

Comparison of Needs, Pressures, and Aspirations among Motherless and Normal Adolescents: A Quantitative-Qualitative Analysis

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ABSTRACT

The aim of the present research was to compare needs, pressures, and aspirations among motherless adolescents and their normal counterparts. The research method was of a causal-comparative type and studied the variables using both quantitative (needs and pressures) and qualitative (aspirations) approaches. The statistical population included both male and female adolescents, with and without mothers, in the city of Isfahan. The sample consisted of 60 adolescents (30 motherless and 30 normal), where normal adolescents were selected to match the motherless group. The research tools included a researcher-made scale for assessing adolescent needs and pressures, based on Murray's (1943) theory and the TAT test, and a semi-structured interview for the qualitative part. Quantitative data for needs and pressures were analyzed descriptively (mean and standard deviation) and inferentially (analysis of variance), while qualitative data were examined for aspirations using thematic analysis. The results showed significant differences in needs and pressures between the two groups, except for (need for harm avoidance - pressure of harm and risk). Additionally, thematic analysis of aspirations revealed that aspirations were categorized into 12 themes for motherless adolescents and 6 themes for normal adolescents. Based on these results, it can be said that the absence of a mother in adolescents leads to significant differences in needs and pressures, as well as in the categorization of aspirations. Therefore, practical and applicable training for family members by experienced psychologists and counselors seems essential to prevent crises in families with motherless adolescents.

Keywords: Needs, Pressures, Aspirations, Mother Absence, Adolescents

1. Introduction

The constant presence of the mother in the lives of children is particularly important as a source of

security and support. The perpetual presence of the mother, along with kindness and care, especially during adolescence, generates love and affection in the child, making the adolescent feel not alone and unsupported in this world,

knowing they can rely on the mother's unconditional support when needed. Indeed, providing security for children is satisfied and signifies the unique role of the mother (Cho & Han, 2021; Steeger & Gondoli, 2013). Additionally, an individual needs to be nourished from the abundant source of motherly love and affection, as this significantly impacts cognitive development. Therefore, the necessity of the mother's presence is felt from several perspectives, the most important of which is the mother's educational role. This is because the personal, emotional, moral, and intellectual aspects of the adolescent's personality are shaped during adolescence, and the mother plays a very important role in forming and shaping it (Monika et al., 2023).

The mother's sensitivity to the needs of the adolescent and the type of interaction she establishes with them ensures the child's peace of mind. This is not only through recognizing the adolescent's emotional needs but also through timely responses to these needs, thereby fostering a sense of self-trust and trust in others in the adolescent. In fact, an adolescent whose needs are met and who feels secure is more likely to act independently and is prepared to face challenges and overcome difficult situations (Manindjo et al., 2023; Monika et al., 2023). Furthermore, how the mother behaves towards the adolescent and pays attention to their needs significantly affects the formation of their personality structure. Events during adolescence and how an adolescent is treated and responds to their needs relate to mental states, self-esteem, personality during maturity, and behavioral patterns in adulthood (Kruzhkova et al., 2018; López-Rodríguez et al., 2018; Patil & Jadhav, 2018). Therefore, educational experts have always emphasized the role of the mother in child upbringing. Hence, paying attention to the needs of adolescence and how they are met by the mother is crucial for the physical and psychological growth and development of the adolescent.

In psychology, a need is described as a state of deprivation, lack, or absence in an organism, such as a lack of food, water, and oxygen, or generally any state that is necessary for the survival and continuation of a living being's life (Moiri et al., 2022; Renault et al., 2023). According to Murray, needs are hypothetical constructs based on physiological factors, arising from internal processes or environmental events, and stimulate a level of tension that must be reduced, thus strongly motivating and directing behavior. In fact, a need is a construct representing a force that organizes perception, cognition, reasoning, implicit meaning, and action in a way that changes an existing dissatisfying situation (Besharat, 2013; Neufeld et

al., 2020). Each need is specifically associated with a particular feeling and emotion and usually employs specific methods to achieve its goal, thereby directing the organism towards seeking ways to satisfy needs and responding to specific types of pressures (environmental forces) that manifest (Bazzazian et al., 2019; Li et al., 2019).

Murray compiled a list of twenty needs and stated that not all individuals possess all these needs and might experience some or all of them throughout their lives. Some needs support others, while some are in opposition. Needs can be primary (visceral), arising from bodily and internal processes, or secondary (psychogenic), arising indirectly from primary needs related to psychological and emotional satisfaction, hence Murray called them reactive and spontaneous needs. Spontaneous needs are self-driven and not dependent on environmental subjects, but reactive needs require a response to a specific environmental subject (Abdolmaleki et al., 2023; Abedin et al., 2022; Zare et al., 2020).

Murray also introduced pressures alongside needs, defining pressure as behaviors that environmental subjects or adolescent events create to act in a specific way. In other words, environmental objects and events during adolescence can strongly influence the creation of specific needs and later stimulate or evoke these needs in life, as the object or event puts the individual under a specific direction of pressure. In fact, adolescent events can influence the creation of specific needs and activate them later in life, which is the effect of pressure (Daulay et al., 2023; Natsuaki, 2021; Tedjawidjaja & Christanti, 2022). A specific environmental subject or event pressures an individual to behave in a particular way. Murray also introduced the concept of thema (or thematic unit) to account for the interaction between need and pressure, essentially combining personal factors (needs) with environmental factors that exert pressure on behaviors (Cho & Han, 2021; Korkin, 2019; Monika et al., 2023).

In fact, differences in the level of the need for achievement among adolescents under five years of age are rooted in parenting styles and attitudes of their mothers (Lu et al., 2023; Mateo-Orcajada et al., 2022; Monika et al., 2023). Also, the need for sexual education among adolescents is an important issue, and mothers play a principal role in its best implementation. If needs are attended to and satisfied, health is maintained and improved; if needs are ignored, damage is done, affecting physical or psychological health (Akram et al., 2022; Zhai et al., 2021). On the other hand, it seems that needs and pressures can be a source of aspirations. Aspirations in individuals who have

mothers and those who do not differ. Aspirations are defined as individual desires to achieve a specific goal and expectations regarding the likelihood of achieving that particular goal. The affirmation and growth of aspirations are influenced by a set of factors affecting self-concept, including gender, gender roles, personal perceptions of academic ability, and are affected by opportunities and situations along with various outcomes (Garcia et al., 2016; Korkin, 2019; Tedjawidjaja & Christanti, 2022). Nonetheless, the family is one of the main pillars of human society, always of interest to thinkers and scholars, and has been discussed in various scientific fields. Both father and mother, who constitute the family's foundation, have been specially considered, though there has always been disagreement among scholars regarding the importance of the roles of father and mother. Some theorists assume all upbringing is attributed to the mother, assigning a minimal role to the father. They believe the mother-infant relationship is the most important during infancy, with its effects lasting into adolescence and adulthood, not fully considering the father's role (Behari, 2021; Lu et al., 2023; Saadati & Parsakia, 2023). Various research has shown that divorce between parents will cause emotional and behavioral disorders in adolescents, sometimes taking away their power of thought and will, leaving them so disturbed that the adverse effects last a lifetime (Aminabadi et al., 2012; Behari, 2021; Marici, 2015).

Given the above, it seems that the absence of a mother due to separation, divorce, or death can endanger the psychological and emotional security of adolescents. On the other hand, any assistance to this group requires a better understanding of them, especially regarding their needs. It also seems that the aspirations of this group may take a specific direction following the absence of a mother and even have roots in their aspirations. Hence, the present research aimed to compare needs, pressures, and aspirations among motherless adolescents and their normal counterparts in the city of Isfahan.

2. Methods and Materials

2.1. Study Design and Participants

In the present study, the statistical population in the quantitative section (study of needs and pressures) included motherless and normal adolescents, both male and female, who were studying in elementary schools in Isfahan during the autumn of 2016. In the qualitative section (study of

aspirations), the research environment was also made up of these adolescents.

Since the present study was of a causal-comparative type, it was necessary to select at least 15 to 30 individuals for each group (normal and motherless, either because their mothers had passed away or due to parental separation). Therefore, 30 individuals were selected for each group, including 30 motherless adolescents and 30 normal adolescents. It is worth mentioning that the results of statistical analyses showed a high statistical power of 0.8, indicating that the sample size was sufficient. Motherless adolescents were purposively selected from education districts one and two of Isfahan city and then, considering the matching of the two groups of motherless and normal adolescents (based on educational grade, age, economic, and social status), normal adolescents were selected.

Initially, quantitative questionnaires were administered, followed by interview sessions for the qualitative part. To conduct the interviews regarding aspirations, the examiner tried to establish as good a relationship as possible with the subjects at the beginning of the session using a friendly approach, including giving rewards to encourage better cooperation from the subjects. After initial conversations to improve the relationship between the subject and the examiner, the questionnaire was presented to the subjects by the examiner. The examiner also endeavored to prepare a calm environment so that participants could easily respond. Entry criteria in this study included: being a male or female adolescent (in the last year of lower secondary education and the first three grades of upper secondary education), studying in elementary schools, mother's absence due to death or separation, and no acute psychiatric disorders. Additionally, exit criteria from the study included: the adolescent's unwillingness to continue cooperation and observation of any psychological pressure on the adolescent during the interview. In the qualitative section, participants were the adolescents selected from the quantitative phase, and the content of the conducted interviews for extracting aspirations showed that saturation of categories had occurred with this number, and no further participants were needed.

It is worth noting that this research was conducted in separate quantitative and qualitative sections and was not part of mixed-methods research.

2.2. Measures

2.2.1. Needs and Pressures

The questions of this questionnaire were developed based on Murray's theory (1943) and the images of the TAT test. According to this theory, pressures are imposed on an individual if needs are not satisfied. Given this theory was central to this research, the questionnaire was designed with closed-ended questions based on it. This scale consists of 15 questions, which are rated on a 9-point scale. A score of 1 means the individual does not experience such a need, and a score of 9 means the subject experiences the need very strongly. For the preparation of this questionnaire, a preliminary implementation of the TAT on 20 students revealed that card number (1) of the TAT elicited the most responses in adolescents. Consequently, this card was placed at the top of a page, and the questionnaire questions related to needs and pressures, based on Murray's needs (1943), were placed underneath. During the interview, the interviewer would ask the adolescent to express what needs they think the boy in the picture has (for example, this boy wants to be successful, but no one helps him). Given the nature of this research, the questionnaire was projective in type and objective in its implementation and scoring. The scale's content validity and face validity were confirmed by five experts. In this research, Cronbach's alpha values were all above 0.9.

2.2.2. Semi-Structured Interview

Considering that aspirations were studied qualitatively, semi-structured qualitative interviews were used to extract qualitative data for evaluating aspirations. In this way, after a short conversation with the adolescent and establishing a connection, they were told, "The purpose of this interview is to explore your aspirations. Please write down three of your aspirations that are most important to you on this sheet." The interview then concluded with a short discussion about adolescence and its effects.

2.3. Intervention

2.3.1. Work Adjustment Counseling

In this study, an analysis of variance test was used to examine the difference between needs and pressures among motherless and normal adolescents. Initially, the means and standard deviations of needs and pressures were examined, and the results showed that there is a difference between the

means of needs and pressures in the two groups of adolescents. To investigate the significance of this difference, an analysis of variance test was used. Additionally, the Shapiro-Wilk test was used to check the normality of the scores of needs and pressures, which showed that the scores for both motherless and normal adolescents were normal. Also, to examine the assumption of equality of variances, the Levene's test was used, and the results showed that the difference in variances of needs and pressures between the two groups is not significant.

Session One: The student becomes familiar with the nature of their motivation and psychological capital.

- Ask the student to identify their level of academic motivation and psychological capital.
- Ask the student to specify situations that increase motivation and hope for success in the university entrance exam (Worksheet 1).
- Ask the student to identify factors that increase their motivation and psychological capital (Worksheet 2).
- Ask the student to develop an operational plan to increase their motivation and psychological capital (Worksheet 3).

Session Two: Determine the student's level of satisfaction.

- Ask the student to specify the level of satisfaction with the school's administrative staff and teachers (Worksheet 4).
- Encourage the student to discuss satisfaction factors in school in a group discussion.

Session Three: The student learns techniques to increase satisfaction in school.

- Teach the student how to study in school to better learn the lessons.
- Ask the student to identify the types of tasks in school to become a satisfied student (Worksheet).
- The student learns how to complete and present their homework.
- The student learns how to prepare for exams.

Session Four: Determine the student's level of satisfaction.

- Ask the student to specify their level of satisfaction with their school and educational environment (Worksheet).

- Ask the student to specify their level of satisfaction with their academic performance.
- Ask the student to specify their overall level of satisfaction with their life and surroundings.

Session Five: The student learns techniques for achieving satisfaction in school.

- The student becomes familiar with various individuals' styles in study speed.
- The student becomes familiar with various individuals' styles in study intensity.
- The student becomes familiar with various individuals' styles in study rhythm and pattern.
- The student becomes familiar with various individuals' styles in persistence and continuity of study flow.

Session Six: The student learns techniques to increase reading speed.

- The student becomes familiar with different individuals' styles in the amount of time needed to complete tasks (Worksheet).
- Styles include high speed with high accuracy and retention, high speed with high forgetfulness, moderate speed (4-6 pages per hour for memorization subjects) with high accuracy and retention, moderate speed with medium accuracy and retention (at least 65% retention after three days), slow speed (less than 4 pages per hour for memorization subjects) with high accuracy and retention, and slow speed with low retention.
- The student becomes familiar with their agility in completing tasks.
- The student becomes familiar with speed reading techniques (silent reading, eye reading, phrase reading, and exploratory reading) and test-taking techniques, able to take tests within a standard timeframe (40 seconds for memorization subjects and 60 seconds for inferential subjects).

Session Seven: The student learns techniques for intensive study.

- The student becomes familiar with various study intensity styles including extensive reading, casual, and balanced in the effort made to complete tasks.

- The student becomes familiar with their intensity in completing tasks and the effort they put into completing tasks.
- The student learns when and where to use supplementary books, tests, sample questions from other teachers, and previous years' exam questions.

Session Eight: The student learns techniques to regulate study rhythm and pattern.

- The student becomes familiar with types of response patterns (constant pattern, sinusoidal pattern).
- The student becomes familiar with their own predominant response rhythm and pattern.
- The student is able to design and implement a stable rhythm and pattern for studying through short-term and long-term planning, using performance registration tables to monitor and evaluate their activity progress (Worksheet).

Session Nine: The student learns techniques for persistence and continuity of study flow.

- The student becomes familiar with various styles of pursuit and continuity of study flow (continuous and consistent (bee pattern), slow and deep (turtle pattern), rabbit pattern (fast and fiery), indifferent to tasks (koala pattern)).
- The student becomes familiar with their study pursuit style and evaluates their study process.
- The student learns techniques to deal with boredom and listlessness (managing sleep and diet schedules, balance in weekly planning and including a fixed sports program, positive self-talk, mental imagery, relaxation techniques, etc.).

2.4. Data analysis

Quantitative data were analyzed through analysis of variance and, for qualitative data, the thematic analysis by Braun and Clarke (2006) was used.

3. Findings and Results

In this study, an analysis of variance test was used to examine the difference between needs and pressures among motherless and normal adolescents. Initially, the means and standard deviations of needs and pressures were examined, and the results showed that there is a difference between the means of needs and pressures in the two groups of

adolescents. To investigate the significance of this difference, an analysis of variance test was used. Additionally, the Shapiro-Wilk test was used to check the normality of the scores of needs and pressures, which showed that the scores for both motherless and normal

adolescents were normal. Also, to examine the assumption of equality of variances, the Levene's test was used, and the results showed that the difference in variances of needs and pressures between the two groups is not significant.

Table 1

Descriptive findings of research variables

Source	Needs	SS	Df	MS	F	p	Eta ²	Power
Group	Need for bonding - Rejection pressure	70.533	1	70.533	8.247	0.008	0.228	0.792
	Need for help and affection - Pressure of lack and absence of love	140.833	1	140.833	25.852	0.000	0.480	0.998
	Need for autonomy and independence - Coercion pressure	76.800	1	76.800	17.646	0.000	0.387	0.982
	Aggression and destruction need - Pressure of others' aggression in response	240.833	1	240.833	58.065	0.000	0.675	1.00
	Need for attention and affection - Pressure of lack and absence of love	112.133	1	112.133	17.732	0.000	0.388	0.982
	Need for progress - Stagnation pressure	145.200	1	145.200	36.737	0.000	0.567	1.00
	Sexual need - Sexual pressure	43.200	1	43.200	5.645	0.025	0.168	0.631
	Need for love and attention - Pressure of lack and absence of love	104.533	1	104.533	16.070	0.000	0.365	0.972
	Need for mother's love - Pressure of lack and absence of mother's love	333.333	1	333.333	92.105	0.000	0.767	1.00
	Need for father's love - Pressure of lack and absence of father's love	43.200	1	43.200	9.401	0.005	0.251	0.841
	Need for seeking help - Pressure of lack and absence of help	50.700	1	50.700	7.904	0.009	0.220	0.775
	Need for harm avoidance - Pressure of harm and danger	0.300	1	0.300	0.031	0.861	0.001	0.053
	Need for play and stimulation - Environmental pressure and restriction and lack of excitement	56.033	1	56.033	5.537	0.026	0.165	0.622

As observed in Table 1, the difference in group means for all needs and pressures, except for the need and pressure of (need for harm avoidance - pressure of harm and risk), is not significant for both motherless and normal adolescents. Additionally, the eta coefficient indicates that being motherless explains 22.8% of the need and pressure of (need for affiliation - pressure of affiliation), 48% of the need and pressure of (need for nurturing and love - pressure of rejection), 38.7% of the need and pressure of (need for dominance and autonomy - pressure of submissiveness and dominance acceptance), 67.5% of the need and pressure of (need for aggression and destruction - pressure of aggression), 38.8% of the need and pressure of (need for attention and love - pressure of neglect and lack of love),

56.7% of the need and pressure of (need for achievement - pressure of compassion and lack of love), 16.8% of the need and pressure of (sexual need - sexual pressure), 20.4% of the need and pressure of (need for love - pressure of shortage and absence), 36.5% of the need and pressure of (need for love and attention - pressure of shortage and not having), 76.7% of the need and pressure of (need for mother's love - pressure of absence and shortage), 25.1% of the need and pressure of (need for father's love - pressure of absence and shortage), 22% of the need and pressure of (need for help-seeking - pressure of shortage and absence), 16.5% of the need and pressure of (need for acquisition, play, and stimulation - pressure of hostile environment and restriction). The average of all needs and pressures

(affiliation need - affiliation pressure, need for nurturing and love - pressure of rejection, need for dominance and autonomy - pressure of submissiveness and dominance acceptance, need for aggression and destruction - pressure of aggression, need for attention and love - pressure of neglect and lack of love, need for achievement - pressure of compassion and lack of love, sexual need - sexual pressure, need for love and attention - pressure of shortage and not having, need for mother's love - pressure of absence and

shortage, need for father's love - pressure of absence and shortage, need for help-seeking - pressure of shortage and absence, need for achievement - pressure of loss, need for acquisition, play, and stimulation - pressure of hostile environment and restriction) is higher in the group of motherless adolescents compared to the group of normal adolescents. Thus, in response to this hypothesis, it should be stated that being motherless affects the mentioned needs and pressures of the motherless groups.

Table 2

Qualitative Comparison of Aspirations Between Normal and Motherless Groups

Motherless adolescents		Normal adolescents	
Affection seeking (15 repetitions)	Friendly affection seeking (5 repetitions) Paternal affection seeking (2 repetitions) Maternal affection seeking (4 repetitions) Familial affection seeking (2 repetitions)	Advancement (17 repetitions)	Academic advancement (9 repetitions) Career advancement (8 repetitions)
Advancement (11 repetitions)	Career advancement (2 repetitions) Academic advancement (8 repetitions) Financial advancement (2 repetitions)	Welfare (2 repetitions)	Welfare in possessions (8 repetitions) Food welfare (1 repetition)
Welfare (3 repetitions)	Welfare in possessions (2 repetitions) Food welfare (1 repetition)	Advancement (17 repetitions)	Friendly affection seeking (5 repetitions) Paternal affection seeking (1 repetition)
Bonding (6 repetitions)	Familial bonding (5 repetitions) Romantic bonding (1 repetition)	Affection seeking (6)	Bonding with sister (1 repetition) Bonding with brother (1 repetition)
Being humiliated (2 repetitions)		Recreation (2 repetitions)	Familial bonding (1 repetition) Welfare in possessions (1 repetition) Food welfare (1 repetition)
Compensation (2 repetitions)			
Blame (1 repetition)			
Revenge and retaliation (1 repetition)			
Usefulness (1 repetition)			

For qualitative section, the current analysis progresses due to conceptual interests and the nature of the data, thereby reporting a type of inductive analysis. The steps of this method are: 1) familiarizing oneself with the data, 2) generating initial codes, 3) searching for themes, 4) reviewing themes, 5) defining and naming themes, and 6) preparing the report. Consequently, words and phrases related to aspirations were initially extracted, and each word and phrase was given a specific concept. Eventually, words and phrases with similar nature or semantic connection were categorized into more abstract concepts under the title of themes. It's worth mentioning that during the coding of the

text to reach themes, open coding was initially used, and data were distinguished based on differences and similarities. The process of arriving at themes was inductive, thus based on the criteria derived from the research problem. Table (3) shows the themes extracted from the analysis in both groups.

As seen in Table 2, the themes extracted from aspirations among motherless adolescents included seeking affection (with 14 repetitions) with subthemes of maternal and paternal affection seeking (family, friendly affection seeking, paternal affection seeking, and maternal affection seeking), progress (11 repetitions) with subthemes of (academic progress, financial progress, and career progress),

well-being (3 repetitions), seeking connection (6 repetitions) including subthemes of (family bonding and romantic bonding), being humiliated (2 repetitions), compensation (2 repetitions), not being blamed (1 repetition), revenge (1 repetition), power-seeking (1 repetition), peace (1 repetition), usefulness (1 repetition), and experiencing love (1 repetition).

Additionally, the themes extracted from aspirations among normal adolescents included progress (17 repetitions) with subthemes of (academic progress and career progress), well-being (9 repetitions) with subthemes of (well-being in terms of possessions and food well-being), seeking affection (6 repetitions) with subthemes of (friendly affection seeking and paternal affection seeking), seeking connection (3 repetitions) with subthemes of (bonding with sister, bonding with brother, and family bonding), usefulness (3 repetitions), and recreation (2 repetitions).

4. Discussion and Conclusion

In the quantitative section, the aim of the current research was to compare needs and pressures among motherless and normal adolescents in the city of Isfahan. The results of the variance analysis showed that there is a significant difference between all needs and pressures, except for the need for harm avoidance - pressure of harm and risk, between normal and motherless adolescents, with needs and pressures being higher in motherless adolescents. The results of the variance analysis showed that there is a significant relationship between needs and pressures (need for affiliation - pressure of affiliation, need for helping and affection - pressure of rejection, need for dominance and autonomy - pressure of submissiveness and dominance acceptance, need for aggression and destruction - pressure of aggression, need for attention and affection - pressure of neglect and lack of love, need for mother's love - pressure of absence and lack of maternal love, need for father's love - pressure of absence and lack of paternal love, need for achievement - pressure of compassion and lack of love, need for acquisition, play, and stimulation - pressure of a hostile and restrictive environment, sexual need - sexual pressure, need for harm avoidance - pressure of harm and risk) between motherless and normal adolescents, with needs and pressures being higher in motherless adolescents. This research aligns with literature, which recognized the impact of mothers on adolescents' states (Bornstein & Cote, 2004; Cho & Han, 2021; Huk, 2017; Monika et al., 2023; Steeger & Gondoli, 2013). In the home and community environment,

the most prominent role of the mother is the educational role. The importance of this role becomes evident as the adolescent is first cradled by the mother and learns social customs from her. According to Bowlby's attachment theories and Erikson's psychosocial theory, trust in the early years of adolescence has a significant impact on the adolescent's psychological security, and this trust is achieved through love, affection, and timely fulfillment of needs (Cho & Han, 2021; Monika et al., 2023). Therefore, it seems that the mother, by responding to the adolescent's needs, plays a very important role in laying the foundation of the adolescent's personality. The same maternal love and attention provide a peaceful and trustworthy psychological environment for the adolescent, which is a major and effective factor in their emotional growth and development, and the absence of a mother disrupts the emotional balance of the adolescent and prevents the proper and timely satisfaction of their needs (Bornstein & Cote, 2004; Steeger & Gondoli, 2013).

The need for affiliation - pressure of affiliation and the need for helping and affection - pressure of rejection were also significantly higher in motherless adolescents than in normal adolescents. In explaining this finding, it can be said that the adolescent, during adolescence, greatly needs attention and validation from those around them, and a significant part of this need is met at home by the parents. However, a motherless adolescent, while deprived of maternal affection, observes peers benefiting from maternal love, deeply experiencing the absence of a mother (Zhai et al., 2021). Sometimes, based on the displacement mechanism, the adolescent seeks this missing affection in others, and if the need for love, affiliation, and helping is not met by others, the adolescent initially faces pressure of affiliation and then feels that others are indifferent to them, leading to the pressure of rejection, which can be very destructive during adolescence.

In explaining the significant difference in the need for dominance and autonomy - pressure of submissiveness and dominance acceptance between motherless and normal adolescents, it can be stated that the adolescent, during the sensitive stage of adolescence, crosses the boundary between childhood and adulthood, and their identity is in the process of formation, feeling grown-up and in need of independence. The mother's role in the formation of the adolescent's identity is very important, and the adolescent, alongside the mother, benefits from sources of love, support, and security, and the use of these valuable resources, all provided by the mother, is very important in the growth and formation of

identity. The adolescent has more self-confidence alongside the mother, and as a result, due to the good personality framework that the mother's presence has created for them, the need for independence and autonomy is met. However, a motherless child may be deprived of these resources, significantly impacting their personality framework and endangering their autonomy and independence, leading to the pressure of submissiveness and dominance acceptance. On the other hand, it can be said that in a motherless adolescent, various individuals may intervene in disciplinary matters out of concern, causing suitable autonomy to be at risk. Also, the absence of the mother as a supportive source may take away the courage necessary for many actions, leading to the experience of pressure of dominance acceptance and submissiveness.

In explaining the difference in the need for aggression and destruction - pressure of aggression between normal and motherless adolescents, it can be acknowledged that due to hormonal changes caused by puberty, changes occur in the adolescent's behavior, increasing aggression, and the behavior of those around in dealing with them is important. Sometimes, if their desires are not met, adolescents may use the displacement mechanism to vent through aggression and destruction. In such cases, the mother, with her maternal instinct towards her child, deals with the adolescent with patience and understanding, knowing that her child behaves this way due to their age (Behari, 2021; Korkin, 2019; Patricia et al., 2020). However, a motherless adolescent, due to the absence of the mother and the current family situation, often cannot use the displacement mechanism, as those around them, due to their own preoccupations, often understand less about puberty and its resultant aggression. In such a situation, the pressure of aggression arises in a motherless adolescent, which can have destructive effects.

In explaining the need for mother's love - pressure of absence and lack in motherless adolescents, it can be said that given the sensitivity of adolescence and the changes that occur in the adolescent, there is always a fire within them, and the sincere love of a mother for the adolescent can be water on this fire. Sadness and grief due to the death or separation from the mother bring about disappointment and frustration in the adolescent's life, and cutting off an emotional relationship due to separation or death can create a situation where the adolescent needs the mother's love, but since the adolescent is deprived of this love, the pressure of absence and lack of maternal love arises in them (Cho & Han, 2021; Zhai et al., 2021). This deficiency leads to a gradual reduction in the adolescent's contact and receptivity.

In explaining the difference in the need for father's love - pressure of lack of paternal love and need for love and attention - pressure of absence of love in normal and motherless adolescents, it can be stated that in families without a mother, the absence of the mother can lead to various psychological and physical problems. A motherless adolescent, having lost maternal affection and due to the special conditions of adolescence, is more in need of paternal affection, but in motherless families, the division of labor and responsibilities changes increasingly, and the father is forced to compensate for the absence of the mother as much as possible or to remarry to improve conditions (Wahyuningsih et al., 2021). Thus, in such families, the father's time for spending with the adolescent is reduced and limited, and sometimes, in the complexities of modern life, the adolescent is forgotten or sidelined. Therefore, the adolescent's desires and needs, especially the need for love, may not be fully attended to, as the father is involved in a new life and the adolescent's need for paternal love is not well met. Also, in the absence of maternal love, the adolescent may seek this love from others, and if the need is not met, the pressure of absence of love arises again.

In this research, the need for achievement - pressure of compassion and lack of love was greater in motherless adolescents than in normal adolescents. It can be asserted that adolescents in the adolescent phase are more eager for progress and advancement than at other stages, believing they have grown up and, accordingly, have extensive plans for their future. Often, the mother supports the adolescent, providing a secure backing for their progress. By encouraging the adolescent, the mother aids them on the path to advancement and always seeks to create a suitable environment for their child's progress (Behari, 2021). However, a motherless adolescent is deprived of this source of support on their path to progress, and if they are unsuccessful in this endeavor, their need for progress remains unmet, resulting in the pressure of compassion and lack of love, as they believe that if their mother were present, she would have supported them with compassion and love towards progress. On the other hand, in social conversations or daily activities, the adolescent sees and hears others with their mothers, possibly leading to the perception that the absence of the mother is a significant barrier to their progress. In the absence of the mother, the father might not be able to support the adolescent with enough compassion and love due to his busy schedule, increasing the pressure of compassion and lack of love in a motherless adolescent.

In explaining the need for acquisition, play, and stimulation - pressure of an unwelcoming and restricted environment, it can be stated that adolescence is a phase of life accompanied by physical, emotional, psychological, and social changes. This period is characterized by strange and sometimes unpredictable behaviors in adolescents, playing a crucial role in their personality development. Behavioral changes, defiance against certain restrictions, excitement in adolescents, and excessive bravery in undertaking some actions, along with a desire to gain new experiences and enjoy leisure activities, are among the most significant transformations of this period (Dey & Daliya, 2019; Korkin, 2019). Families often provide conditions that satisfy the adolescent's need for recreation and excitement, but in the absence of the mother and either due to solitude or the father's remarriage, the environment may become restricted, and the conditions for the adolescent's recreation may diminish. Moreover, the adolescent witnesses their friends' family outings and attributes the environmental restrictions and reduced recreational and stimulating activities to the absence of the mother.

The need for sexual - sexual pressure was greater in motherless adolescents than in normal ones, and explaining these results, it can be said that among the various stages of human life, adolescence, due to puberty and the onset of sexual life, is considered one of the most crucial and vital times. During adolescence, sexual needs must be properly managed, and the family plays a significant role in controlling the sexual energy of the adolescent by providing suitable conditions along with appropriate recreational activities (Dey & Daliya, 2019). In the absence of the mother, the family structure may face problems, increasing pressures on the adolescent and acting as a factor in the greater emergence of sexual need and sexual pressure.

In explaining the need for harm avoidance - pressure of harm and risk in motherless adolescents, it can be acknowledged that the absence of the mother, the father's preoccupations, and family conditions make the adolescent feel less secure and more vulnerable, thus creating a need for harm avoidance (Kruzhkova et al., 2018; López-Rodríguez et al., 2018). If this need is not met and harm is not controlled, pressure of harm and risk arises in a motherless adolescent. It's worth noting that due to the sensitivity of adolescence, the groundwork for vulnerability is naturally high, and the absence of the mother and its resulting problems can increase the adolescent's vulnerability.

In the qualitative section, the results of the qualitative analysis showed that progress, seeking affection, well-being,

and usefulness were common aspirations among both normal and motherless adolescents. Interestingly, these common aspirations existed in both normal and motherless children, and now it can be stated with more confidence that such categories are inherent in the nature and essence of every human being, and adolescents are no exception. The desire for recreation was more in normal adolescents, which could be because a normal adolescent, with the presence of both mother and father, has a better emotional state and peace of mind, and given the importance of recreation and stimulation during adolescence, the adolescent seeks more recreational experiences (Patricia et al., 2020; Pucci & Pereira, 2016). A motherless adolescent, due to the sadness of losing the mother and the current family conditions, has other aspirations, and the desire for recreation is not a priority among the aspirations of a motherless adolescent, and they might even avoid family outings due to feeling the absence of the mother more during such times. Not being humiliated, not being blamed, and seeking revenge are categories observed in motherless adolescents. Adolescence is a sensitive and tense period, and the mother, with patience, wisdom, and gentleness, helps smoothly navigate this turbulent period, while other individuals may not show this patience and often respond to the adolescent's behaviors with criticism, comparison, and humiliation, activating anger and resentment in the adolescent and leading to the formation of desires for not being humiliated, blamed, or seeking revenge and vengeance. Such an adolescent sometimes experiences guilt, blames themselves, and this leads to the emergence of a desire for compensation (Akram et al., 2022; Cho & Han, 2021). Seeking connection and experiencing affection are also categories observed in motherless adolescents, expressing a desire for a family with strong and solid relationships among its members, living in a warm family environment, being nourished by maternal love, and having a reliable support base for the emergence of desires for bonding and experiencing love.

Every research inevitably faces limitations in its execution, and this study is no exception. Therefore, the limitations of this research can be summarized as follows: Despite the researcher's efforts to match the two comparison groups, in some cases, such as the level of upbringing, culture, number of children, and parents' education, the matching may not have been perfectly done. This study was cross-sectional, and more detailed and accurate information requires longitudinal studies. Gender was not considered in the difference in needs, pressures, and aspirations in this research. Some variables, such as the effect of puberty on

adolescents, were not controlled in this study. The source of information was a single group, and other sources like parents were not used for data collection, which could have provided more accurate information if diverse information sources were included. The limitation of motherless students due to death compared to those due to divorce precluded comparison between these two groups. This research was conducted on elementary and middle school students residing in Isfahan and is not generalizable to other communities, students of other grades, and other cities.

Given the findings, it is recommended to establish centers for educating single-parent families in all aspects and to organize family education classes for fathers, to deal correctly with motherless adolescents and meet their needs, and to compensate for the emotional void of the mother to the extent possible and reduce pressure on adolescents. Based on the findings mentioned in the tables, it is suggested that the Ministry of Education selects more effective and experienced teachers, tutors, and counselors for motherless adolescents to properly implement teaching methods and establish social connections, as well as organizing conferences and offering in-house magazines at the level of school counselors. It is proposed to establish an independent organization with financial credits to economically, culturally, socially, educationally, and healthily meet the basic needs of motherless families and be responsive to them to reduce the effects of mother absence under the supervision of relevant specialists and help in the healthy psychological and personality development of adolescents in such families. Assistance through mass media and national press such as television, radio, newspapers, and magazines with timely and honest information dissemination and offering programs related to the absence of the mother and its consequences to raise parents' awareness level is recommended. The creation

of family crisis prevention centers, for practical and applied training to family members by experienced psychologists and counselors, is devised to prevent actions like divorce, child abandonment, running away from home, etc.

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Declaration of Interest

The authors of the study declare no conflict of interest related to the research.

Ethics Considerations

The study protocol adhered to the principles outlined in the Helsinki Declaration, which provides guidelines for ethical research involving human participants.

Authors' Contributions

All authors contributed equally in this article.

Transparency of Data

In accordance with the principles of transparency and open research, we declare that all data and materials used in this study are available upon request.

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