accept the null hypothesis that "there will be no significant difference between resilience and type of parenthood among adolescents." This shows that the sort of parenting style has an effect on how resilient a teen is. This study's results suggested that adolescents raised in two-parent households were more resilient than those raised by a single parent. Reasons for this could be anything from a lack of confidence to a lack of financial support from loved ones. Children in single-parent households may be exposed to harsher forms of discipline, less frequent monitoring and closeness from adults, and fewer opportunities to participate in decision-making together, all of which can stunt the growth of the coping skills necessary to deal with negative emotions.

Gender of the single parent with resilience:

Difference between the genders of the single parent on resilience of adolescents

Gender of the parents	N	Mean	SD	t
Resilience Male	31	16.74	8.203	1.005^{ns}
Female	119	14.75	7.01	

Ns-not significant

Adolescents with single mothers or fathers were less likely to be resilient, as seen in the table. There is no statistical significance in any of the data in the table ($p > 0.05$). For this reason, we cannot accept the null hypothesis that "there will be no significant difference between resilience of adolescents and gender of the single parenthood." This data reveals that the gender of the single parent does not play a significant role in the resilience of their adolescent children. Therefore, the findings of the previous research do not support the hypothesis that there are differences in the impact of single motherhood due to differences in gender. The cultural background of the sample population explains the discrepancy in the results of the investigation.

Duration of single parenthood on adolescents

Difference between the duration of single parenthood on resilience of adolescents

duration	N	Mean	SD	t
> than Resilience 5years	69	19.26	9.043	3.696**
< than 5 years	81	14.66	6.312	

**- significant at 0.01 levels of significance

The data in the table suggested a significance level of p 0.01. As a result, at the 0.05 level of significance, it is noteworthy. The alternative premise that "there will be significant difference between duration in single parenthood and the adolescent's resilience" is thus accepted. This suggests that the adolescents' level of resilience was affected by the length of time they spent as parents. This finding from the study implies that teenagers who had experienced single motherhood for a shorter length of time had a lower level of resilience than their peers who had experienced it for a longer period of time. These findings are consistent with those of studies conducted in the preceding year which found that a large proportion of adolescents from divorced-mother families continue to lag behind their peers from two-parent families even 2–4 years after the divorce, especially in the areas of achievement, self-esteem, depression, and risky behaviour.

Conclusion

➢ There is a significant difference between type of parenthood and the level of resilience. Adolescents from single parent households generally recorded lower levels of resilience compared to their counterparts in dual parent households

➢ There is no significant difference between the gender of single parent and the levels of adolescents' resilience.

➢ There is significant difference between duration lived in parenthood and adolescents' levels of resilience.

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Conflict of Interest Statement

The authors affirm that they have no known financial or interpersonal conflicts that would have appeared to have an impact on the research presented in this study.

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