
A Comparative Study of Psychosocial Problems Orphans and Non-orphans

Rachna Mishra* & Dr. (Sr.) Marion, Mathew C.J.**

*Research Scholar Allahabad School of Education SHUATS, Prayagraj

**Professor and Head Allahabad School of Education SHUATS, Prayagraj

ABSTRACT

Present study titled “A Comparative Study of Psychosocial Problems Orphans and Non-orphans” conducted on secondary school male and female students. Descriptive survey method was implied to collect the data of the study. Two hundred forty secondary school students have been selected by using random sampling technique as a sample of the study. These orphan and non-orphan are selected so that they represent the whole city. The data was collected through a questionnaire of Psycho-social problem scale 2000 (Constructed by Dr. P. J. Jacob & Benson. N.) for assessing the various problems viz., Problems on Self-esteem, Recognition and Approval, Love and Affection, Security, Independence, Creative Expression, New Expression, Dealing with others, Achievement, Isolation, Financial problems, Problem in dealing with opposite sex, Problem in dealing with Authorities, Problem in relation with Anxiety and Problem in relation with Emotional maternity. Descriptive and Inferential statistics have been used for analyzing and interpreting the data and its findings are concluded as: statistically significant difference in the ‘Love and Affection, Security, Independence, Creative Expression, New Expression, Dealing with others, Achievement, Isolation, Financial problems, Problem in dealing with opposite sex, Problem in dealing with Authorities, Problem in relation with Anxiety and Problem in relation with Emotional maternity component of psychological problems among orphan and non-orphan students of UP Board secondary school of Lucknow. The direction of difference for these aspects was in favour of orphan.

KEYWORDS: Achievement, Isolation, Financial

INTRODUCTION

Children are the potential parents of tomorrow. The qualities that a person imbibes as a child depends with his growth and it appears in several subtle ways in his conduct and character as an adult. So, it is necessary that a child is provided with all the basic services necessary for his physical, mental, emotional and intellectual growth and development. There is a saying, "Child shows the man as morning shows the day". So it is wiser to see to the welfare of children. For this, the needs of the children are to be understood in proper perspective. The family should be educated and the orphan child has to be re-educated to unlearn what he has learned as an orphan. "Child is the father of man" (Wordsworth). A child is a sort of light that guides the adults through the darkness and leads them through the right path. A child can be considered as an individual who brings glory and glitter to the family. A family having a child would overwhelm other families which do not have a child in its happiness. It is because of the wondrous qualities that a child possesses. Can we find true love that comes out of the most sincere corner of one's heart

from a grown up person? Never! A child's love cannot be equated to any other person's love however hard we try.

The number of orphans in India stands at approximately 55 million children of age 0 to 12 years, which is about 47 per cent of the overall population of 150 million orphans in the world (GCM India; UNICEF, 2005), India's child population in 400 million out of which 18 million live or work on the streets of India and majority of them are involved in crime, prostitution, gang related violence and drug trafficking; however a large number of these children are orphans (Srivastava, 20017), Orphanages are fully filled with children and more millions of children are wandering the streets, doing everything they can to survive. The psychosocial impact of being abandoned does not end in childhood. If children do not form healthy attachments it is very likely they will struggle into adulthood as well. Like adults, children are grieved by the loss of their parents. However, unlike adults children often do not feel the full impact of the loss simply because they may not immediately understand the finality of death. This prevents them from going through the grieving process which is necessary to recover from the loss (Brodzinsky, Gormly and Ambron 1986). Children therefore are at risk of growing up with unresolved negative emotions which are often expressed with anger and depression. Unfortunately, adults do not seem to appreciate that children are also adversely affected by bereavement even though they may not have an adult's understanding of death. Little attention is therefore given to children's emotions. Children are not given the required support and encouragement to express their emotions nor are they guided to deal with them. For example, children are not always talked to, not listened to, and therefore their emotions are not understood. When they have no appetite for food or when they have no strength for house chores, or lack the strength to attend school, or when they become inattentive in class, they are simply punished. Death of parents introduces a major change in the life of a vulnerable child. This change may involve moving from a middle or upper class urban home to a poor rural relative's home. It may involve separation from sibling, which is often done arbitrarily when orphan children are divided among relatives without due considerations of their needs. It may mean the end of a child's opportunity for education because of lack of school fees. Those children who choose not to move or who may not have any other relative to go to, may be forced to live on their own, constituting child-headed families. All these changes can easily affect not only the physical, but also the psychological well being of a vulnerable child. They can be very stressful as they pose new demands and constraints to children's life. This stress may be shown in symptoms of confusion, anxiety, depression and behavioural disorders such as disobedience. The same symptoms may cause learning problems. Children who are frustrated, fearful and depressed may fail to concentrate in class and therefore perform badly. Failure by the school and the home systems to recognize these symptoms and address them will aggravate the child's psychological problems. Though there has been much work on orphans in India as well as in foreign countries yet a lot more concern and awareness is needed for the real betterment of their life. Lots of well trained and kind hearted people are required to take care of their lives. If these large number of orphans are well shaped since their childhood these can prove a valuable asset for the nation. That's why the researcher opted this subject for her study and has tried to investigate into the real problems felt by the orphans. By increasing the awareness about their problems a genuine condition and make their lives a happy one.

STATEMENT OF THE PROBLEM

A Comparative Study of Psychosocial Problems of Orphans and Non-Orphans.

OBJECTIVE OF THE STUDY

1. To compare the orphans and the non-orphans with respect to selected various psychosocial problems and general achievement.
2. To find out the correlation between the psycho-social problems and General Achievement of orphan and non-orphan students.

HYPOTHESIS OF THE STUDY

1. There will be no significant difference between the orphans and non-orphans with respect to the selected psychosocial problems and general achievement.
2. There is no Correlation between various Psychosocial Problems and General Achievement of the Orphan and Non-Orphan.

RESEARCH METHOD

The present study belongs to the category of survey research method.

Population, Sample and Sampling Technique

The populations of the study are five hundred orphan and non-orphan students from orphanages of Lucknow district. The sample of the study is 120 orphans and 120 non-orphans in Lucknow district. Sample was selected randomly. Distribution of the sample is shown in the following table 1.

Table 1: Distribution of Selected Orphan and Non-orphan Students

		Orphan		Non-orphan		Total	
		Number	Percent	Number	Percent	Number	Percent
Gender	Male	61	50.8	60	50.0	121	50.4
	Female	59	49.2	60	50.0	119	49.6
	Total	120	100.0	120	100.0	240	100.0
Locale	Rural	60	50.0	60	50.0	120	50.0
	Urban	60	50.0	60	50.0	120	50.0
	Total	120	100.0	120	100.0	240	100.0
Parents	Father alive	54	45.0	0	0.0	54	22.5
	Mother alive	47	39.2	0	0.0	47	19.6
	Both died	19	15.8	0	0.0	19	7.9
	Both alive	0	0.0	120	100.0	120	50.0
	Total	120	100.0	120	100.0	240	100.0
Religion	Hindu	88	73.3	87	72.5	175	72.9
	Others	32	26.7	33	27.5	65	27.1

	Total	120	100.0	120	100.0	240	100.0
Castes	SC	20	16.7	18	15.0	38	15.8
	OBC	49	40.8	50	41.7	99	41.3
	General	51	42.5	52	43.3	103	42.9
	Total	120	100.0	120	100.0	240	100.0
Types of family	Nuclear	46	38.3	48	40.0	94	39.2
	Joint	74	61.7	72	60.0	146	60.8
	Total	120	100.0	120	100.0	240	100.0
Size of family	Upto Five	47	39.2	51	42.5	98	40.8
	Six to Eight	59	49.2	57	47.5	116	48.3
	Above eight	14	11.7	12	10.0	26	10.8
	Total	120	100.0	120	100.0	240	100.0

Source: Field Survey 2018.

Tool Used

Psycho-social problem scale 2000 (Constructed by Dr. P. J. Jacob & Benson. N.) for assessing the various problems viz., Problems on Self-esteem, Recognition and Approval, Love and Affection, Security, Independence, Creative Expression, New Expression, Dealing with others, Achievement, Isolation, Financial problems, Problem in dealing with opposite sex, Problem in dealing with Authorities, Problem in relation with Anxiety and Problem in relation with Emotional maternity.

Statistics used in Data Analyses

Mean, Standard Deviation, t-value and co-efficient of correlation is used in the data analysis of the study.

ANALYSIS AND INTERPRETATION OF DATA

Objective 1: Comparison of orphans and non-orphans with respect to selected various psychosocial problems and general achievement

Hypothesis 1: There is no significant difference between orphans and non-orphans with respect to selected various psychosocial problems and general achievement

The first objective of the study was to Comparison of orphans and the non-orphans with respect to selected various psychosocial problems and General Achievement. To find the answer of this problems data was analyses with the help of the mean, SD and t-statistics. The details of mean, SD and t-values on various psychosocial problems (viz., Problems on Self-esteem, Recognition and Approval, Love and Affection, Security, Independence, Creative Expression, New Expression, Dealing with others, Achievement, Isolation, Financial problems, Problem in dealing with opposite sex, Problem in dealing with Authorities, Problem in relation with Anxiety and Problem in relation with Emotional maternity) and General Achievement in the table 2.

Table 2: Mean, SD and t-value on various Psychosocial Problems and General Achievement of Orphan and Non-orphan

Areas	Student	N	Mean	SD	SE _M	t value	df	p value
Problems on Self-Esteem	Orphan	120	52.94	4.42	0.40	20.37	238	0.000*
	Non-orphan	120	40.25	5.20	0.47			
Problems on Recognition and Approval	Orphan	120	51.41	4.39	0.40	20.89	238	0.000*
	Non-orphan	120	38.75	4.98	0.45			
Problems on Love and Affection	Orphan	120	56.67	4.36	0.40	20.63	238	0.000*
	Non-orphan	120	45.16	4.28	0.39			
Problems on Security	Orphan	120	61.68	4.37	0.40	50.75	238	0.000*
	Non-orphan	120	37.06	3.03	0.28			
Problems on Independence	Orphan	120	60.59	4.95	0.45	29.23	238	0.000*
	Non-orphan	120	42.62	4.57	0.42			
Problems on Creative Expression	Orphan	120	61.10	4.92	0.45	24.67	238	0.000*
	Non-orphan	120	45.08	5.14	0.47			
Problems on New Experience	Orphan	120	56.94	4.58	0.42	30.41	238	0.000*
	Non-orphan	120	40.19	3.92	0.36			
Problems in dealing with others	Orphan	120	50.93	17.77	1.62	5.30	238	0.000*
	Non-orphan	120	42.04	4.66	0.43			
Problems on Achievement	Orphan	120	59.08	4.52	0.41	25.12	238	0.000*
	Non-orphan	120	44.04	4.75	0.43			
Problems on Isolation	Orphan	120	58.96	7.79	0.71	19.51	238	0.000*
	Non-orphan	120	41.44	6.01	0.55			
Financial Problems	Orphan	120	58.39	8.68	0.79	18.14	238	0.000*
	Non-orphan	120	40.30	6.63	0.61			
Problems in dealing with opposite sex	Orphan	120	56.20	5.60	0.51	21.62	238	0.000*
	Non-orphan	120	42.18	4.37	0.40			
Problems in dealing with Authorities	Orphan	120	56.00	4.00	0.36	23.65	238	0.000*
	Non-orphan	120	44.74	3.35	0.31			
Problems in relation with Anxiety	Orphan	120	62.23	6.25	0.57	18.70	238	0.000*
	Non-orphan	120	48.75	4.82	0.44			
Problems in relation with Emotional Maturity	Orphan	120	53.28	6.13	0.56	15.31	238	0.000*
	Non-orphan	120	41.50	5.78	0.53			
General Achievement	Orphan	120	51.34	4.76	0.43	15.70	238	0.000*
	Non-orphan	120	60.40	4.17	0.38			

* Significance at 0.05 levels.

Source: Field Survey 2018.

The observation of the above table indicates the mean, SD and standard error of mean of the orphan and non-orphan students of UP Board schools of Lucknow are 52.94; 4.42; 0.4 & 40.25;

5.20; 0.47 and the calculated t-value 20.37 is greater than the table value 1.96 at .05 significance level and p-value is 0.0, which is less than 0.05. We can say there is statistically significant difference in the 'Problems on Recognition and Approval' among orphan and non-orphan students of UP Board secondary school of Lucknow. The direction of difference was in favour of orphan. Thus, our prefixed hypothesis is rejected and alternate hypothesis was accepted.

The observation of the above table also indicates the mean, SD and standard error of mean of the orphan and non-orphan students of UP Board schools of Lucknow are 51.41; 4.39; 0.40 & 38.75; 4.98; 0.45 and the calculated t-value 20.89 is greater than the table value 1.96 at .05 significance level and p-value is 0.0, which is less than 0.05. We can say there is statistically significant difference in the 'Problems on Love and Affection' among orphan and non-orphan students of UP Board secondary school of Lucknow. The direction of difference was in favour of orphan. Thus, our null hypothesis is rejected.

The observation of the above table indicates the mean, SD and standard error of mean of the orphan and non-orphan students of UP Board schools of Lucknow are 53.14; 4.48; 0.28 & 40.48; 5.05; 0.32 and the calculated t-value 29.63 is greater than the table value 1.96 at .05 significance level and p-value is 0.0, which is less than 0.05. We can say there is statistically significant difference in the 'Problems of Self-Esteem' among orphan and non-orphan students of UP Board secondary school of Lucknow. Thus, our prefixed hypothesis is rejected. Similarly we can see from the table that t-values on Love and Affection, Security, Independence, Creative Expression, New Expression, Dealing with others, Achievement, Isolation, Financial problems, Problem in dealing with opposite sex, Problem in dealing with Authorities, Problem in relation with Anxiety and Problem in relation with Emotional maternity component of psychological problems of orphan and non-orphan are greater than the table value 1.96 at .05 significance level and p-value is 0.0, which is less than 0.05. We can say there is statistically significant difference in the 'Love and Affection, Security, Independence, Creative Expression, New Expression, Dealing with others, Achievement, Isolation, Financial problems, Problem in dealing with opposite sex, Problem in dealing with Authorities, Problem in relation with Anxiety and Problem in relation with Emotional maternity component of psychological problems among orphan and non-orphan students of UP Board secondary school of Lucknow. The direction of difference for these aspects was in favour of orphan. Thus, our prefixed hypothesis is rejected. Same is described in the following fig.1.

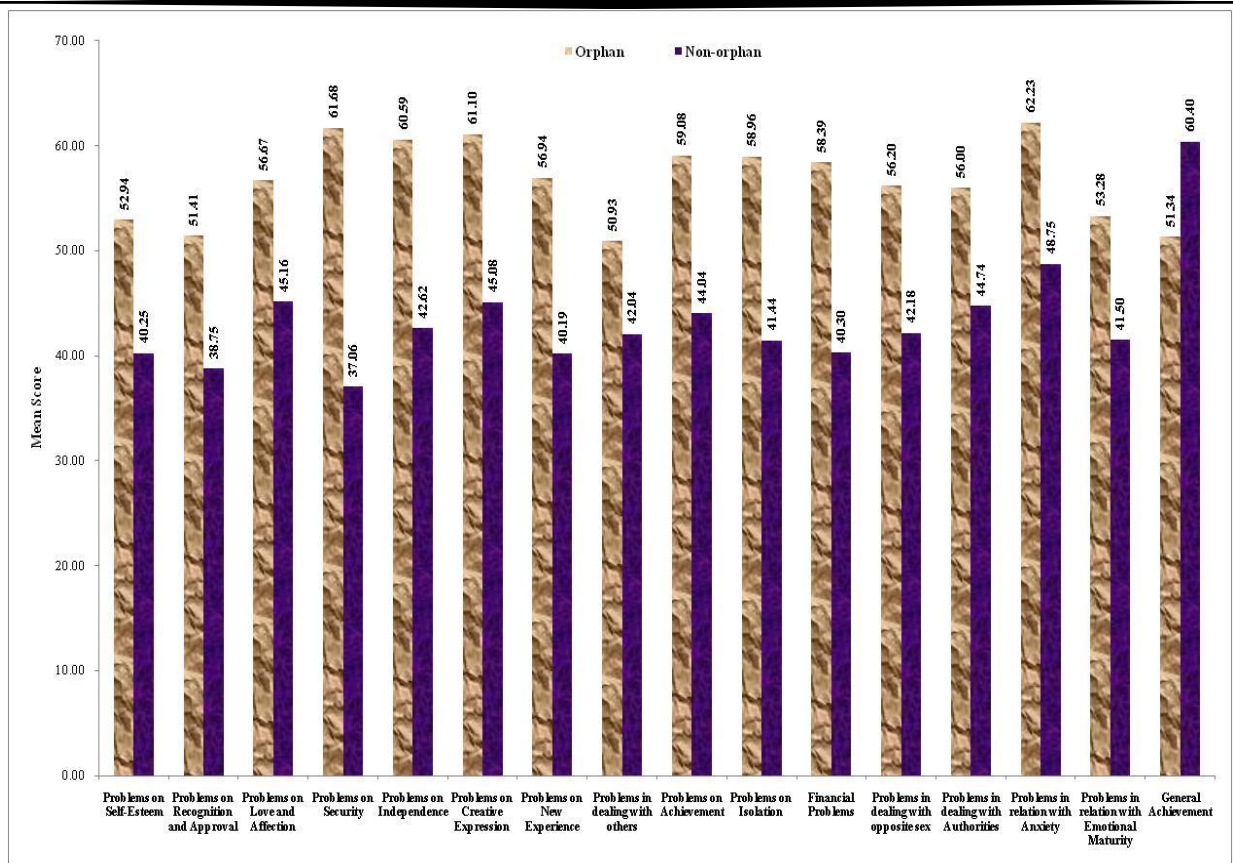


Figure 1: Comparison of orphans and non-orphans with respect to selected various psychosocial problems and general achievement

Objective 2: To find out the correlation between the psycho-social problems and General Achievement of orphan and non-orphan students

Hypothesis 2: There is no Correlation between various Psychosocial Problems and General Achievement of the Orphan and Non-Orphan

The second objective of the study was to find out the correlation between the psycho-social problems and General Achievement of orphan and non-orphan students. To find the answer of this issue data was analysed with the help of the coefficient of correlation statistics. The details of coefficient of correlation on various psychosocial problems (viz., Problems on Self-esteem, Recognition and Approval, Love and Affection, Security, Independence, Creative Expression, New Expression, Dealing with others, Achievement, Isolation, Financial problems, Problem in dealing with opposite sex, Problem in dealing with Authorities, Problem in relation with Anxiety and Problem in relation with Emotional maturity) and General Achievement of the Orphan and Non-Orphan Students in the table 3.

Table 3: Correlation between various Psychosocial Problems and General Achievement of the Orphan and Non-Orphan Students

Correlation between	Student	r-value	p-value
General Achievement and Problems on Self-Esteem	Orphan	-0.049	0.592
	Non-Orphan	-.283**	0.002
General Achievement and Problems on Recognition and Approval	Orphan	-0.062	0.498
	Non-Orphan	-.273**	0.003
General Achievement and Problems on Love and Affection	Orphan	.290**	0.001
	Non-Orphan	.405**	0.000
General Achievement and Problems on Security	Orphan	.295**	0.001
	Non-Orphan	.349**	0.000
General Achievement and Problems on Independence	Orphan	.404**	0.000
	Non-Orphan	.309**	0.001
General Achievement and Problems on Creative Expression	Orphan	.331**	0.000
	Non-Orphan	.330**	0.000
General Achievement and Problems on New Experience	Orphan	.340**	0.000
	Non-Orphan	.327**	0.000
General Achievement and Problems in dealing with others	Orphan	.443**	0.000
	Non-Orphan	.578**	0.000
General Achievement and Problems on Achievement	Orphan	.359**	0.000
	Non-Orphan	.588**	0.000
General Achievement and Problems on Isolation	Orphan	.473**	0.000
	Non-Orphan	.741**	0.000
General Achievement and Financial Problems	Orphan	.538**	0.000
	Non-Orphan	.607**	0.000
General Achievement and Problems in dealing with opposite sex	Orphan	.463**	0.000
	Non-Orphan	.550**	0.000
General Achievement and Problems in dealing with Authorities	Orphan	.445**	0.000
	Non-Orphan	.650**	0.000
General Achievement and Problems in relation with Anxiety	Orphan	.445**	0.000
	Non-Orphan	.598**	0.000
General Achievement and Problems in relation with Emotional Maturity	Orphan	.545**	0.000
	Non-Orphan	.584**	0.000

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Observation of the above table indicates that coefficients of correlation of General Achievement with Problems on Self-Esteem and Problems on Recognition and Approval of orphan and non-orphan is -0.049 ,-.283** &-0.062 and -.273**. it is clear from the coefficient of correlation that General Achievement with Problems on Self-Esteem and Problems on Recognition and Approval of non orphan is negatively and significantly correlated, and for orphan coefficient of correlation was negative but not significant.

It also indicate that coefficients of correlation of General Achievement with Love and Affection, Security, Independence, Creative Expression, New Expression, Dealing with others, Achievement, Isolation, Financial problems, Problem in dealing with opposite sex, Problem in

dealing with Authorities, Problem in relation with Anxiety and Problem in relation with Emotional maternity of orphan and non orphan were significant and positive. it can be concluded that Love and Affection, Security, Independence, Creative Expression, New Expression, Dealing with others, Achievement, Isolation, Financial problems, Problem in dealing with opposite sex, Problem in dealing with Authorities, Problem in relation with Anxiety and Problem in relation with Emotional maternity component of Psychosocial component help in increasing academic achievement of orphan and non orphan.

FINDINGS OF THE STUDY

Statistically significant difference in the 'Love and Affection, Security, Independence, Creative Expression, New Expression, Dealing with others, Achievement, Isolation, Financial problems, Problem in dealing with opposite sex, Problem in dealing with Authorities, Problem in relation with Anxiety and Problem in relation with Emotional maternity component of psychological problems among orphan and non-orphan students of UP Board secondary school of Lucknow was found. The direction of difference for these aspects was in favour of orphan.

It can be concluded that Love and Affection, Security, Independence, Creative Expression, New Expression, Dealing with others, Achievement, Isolation, Financial problems, Problem in dealing with opposite sex, Problem in dealing with Authorities, Problem in relation with Anxiety and Problem in relation with Emotional maternity component of Psychosocial component help in increasing academic achievement of orphan and non orphan.

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