

Comparative Study: the Personality Factors of off springs with Seperated Parents and Both the Parents

Zuhaa Fathima
Dr. REX Jose Joseph
Department Of Psychology

ABSTRACT

Interparental relationship has a profound impact on the offsprings, the current chapter includes a presentation of a framework for the interaction between healthy parental relationships and its impact upon the offsprings life's and the range of factors creating an impact upon the familial relationships. Whether it's a parent who yells a lot or one who acts sullen and angry, these patterns directly impact our kids when they are young, and they often go on to re-enact them in their own relationships when they reach adulthood. As the parent child relationship is linked to the development of healthy offsprings, in the same way positive parenting behaviors are linked to that of the parent child closeness.

Interparental divorce or separation plays a significant role in the life of the family members, particularly that of the children. In the present study the young adolescents personality factors were examined as a function of interparental conflict, parental separation and divorce.

KEYWORDS: Divorce, offsprings, mental health, separation, health, personality

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I. INTRODUCTION

Family life, family structure and the interparental relationships play a major role on the mental wellbeing of an are on the rise, but these rates are much lesser when in comparison to that of the other countries

. Although marriage is dependent on the individuals perception on his / her religion, culture, family background. In the Indian setting, where marriage is most likely seen as a lifetime commitment the divorce rates, and behaviour, can be a mere coincidence but these divorce rates are much higher in that of the developed countries. A study conducted by Aniruddh Prakash Behere, Pravesh Basnet and Pamela Campbell. It aims to find any association between family structure and rates of hospitalization as an indicator for behaviour problems in children. After the research was conducted it was concluded that, significant differences in the family structure were demonstrated in their study of children being admitted to inpatient psychiatric hospitalization.

Various studies have been conducted in the 80's and 90's which aimed at studying if the separation of parents had any negative impact on the wellbeing of children. Despite the fact that a majority of the studies indicated that the separation impacted upon the children's wellbeing there are various other studies that have proven that this certainly depends upon the intensity of the impact and also to recheck if this is the only factor impacting the wellbeing.

The major purpose of this research study is to prove that the problems are more in number in the offsprings of parents who are divorced or separated when in comparison to those offsprings of ordinary families. The condition of the individuals with this sort of a disturbed interparental relationship was more worst than that of the others in terms of behaviors, personalities, and psychopathological disorders. In her research in 1993, Hetherington's has been reported that, the families were in the normal range in terms of the problems they faced while among them were 10% of those families who required an immediate professional help. And among the families who faced a separation or divorce 74% of the boys and 66% of the girls were in the normal range while the rest of the 26% of the boys and 34% of the girls required an immediate help due to the seriousness of their problem.

An important study "effect of family structure on mental health of individuals : A preliminary study" conducted by Aniruddh Prakash Behere, Pravesh Basnet, and Pamela Campbell which aimed at finding an association between family structure and rates of hospitalization as an indicator for the behavioral problems in children. The significant differences in the family structure demonstrated in the study of children being admitted in inpatient psychiatric hospitalization. It has been revealed that, over the years the changes that have been taking place in the structure of the family, are likely to reflect to the increase in the proportion of children

living in a single parent home which changed from 12% in 1960 to 28 % in 2003. Based on the review of literature, it is much clear that separation of the couple with children can be dangerous to the mental health of the children as well as the adults which in turn can lead to a greater psychological distress and depression . Some of the additional factors that result in order to explain these factors are:

- **Behavioral problems:** Children exposed to conflicts and stress at an early age are more likely to develop behavioral problems such as antisocial behavior, conduct disorders, impulsive behavior, delinquency etc that are more evident in their childhood as well as their young adulthood. Studies are indicative of the fact that, separation or divorce contributes to that of an increased risk of behavioural problems including that of difficulty in school, increased rate of criminal acts, use of alcohol, inability to handle conflicts, and an increased rates of suicides.

Study conducted by Dr Andreas Schick, of University of Heidelberg analysed the effect that divorce has on behaviour and emotions of the children, and the results however prove that, due to the separation that the child is undergoing a new stressor is developed due to which they suffer from a complete lack of social support, irrespective of the gender of the child.

- **Depression:** Major alterations that can affect the regular functioning of life can be another cause of depression. There are researches that have successfully proven that parental separation in childhood can be a leading cause of depression in their later lives. Specifically for the offsprings, this time of their life is the saddest, stressful and that of the most confusing one. However different children have different coping mechanisms some might begin to develop guilt while the others might come over the upheaval of the disrupted interparental relationship and are prone to become more resilient and more understanding.

There are a hundreds of researches that prove a significant correlation between divorce/separation and depression. One such research was conducted by, Naomi Wauterickx, Anneleen Gowvy and Pieter Bracke which proves that experiencing a parental divorce in childhood can have a significant impact on depression in adulthood.

- **Social and educational decline:** Higher levels of parental involvement in the children's life is associated with that of better academic achievement, positive attitude towards school and low levels of absenteeism, places the child's social competence at risk, fewer childhood friends, the fear of peer rejection among these offsprings is twice as much in their adolescents as that of the other individuals. When it comes to the offsprings educational aspects, as young children these individuals have much lesser educational aspirations, and test scores while the process of their parents marital disruption.

A research study conducted by Denise Mann, in June 2011 suggests that Children of divorce tend to fall behind in their math and social skills and may not catch up with their peers, a study shows. Researchers say these difficulties along with feelings of anxiety, sadness, and low-self-esteem become evident once the divorce proceedings officially begin, not before.

- **Suicides:** A study from Denmark put forward that, on the evaluation of the risk factors for suicide among young people, attributed to familial and socioeconomic factors. Among the other parental factors, that contributed to the risk of suicide was also parents divorce. A recent study aimed at the "suicidal ideation among individuals whose parents have divorced" conducted by Esme Fuller – Thompson, a professor at the university of Toronto, revealed that, offsprings whose parents had been divorced before the age of 18 , who in their later lives especially men from divorced or separated households were three times much likely to have considered suicide seriously, where as girls as later women, had an 83% higher chance of having done the same.

Study conducted by Amy Lee suggests that, there is a significant link between parental divorce / separation and suicides. Children with divorced parents are at an increased risk of suicidal thoughts, with boys especially vulnerable to the effects of marital breakups. These new findings were revealed by the recent study, "Suicidal Ideation Among Individuals Whose Parents Have Divorced," conducted by Esme Fuller-Thompson, a professor at the University of Toronto.

- **Child abuse:** Research studies are indicative of the fact that there is a definite connection between divorce / separation and child abuse. Regarding the abuse of children where the father figure is missing irrespective of the divorce, a massive research on behalf of the Pentagon has revealed that the children of the parents who have been serving in the military base are more likely to experience an abuse from their mothers when their fathers were at war in Iraq and Afghanistan, it was also reported that the mothers confessed to treating the offsprings more inappropriately when their fathers were away. It was also reported that, the children were neglected four times more than usual and physically abused twice more than usual.

The relationship between child abuse, parental divorce, and lifetime mental disorders and suicidality in a nationally representative adult sample is a study conducted by Jonathan Boman, William Fleisher and Jitendar Sareen which states that when the experience of parental divorce is accompanied with child abuse, the associations with some poor mental health outcomes are significantly greater compared to the impact of either

parental divorce or child abuse on its own. Therefore, parental divorce is an additional childhood adversity that significantly contributes to poor mental health outcomes especially when in combination with child abuse.

II. REVIEW OF LITERATURE

Aniruddh Prakash Behere, Pravesh Basnet and Pamela Campbell (2017) conducted a study to find out the effect of family structure on the mental health of children. It aims to find any association between family structure and rates of hospitalization as an indicator for behaviour problems in children. After the research was conducted it was concluded that, significant differences in the family structure were demonstrated in their study of children being admitted to inpatient psychiatric hospitalization. The presence of trauma and family psychiatric history predicted higher rates of readmission, the study highlighted the role of psychosocial factors namely, family structure, and its adverse effects on the mental well being of children.

Andrew J Cherlin, Frank F Furstenberg, Lindsay Chase - Lansdale Kathleen E Kierman(2005) conducted a study to find out the effects of divorce on children in Great Britain and the United States. It aims at investigating the effects of divorce on the children, it was concluded that, for boys the apparent effect of separation or divorce on the behavior problems and achievement at the later time point was sharply reduced by considering behavior problems, achievement levels and family difficulties that were present at the earlier time point, before any of the families had broken up. For girls, the reduction in the apparent effect of divorce occurred to a lesser but still noticeable extent once the preexisting conditions were considered.

Paul R Amato, Laura Spencer Loomis , Alan Booth (1995) conducted a study to find out the effects of parental divorce, marital conflict on offspring wellbeing during adulthood. It is a cross sectional study that shows how the adults who grew up in a conflict-ridden two-parent families or who experienced parental divorce report lower levels of psychological well being than do other adults. In the families that have reported a lower level of conflict children have higher levels of well being if their parents stayed together than if they were divorced , it was also concluded that, parental marital conflict is negatively associated with the well being of offspring.

The study was conducted by Thomas L Hanson (2000), conducted a study to examine whether parental conflict prior to divorce can explain why children with divorced parents exhibit more academic and adjustment difficulties than the children whose parents stay together, results suggested that, for four out of sixteen measures of child well being examined, that the children exposed to high levels of parental conflict are neither better off nor worse off, on an average when their parents divorced. While the children who were exposed to low levels of parental conflict, appear to suffer severe disadvantages when their parents separate.

Simon Nusinovič , Bertrand Olliac, Cyril Flamant, Jean-Baptiste Muller, Marion Olivier, Valerie Rouger, Geraldine Gascoin, Helene Basset, Charlotte Bouvard, Jean-Christophe Roze, Matthieu Hanf(2012) conducted a population based study the impact of parental separation or divorce on school performance in preterm children. The objective of this study was to quantify the possible decrease in school performance at five years of age in preterm children associated with parental separation or divorce, and to test whether this effect varies according to the child's age at the time of the separation, results suggested that, Parental separation was associated with a decrease in these children's levels of motivation, autonomy, and manual dexterity. This study indicates that preterm infants of parents who had separated are particularly at risk of a lower scholar performance.

Birgitte R. Mednick , Robert L. Baker , Dennis Hocevar & Charlotte Reznick (2015) conducted a study to examine the long term effects of divorce on the academic achievement. Reading and mathematics proficiency measures collected in the 11th and 12th grades were correlated with a set of eight measures derived from an intensive interview of the mothers designed to assess various potential stresses in the social/family environment. All zero-order correlations were in the expected direction indicating that stress is related to lower adolescent academic proficiency within this subsample. When controls were imposed for Socio-economic Status and Mother's educational Level, three maternal characteristics remained significant: discontentment, disorderliness and employment instability.

The study was conducted by, Debra Japzon Mulholland, Norman F. Watt, Anne Philpott & Neil Sarlin (2016) conducted a study to examine the academic performance in children of divorced parents. The study shows that, among 96 middle school adolescents, children of divorce showed significant deficits in academic achievements as reflected in grade point average and scholastic motivation in middle school, an analysis of GPA revealed strikingly disparate patterns of achievement between divorce and control groups.

The study was conducted by E . Meling, Kinard Helen, Reinherz(2007) conducted a study to examine the effects of marital disruption and its effects on Behavioral and Emotional Functioning in Children . This article examines the effects of marital disruption on behavioral and emotional functioning in a cohort of third grade children, using ratings of psychological functioning obtained at three time periods from multiple sources. The findings suggest that marital disruption has some negative consequences for children's adjustment in certain areas of functioning. The implications for mental health interventions are discussed.

The study was conducted by, Frank.F,Furstenberg.Jr,Julien.O,Teitler(2015) conducted a study to examine the effects of divorce on the children in the early adulthood.This article identifies predivorce individual and family characteristics that explain a portion of the effect of parental separation on the long-term well-being of children. The results of the study indicate that divorce is associated with some outcomes, although much of its putative effect diminishes when predivorce factors are accounted for. The authors suggest that researchers give more careful consideration to the processes leading up to a separation as part of the divorce experience of children.

Sacha Sillekens & Natascha Notten(2018) conducted a study Parental Divorce and Externalizing Problem Behavior in Adulthood .This study explored the relationship between experiencing a parental divorce in childhood and externalizing problem behavior (EPB) in adulthood.The results showed that those who grew up with divorced parents tend to exhibit more EPB in adulthood, which hints towards the chronic strain model. There were even indications that having experienced a divorce in childhood may relate to an increase in levels of EPB in adulthood. We thus, to a certain extent, found support for a long-term influence of growing up in a family disrupted by divorce among children who experienced that before age.

Rebecca E Lacey,corresponding author Mel Bartley, Hynek Pikhart, Mai Stafford, and Noriko Cable(2014) conducted a study to examine Parental separation and its impact on adult psychological distress.The aim of the study is to investigate why this association exists, focussing on material and relational mechanisms and in particular on the way in which these link across the life course.The study shows that,Material and relational pathways partially explained the association between parental separation in childhood and adult psychological distress (indirect effect = 33.3% men; 60.0% women). The mechanisms were different for men and women, for instance adult partnership status was found to be more important for men. Material and relational factors were found to interlink across the life course. Mechanisms acting through educational attainment were found to be particularly important.

The study was conducted by, Lindstrom , Rosvall (2010) conducted a study to investigate associations between parental separation/divorce during childhood, and self-reported psychological health, adjusting for social capital, social support, civil status and economic stress in childhood.The results support the notion that the experience of parental separation/divorce in childhood may influence psychological health in adulthood, particularly if it is experienced in the age interval 0-4 years.

NEED FOR STUDY

The research aims to conduct a comparative study to find out if the personality factors of adolescents with divorced or separated parents are much likely to be affected than those with both the parents.The consistent presence of the mother or the father changes after the separation as it might lead to alterations in the regular living pattern and alternate between living some periods with the mother and other times with the father

During this stage of development, the adolescent is maturing physically, mentally , emotionally and socially and in every other aspect, this phase of life,the parents are considered as mentors,coaches,and the greatest support system.However the mere exposure to divorce and the other conflicts that come in relation with it might to a large extent lead to alterations in all the major aspects of the adolescents life.

Along with impacting upon the different aspects of the offsprings life , the separation is also much likely to cause trauma and depression when these children are young adults, more specifically when the contact with the other parent is cut off during their childhood.The study will therefore prove useful in order to understand the negative impact of the separation or divorce of parents in order to help the affected offsprings better deal and cope with such situations.

III. METHODOLOGY

GENERAL OBJECTIVE:

The general objective of the research study is to investigate the impact of the parental separation on the personality factors of adolescents

HYPOTHESIS

- **ALTERNATE HYPOTHESES:** The young adolescents living with single parents or with both the parents will differ with regard to the 16 different personality factors.

VARIABLES:

INDEPENDENT VARIABLES:

- Personality
 - Parental separation
- #### **DEPENDENT VARIABLES:**
- RESEARCH DESIGN

Cooper and Schindler (2013) define research design as the framework that is used for the collection and analysis of data obtained to help meet the objectives of the study.The purpose of this research study is to find

out that the personality factors of adolescents with divorced or separated parents is much likely to be affected than those with that of the ordinary families.

The research will be based on all the 16 personality factors. This study will be a between group research design that aims at describing that the personality factors of the adolescents who have experienced interparental separation or divorce is much worse than that of those adolescents with ordinary family structure and involves conducting a survey using a 16PF questionnaire.

The purpose of choosing a descriptive research is due to its ability to help establish relationships between the different variables and to describe its characteristics. This exploratory study will help provide answers on to how there is a difference among the offsprings and how their disrupted parental relationships is likely to worsen their mental well being.

SAMPLE:

- **SAMPLE SIZE:**

The sample size of the research study comprises of 30 participants overall, 15 participants with single parents, and 15 participants with both the parents respectively. The participants were selected through simple random sampling method.

- **SAMPLE TYPE:**

The sample type comprises of young adolescents (male and female) who are offsprings living with either single parents or living with both the parents.

GROUP I:

AGE GROUP:

The age group of the sample is 16 years to 25 years of age.

INCLUSION CRITERIA:

- Offsprings with both the parents
- Offsprings belonging to the above mentioned age group
- willingness to participate in the study.
- Belonging to any spiritual/religious beliefs origin

EXCLUSION CRITERIA:

- Offsprings with non Indian nationality
- Offsprings with neither of the parents- neither single nor both.

GROUP II:

AGE GROUP:

The age group of the sample is 16 years to 25 years of age. **INCLUSION CRITERIA:**

- Offsprings with single parent (either mother or father)
 - Offsprings belonging to the above mentioned age group
 - willingness to participate in the study
 - Have experienced parental divorce or separation
 - Belonging to any spiritual/religious beliefs origin
- EXCLUSION CRITERIA**
- Offsprings with non Indian nationality
 - Offsprings with neither of the parents- neither single nor both.

SAMPLING TECHNIQUE:

- The sampling technique used for this study shall be selected by convenience at the beginning of the study and snowballing for the rest of the participants because there shall be a need for referral for extra participants with the need for achieving a target population of 100 adolescents (50- experience of parental separation, 50 – ordinary family). This sampling shall be non randomized and a non probability selection. Babbie (2007) defines snowballing as a nonprobability sampling method wherein each participant interviewed is requested to suggest other people that they know of, and who could also be interviewed for the research study.

- The study shall be conducted on a population of specific adolescents of the age group 16 to 25 years, from different families in Bangalore that have experienced parental separation. It is difficult to conduct a study using the whole population in Bangalore that have experienced a parental separation and hence the reason why a sample from the population is selected and the results of this smaller group shall be used to represent the whole population .

TOOLS OF ASSESSMENT

16PF is an objectively scorable test devised to give the most complete coverage of personality in a brief time. The test was designed for the use with individuals aged 16 years and above. The Sixteen Personality Factor Questionnaire (16PF) is a comprehensive measure of normal range personality found to be effective in a variety of settings where an in-depth assessment of the whole person is needed. The 16PF traits, presented are the result of years of factor-analytic research focused on discovering the basic structural elements of personality (Cattell, R.B., 1957, 1973).

In addition to discovering the sixteen normal-range personality traits for which the instrument is named, these researchers identified the five broad dimensions – a variant of the ‘Big Five’ factors (Cattell, R.B., 1957, 1970). From the beginning, Cattell proposed a multi-level, hierarchical structure of personality: the second-order global measures describe personality at a broader, conceptual level, while the more precise primary factors reveal the fine details and nuances that make each person unique, and are more powerful in predicting actual behavior. In addition, this factor-analytic structure includes a set of third-order factors, also discussed in this chapter. Due to its scientific origins, the 16PF Questionnaire has a long history of empirical research and is embedded in a well-established theory of individual differences. This questionnaire’s extensive body of research stretches back over half a century, providing evidence of its utility in clinical, counseling, industrial-organizational, educational, and research settings (Cattell, R.B. et al., 1970; H.E.P. Cattell and Schuerger, 2003; Conn and Rieke, 1994; Krug and Johns, 1990; Russell and Karol, 2002). A conservative estimate of 16PF research since 1974 includes more than 2,000 publications (Hofer and Eber, 2002). Most studies have found the 16PF to be among the top five most commonly used normal-range instruments in both research and practice (Butcher and Rouse, 1996; Piotrowski and Zalewski, 1993; Watkins et al., 1995). The measure is also widely used internationally, and since its inception has been adapted into over 35 languages worldwide.

The following are the 16 primary factors that the tool measures:

- Warmth
- Reasoning
- Emotional stability
- Dominance
- Liveliness
- Rule-consciousness
- Social boldness
- Sensitivity
- Vigilance
- Abstractedness
- Privatness
- apprehension
- Openness to change
- Self-reliance
- Perfectionism
- Tension

PROCEDURE:

The research was introduced to the participants as a study concerned with the effects of the parental structure on the offspring's personality with respect to the different domains. Participants who agreed to be a part of the study were given or mailed a packet containing the informed consent letter, along with the copy of the 16 PF manual. Participants were also informed to complete the self-report measure independently. The completion of the entire 16 PF manual took approximately about 30 to 40 minutes to complete. Participants were also informed that their participation in the study was voluntary, and that they had the right to withdraw

from the study at any point of time, and that their responses would be kept confidential. The scoring and interpretation process was done in accordance to the norms.

OPERATIONAL DEFINITIONS:

ADOLESCENTS

Adolescents is the age that is marked by the onset of puberty to legal adulthood. This stage is basically a transition of growth between childhood and adulthood. The World Health Organization (WHO) defines an adolescent, as any person between ages 10 and 19. This age range falls within WHO's definition of young people, which refers to individuals between ages 10 and 24. This stage of adolescence is broken down into three major stages. During each stage, varying levels of physical, intellectual, emotional, and social development begin to take place. The following are the three major stages:

- Early adolescence
- Middle adolescence
- Late adolescence

DIVORCE

The APA defines divorce as the legal dissolution of marriage, leaving the partners free to remarry. Divorce is likely to influence the well-being, with many individuals experiencing depression, loneliness and isolation, self-esteem difficulties, or in most other cases causing psychological distress. Parental divorce is also seen to be associated with that of the negative consequences on the psychosocial adjustment of children and adolescents. The following are the three types of divorce:

- Dissolution of marriage
- Legal separation of couple
- Annulment

MENTAL WELL-BEING

WHO defines mental well being as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. The positive dimension of mental health is stressed in WHO's definition of health as contained in its constitution: "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity."

The following are the four major categories of mental well-being are:

- Perspective
- Daily maintenance
- Psychological flexibility
- A healthy sense of self

EMOTIONAL STABILITY

In simple terms emotional stability of an individual can be defined as the capacity of one individual to maintain emotional balance even under that of the stressful circumstances, and is known to be the contrast of neuroticism. However it has been found out that the individuals who score more in emotional stability and less in neuroticism are less prone to stressful situations. The three major keys to a successful emotional stability are as follows:

- Adjusting one's perspectives
- Keeping a check on expectations
- Creating an action plan

APPREHENSION

Apprehension as a feeling of uneasiness or dread about an upcoming event or the future generally which is also termed as apprehensiveness. In simple words Apprehension can be understood as the fear or anxiety about something. In the context of this research study apprehension can be that which is related to self doubt, worry, guilt prone, insecurity, self-blaming etc.

WARMTH

A person's trait of being friendly towards other people, respecting them and caring for them. With such warmth they create a reciprocal liking, trust and bonding.

REASONING

The process of drawing conclusions to inform how people solve problems and make decisions

SENSITIVITY

It is the strength of the capacity to detect and discriminate a stimulus, it is how strong the perception of a stimulus is in an individual.

TENSION

The state of tension is described as a feeling of tightness, overwhelming anxiety, and uncertainty, it is sometimes also used to characterise relationships in which stress leads to distance and hostility.

EMOTIONAL STABILITY

It refers to an individual's ability to remain calm and balanced even in the worst of the situations. An individual who is high on neuroticism has a tendency to easily experience negative emotions.

DOMINANCE

The disposition of an individual to assert control in dealing with others (trying to master over others) .

LIVELINESS

A suggestive of life, the quality or state of being lively or vital energy, active, vigorous, brisk.

RULE-CONSCIOUS

Individuals who are rule-conscious tend to accept the importance of obeying rules, and see themselves as conscientious and persevering.

SOCIAL BOLDNESS

A bold individual may be willing to risk shame or rejection in social situations, and willing to bend rules of etiquette or polite.

VIGILANCE

Vigilance is also termed as the sustained concentration, and is defined as the ability to maintain concentrated attention over a prolonged period of time.

ABSTRACTEDNESS

Abstraction is displaying only essential information and hiding the rest of it. [providing only essential information about the data to the outside world and hiding the background details].

PRIVATENESS

It is quality of being secluded from the presence of others, possessing qualities such as discreet, polished, diplomatic, non disclosing .

OPENNESS TO CHANGE

It refers to an individual's level of acceptance and conscious awareness of the possibility that change may be needed across a range of situations and scenarios together with the aptitude or drive to enact that change.

SELF-RELIANCE

Marriam Webster defines self reliance simply as reliance on one's own efforts and abilities which doesn't do the concept much justice, either.

PERFECTIONISM

The term perfectionism, is a personality trait characterised by a person's striving for flawlessness and setting high performance standards, accompanied by critical self-evaluations and concerns regarding others' evaluations.

IV. RESULTS AND DISCUSSION

The two groups of participants have successfully completed the research and the results prove that there is a significant difference between the personality factors of the offsprings with single parents and those with the

divorced parents.

In the first factor (warmth), the mean rank of group I is 11.50 and the mean rank of group II is 19.50, with a Mann-whitney U score of 52.500 and a significance of 0.012.

In the second factor (reasoning), the mean rank of group I is 10.97 and the mean rank of group II is 20.03, with a Mann-whitney U score of 44.500 and a significance of 0.004.

In the third factor (Emotional Stability), the mean rank of group I is 10.40 and the mean rank of group II is 20.60, with a Mann-whitney U score of 36.000 and a significance of 0.001.

In the fourth factor (Dominance), the mean rank of group I is 11.40 and the mean rank of group II is 19.60, with a Mann-whitney U score of 51.000 and a significance of 0.010.

In the fifth factor (Liveliness), the mean rank of group I is 12.23 and the mean rank of group II is 18.77, with a Mann-whitney U score of 63.500 and a significance of 0.037.

In the sixth factor (Rule Consciousness), the mean rank of group I is 10.40 and the mean rank of group II is 20.60, with a Mann-whitney U score of 37.000 and a significance of 0.001.

In the seventh factor (Social Boldness), the mean rank of group I is 10.23 and the mean rank of group II is 20.77, with a Mann-whitney U score of 33.500 and a significance of 0.001.

In the eighth factor (Sensitivity), the mean rank of group I is 12.00 and the mean rank of group II is 19.00, with a Mann-whitney U score of 60.000 and a significance of 0.027

In the third factor (Vigilance), the mean rank of group I is 11.93 and the mean rank of group II is 19.07, with a Mann-whitney U score of 59.000 and a significance of 0.024.

In the third factor (Abstractedness), the mean rank of group I is 11.23 and the mean rank of group II is 19.77, with a Mann-whitney U score of 48.500 and a significance of 0.007.

In the third factor (Privateness), the mean rank of group I is 9.77 and the mean rank of group II is 21.23, with a Mann-whitney U score of 26.500 and a significance of 0.000

In the third factor (Openness to change), the mean rank of group I is 9.77 and the mean rank of group II is 21.23, with a Mann-whitney U score of 26.500 and a significance of 0.000.

In the third factor (Self Reliance), the mean rank of group I is 12.13 and the mean rank of group II is 18.87 with a Mann-whitney U score of 62.000 and a significance of 0.034.

In the third factor (Perfectionism), the mean rank of group I is 8.77 and the mean rank of group II is 22.23, with a Mann-whitney U score of 11.500 and a significance of 0.000.

In the third factor (Tension), the mean rank of group I is 10.27 and the mean rank of group II is 20.73, with a Mann-whitney U score of 34.000 and a significance of 0.001.

In the third factor (Emotional Stability), the mean rank of group I is 10.40 and the mean rank of group II is 20.60, with a Mann-whitney U score of 36.000 and a significance of 0.001.

In the third factor (Apprehension), the mean rank of group I is 12.70 and the mean rank of group II is 18.30, with a Mann-whitney U score of 70.500 and a significance of 0.077.

DISCUSSION

TABLE I REPRESENTS THE SCORES OBTAINED BY THE 15 PARTICIPANTS BELONGING TO GROUP 1 [BOTH PARENTS] OF THE COMPARATIVE STUDY

| CATEGORY | LOW | AVERAGE | HIGH |
|---------------------|-----|---------|------|
| WARMTH | 6 | 6 | 3 |
| REASONING | 4 | 5 | 6 |
| EMOTIONAL STABILITY | 5 | 7 | 3 |
| DOMINANCE | 5 | 7 | 3 |
| LIVELINESS | 6 | 6 | 3 |
| RULE CONSCIOUSNESS | 2 | 9 | 4 |
| SOCIAL BOLDNESS | 3 | 10 | 2 |
| SENSITIVITY | 4 | 5 | 6 |
| VIGILENCE | 5 | 5 | 5 |
| ABSTRACTEDNESS | 3 | 10 | 2 |
| PRIVATENESS | 4 | 5 | 6 |
| APPREHENSION | 6 | 3 | 6 |
| OPENESS TO CHANGE | 1 | 11 | 3 |
| SELF RELIANCE | 5 | 9 | 1 |

| | | | |
|---------------|---|----|---|
| PERFECTIONISM | 3 | 9 | 3 |
| TENSION | 3 | 11 | 1 |

In the first factor warmth, 6 participants have a low score with the descriptors such as reserve, impersonal distant, detached, formal, aloof (**schizothymia**) . 3 participants have a high score with the descriptors such as warm, outgoing, attentive to others, easy going, participating(**affectothymia**). The remaining 6 participants have a score of average with the combination of descriptors from schizothymia and affectothymia.

In the second factor reasoning, 4 participants have a low score with the descriptors such as concrete thinking, lower general mental capacity, less intelligent, unable to handle abstract problems (**lower scholastic mental capacity**) . 6 participants have a high score with the descriptors such as abstract thinking, more intelligent, bright, higher general mental capacity, fast learner(**higher scholastic mental capacity**). The remaining 5 participants have a score of average with the combination of descriptors from lower scholastic mental capacity and higher scholastic mental capacity.

In the third factor emotional stability, 5 participants have a low score with the descriptors such as emotionally reactive, changeable, affected by feelings, emotionally less stable, easily upset (**lower ego strength**) . 3 participants have a high score with the descriptors such as emotionally stable, adaptive, mature, faces reality calmly (**higher ego strength**). The remaining 7 participants have a score of average with the combination of descriptors from lower ego strength and higher ego strength.

In the fourth factor dominance, 5 participants have a low score with the descriptors such as deferential, cooperative, avoids conflicts, submissive, humble, easily led, docile (**submissive**) . 3 participants have a high score with the descriptors such as dominant, forceful, assertive, aggresssive, competitive, stubborn, bossy (**dominance**). The remaining 7 participants have a score of average with the combination of descriptors from submissive and dominance.

In the fifth factor liveliness, 6 participants have a low score with the descriptors such as serious, restrained, prudent, taciturn, introspective, silent (**desurgency**) . 3 participants have a high score with the descriptors such as lively, spontaneous, enthusiastic, cheerful, expressive, impulsive(**surgency**). The remaining 6 participants have a score of average with the combination of descriptors from desurgency and surgency.

In the sixth factor rule-consciousness, 2 participants have a low score with the descriptors such as expedient, nonconforming, disregards rules, self indulgent(**low super ego strength**) . 4 participants have a high score with the descriptors such as dutiful, conforming, moralistic, rule bound (**high super ego strength**). The remaining 9 participants have a score of average with the combination of descriptors from low super ego strength and high super ego strength.

In the seventh factor social boldness, 3 participants have a low score with the descriptors such as shy, threat-sensitive, timid, hesitant, intimidated(**threctia**) . 2 participants have a high score with the descriptors such as socially bold, venturesome, thick skinned, uninhibited (**parmia**). The remaining 10 participants have a score of average with the combination of descriptors from threctia and parmia.

In the eighth factor sensitivity, 4 participants have a low score with the descriptors such as utilitarian, objective, unsentimental, tough minded, self-reliant, no-nonsense, rough(**Harria**) . 6 participants have a high score with the descriptors such as Sensitive, aesthetic, sentimental, tender minded, intuitive, refined (**Premisia**). The remaining 5 participants have a score of average with the combination of descriptors from harria and premisia.

In the ninth factor vigilance, 5 participants have a low score with the descriptors such as Trusting, unsuspecting, accepting, unconditional, easy (**Alaxia**) . 5 participants have a high score with the descriptors such as Vigilant, suspicious, skeptical, distrustful, oppositional (**Protension**). The remaining 5 participants have a score of average with the combination of descriptors from Alaxia and Protension.

In the tenth factor Abstractedness, 3 participants have a low score with the descriptors such as Grounded, practical, prosaic, solution oriented, steady, conventional (**Praxernia**) . 2 participants have a high score with the descriptors such as Abstract, imaginative, absent minded, impractical, absorbed in ideas (**Autia**). The remaining 10 participants have a score of average with the combination of descriptors from Praxernia and Autia.

In the eleventh factor Privatness, 4 participants have a low score with the descriptors such as Forthright, genuine, artless, open, guileless, naive, unpretentious, involved (**Artlessness**) . 6 participants have a high score with the descriptors such as Private, discreet, nondisclosing, shrewd, polished, worldly, astute, diplomatic (**Shrewdness**). The remaining 5 participants have a score of average with the combination of descriptors from Artlessness and Shrewdness.

In the twelfth factor apprehension, 6 participants have a low score with the descriptors such as Self-Assured, unworried, complacent, secure, free of guilt, confident, self satisfied (**Untroubled**) . 6 participants have a high score with the descriptors such as Apprehensive, self doubting, worried, guilt prone, insecure, worrying, self blaming (**Guilt Proneness**). The remaining 3 participants have a score of average with the

combination of descriptors from Untroubled and Guilt prone.

In the thirteenth factor Openness to Change, 1 participants have a low score with the descriptors such as Traditional, attached to familiar, conservative, respecting traditional ideas (**Conservatism**). 3 participants have a high score with the descriptors such as Open to change, experimental, liberal, analytical, critical, free thinking, flexibility (**Radicalism**). The remaining 11 participants have a score of average with the combination of descriptors from Conservatism and Radicalism.

In the fourteenth factor Self-Reliance, 5 participants have a low score with the descriptors such as Group- oriented, affiliative, a joiner and follower dependent (**Group Adherence**) 1 participants have a high score with the descriptors such as Self-reliant, solitary, resourceful, individualistic, self sufficient (**Self-Sufficiency**). The remaining 9 participants have a score of average with the combination of descriptors from group adherence and self- sufficiency.

In the fifteenth factor Perfectionism, 3 participants have a low score with the descriptors such as Tolerated disorder, unexacting, flexible, undisciplined, lax, self-conflict, impulsive, careless of social rules, uncontrolled (**Low Integration**), 3 participants have a high score with the descriptors such as Perfectionistic, organized, compulsive, self-disciplined, socially precise, exacting will power, control, self-sentimental (**High Self-Concept Control**). The remaining 9 participants have a score of average with the combination of descriptors from low integration and high self –concept control.

In the sixteenth factor Tension, 3 participants have a low score with the descriptors such as Relaxed, placid, tranquil, torpid, patient, composed low drive (**Low Ergic Tension**), 1 participants have a high score with the descriptors such as, Tense, high energy, impatient, driven, frustrated, over wrought, time driven. (**High Ergic Tension**). The remaining 11 participants have a score of average with the combination of descriptors from low ergic tension and high ergic tension

TABLE II REPRESENTS THE SCORES OBTAINED BY THE 15 PARTICIPANTS BELONGING TO GROUP 02 [SINGLE/SEPERATED PARENTS] OF THE COMPARATIVE STUDY

| CATEGORY | LOW | AVERAGE | HIGH |
|---------------------|-----|---------|------|
| WARMTH | 13 | 1 | 1 |
| REASONING | 10 | 3 | 2 |
| EMOTIONAL STABILITY | 12 | 2 | 1 |
| DOMINANCE | 12 | 2 | 1 |
| LIVELINESS | 9 | 4 | 2 |
| RULE CONSCIOUSNESS | 12 | 1 | 2 |
| SOCIAL BOLDNESS | 11 | 2 | 2 |
| SENSITIVITY | 10 | 3 | 2 |
| VIGILENCE | 11 | 1 | 3 |
| ABSTRACTEDNESS | 10 | 4 | 1 |
| PRIVATENESS | 9 | 4 | 2 |
| APPREHENSION | 9 | 2 | 4 |
| OPENESS TO CHANGE | 10 | 3 | 2 |
| SELF RELIANCE | 9 | 5 | 1 |
| PERFECTIONISM | 8 | 3 | 4 |
| TENSION | 10 | 3 | 2 |

In the first factor warmth, 13 participants have a low score with the descriptors such as reserve, impersonal distant, detached, formal, aloof (**schizothymia**) . 1 participants have a high score with the descriptors such as warm, outgoing, attentive to others, easy going, participating(**affectothymia**). The remaining 1 participants have a score of average with the combination of descriptors from schizothymia and affectothymia.

In the second factor reasoning, 10 participants have a low score with the descriptors such as concrete thinking, lower general mental capacity, less intelligent, unable to handle abstract problems (**lower scholastic mental capacity**) . 2 participants have a high score with the descriptors such as abstract thinking, more intelligent, bright, higher general mental capacity, fast learner(**higher scholastic mental capacity**). The remaining 3 participants have a score of average with the combination of descriptors from lower scholastic mental capacity and higher scholastic mental capacity.

In the third factor emotional stability, 12 participants have a low score with the descriptors such as emotionally reactive, changeable, affected by feelings, emotionally less stable, easily upset (**lower ego strength**) . 1 participants have a high score with the descriptors such as emotionally stable, adaptive, mature, faces reality calmly (**higher ego strength**). The remaining 2 participants have a score of average with the combination of descriptors from lower ego strength and higher ego strength.

In the fourth factor dominance, 12 participants have a low score with the descriptors such as deferential, cooperative, avoids conflicts, submissive, humble, easily led, docile (**submissive**) . 1 participants have a high score with the descriptors such as dominant, forceful, assertive, aggressive, competitive, stubborn, bossy (**dominance**). The remaining 2 participants have a score of average with the combination of descriptors from submissive and dominance.

In the fifth factor liveliness, 9 participants have a low score with the descriptors such as serious, restrained, prudent, taciturn, introspective, silent (**desurgency**) . 2 participants have a high score with the descriptors such as lively, spontaneous, enthusiastic, cheerful, expressive, impulsive(**surgency**). The remaining 4 participants have a score of average with the combination of descriptors from desurgency and surgency.

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In the sixteenth factor Tension, 10 participants have a low score with the descriptors such as Relaxed, placid, tranquil, torpid, patient, have a score of average with the combination of descriptors from low ergic tension and high ergic tension.

Table III : represents the t Test scores of the two group of participants

| Personality Factors | Relationship Status | N | Mean Rank | Mann-Whitney U | Significance |
|---------------------|---------------------|----|-----------|----------------|--------------|
| Warmth | Single Parent | 15 | 11.50 | 52.500 | .012 |
| | Both Parents | 15 | 19.50 | | |
| Reasoning | Single Parent | 15 | 10.97 | 44.500 | .004 |
| | Both Parents | 15 | 20.03 | | |
| Emotional Stabilit | Single Parent | 15 | 10.40 | 36.000 | .001 |
| | Both Parents | 15 | 20.60 | | |
| Dominance | Single Parent | 15 | 11.40 | 51.000 | .010 |
| | Both Parents | 15 | 19.60 | | |
| Liveliness | Single Parent | 15 | 12.23 | 63.500 | .037 |
| | Both Parents | 15 | 18.77 | | |
| Rule Consciousne | Single Parent | 15 | 10.47 | 37.000 | .001 |
| | Both Parents | 15 | 20.53 | | |
| Social Boldness | Single Parent | 15 | 10.23 | 33.500 | .001 |
| | Both Parents | 15 | 20.77 | | |
| Sensitivity | Single Parent | 15 | 12.00 | 60.000 | .027 |
| | Both Parents | 15 | 19.00 | | |
| Vigilance | Single Parent | 15 | 11.93 | 59.000 | .024 |
| | Both Parents | 15 | 19.07 | | |
| Abstractedness | Single Parent | 15 | 11.23 | 48.500 | .007 |
| | Both Parents | 15 | 19.77 | | |
| Privateness | Single Parent | 15 | 9.77 | 26.500 | .000 |
| | Both Parents | 15 | 21.23 | | |
| Openess to Chang | Single Parent | 15 | 9.77 | 26.500 | .000 |
| | Both Parents | 15 | 21.23 | | |
| Self Reliance | Single Parent | 15 | 12.13 | 62.000 | .034 |
| | Both Parents | 15 | 18.87 | | |
| Perfectionism | Single Parent | 15 | 8.77 | 11.500 | .000 |
| | Both Parents | 15 | 22.23 | | |
| Tension | Single Parent | 15 | 10.27 | 34.000 | .001 |
| | Both Parents | 15 | 20.73 | | |
| Apprehension | Single Parent | 15 | 12.70 | 70.500 | .077 |
| | Both parents | 15 | 18.30 | | |

V. SUMMARY AND CONCLUSION

The aim of this comparative study was to find out if there existed any kind of a coorelation between the parental divorce or seperation and the personality factors of the offsprings specifically in their young adolescents.

In conclusion, the study highlights the importance of the interparental relationship and structure on the formation of some of the major personality factors of the offsprings during their adolescents.And it was found

that there was an observable difference among the personality factors of both the groups(offsprings with both the parents and with single parents).

Major Findings:

- Parental separation or divorce causes a significant impact upon the development of the different personality factors of the offsprings during their early adolescents.
- Different other factors of the adolescent including psychological, social and academic are also impacted.
- Offsprings have been affected irrespective of their social class, gender and other cultural and religious implications.

Limitations and Implications of the study:

However, limitations of this study must be addressed. As the study didn't have a larger sample size to make any generalization in the real world. Also, the present study used only one experimental tool (16 PF) to measure the various personality factors. Future studies should take multiple experimental tools approach to measure the impact of parental relationship and its structure on the development of the different personality factors of the offsprings. In addition to addressing these limitations, future research may benefit from addressing the question of age and gender susceptibility through other psychological lenses.

APPENDIX: 16 PF – RAYMOND CATTELL

1969 EDITION
FORM C

16 P. F.

WHAT TO DO : Inside this booklet are some questions to see what attitudes and interests you have. There are no "right" and "wrong" answers because everyone has the right to his own views. To be able to get the best advice from your results, you will want to answer them exactly and truly.

If a separate "Answer Sheet" has not been given to you, turn this booklet over and tear off the Answer Sheet on the back page.

Write your name and all other information asked for on the top line of the Answer Sheet.

First you should answer the four sample questions below so that you can see whether you need to ask anything before starting. Although you are to read the questions in this booklet, you must record your answer on the answer sheet (alongside the same number as in the booklet).

There are three possible answers to each question. Read the following examples and mark your answers at the top of your answer sheet where it says "Examples." Fill in the left-hand box if your answer choice is the "a" answer, in the middle box if your answer choice is the "b" answer, and in the right-hand box if you choose the "c" answer.

EXAMPLES :

| | |
|--|---|
| 1. I like to watch team games. a. yes, b. occasionally, c. no | 3. Money cannot bring happiness. a. yes (true), b. in between, c. no (false) |
| 2. I prefer people who : a. are reserved, b. (are) in between, c. make friends quickly. | 4. Woman is to child as cat is to : a. kitten, b. dog, c. boy |

In the last example there *is* a right answer – kitten. But there are very few such reasoning items.

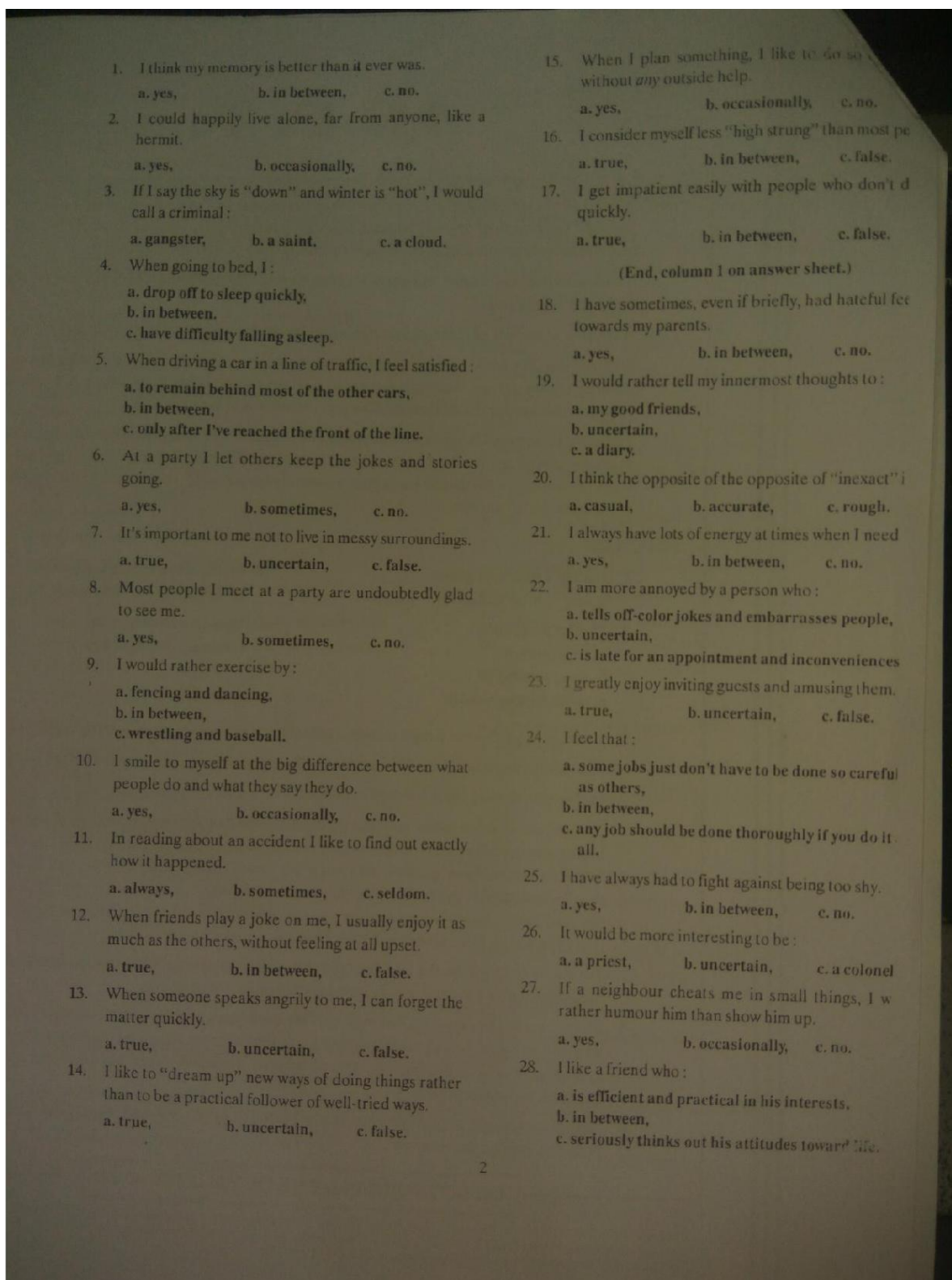
Ask *now* if anything is not clear. The examiner will tell you in a moment to turn the page and start.

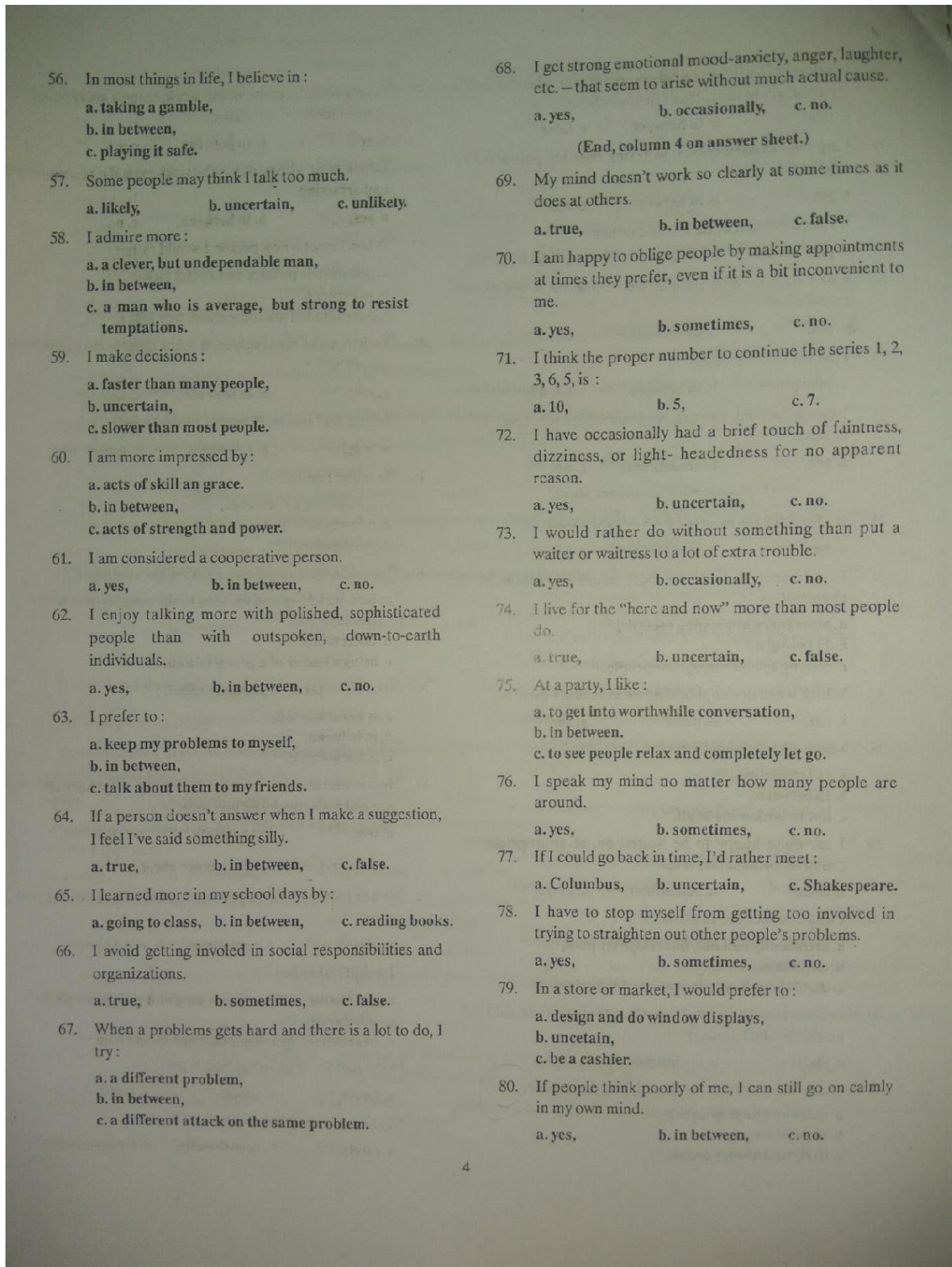
When you answer, keep these four points in mind :

1. You are asked not to spend time pondering. Give the first, natural answer as it comes to you. Of course, the questions are too short to give you all the particulars you would sometimes like to have. For instance, the above question asks you about "team games" and you might be fonder of football than basketball. But you are to reply "for the average game," or to strike an average in situations of the kind stated. Give the best answer you can at a rate not slower than five or six a minute. You should finish in a little more than half an hour.
2. Try not to fall back on the middle, "uncertain" answers except when the answer at either end is really impossible for you – perhaps once every four or five questions.
3. Be sure not to skip anything, but answer every question, somehow. Some may not apply to you very well, but give your best guess. Some may seem personal; but remember that the answer sheets are kept confidential and cannot be scored without a special stencil key. Answers to particular questions are not inspected.
4. Answer as honestly as possible what is true of you. Do not merely mark what seems "the right thing to say" to impress the examiner.

DO NOT TURN PAGE UNTIL TOLD TO DO SO

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