

A STUDY OF SOCIAL BEHAVIOUR BETWEEN ORPHANAGE-REARED STUDENTS AND FAMILY- REARED STUDENTS

CAROLINE BECK¹,

D.Phil. Research Scholar, (UGC SRF),
Department of Education,
University of Allahabad, Allahabad.

PROF. USHA MISHRA²

Professor,
Department of Education,
University of Allahabad, Allahabad

The present study has been conducted with the objective to study the social behaviour of orphanage-reared and family-reared students of class 6th to 8th standard. A sample of 100 orphanage-reared students and a sample of 100 family-reared students studying with them were taken from three KAVAL towns (Allahabad, Varanasi and Lucknow.) of Uttar Pradesh. The data was collected using Social Behaviour Questionnaire developed by S.K.Pal, K.S Misra, Meenu Gupta. The result suggests that significant difference exists between orphanage-reared students and family-reared students.

Introduction

The family is the socio-psychological unit that exerts the greatest influence on the development and preparation of the individual's behaviour. Studies conducted by Ribble (1944), Baldwin, Kalthorn and Breese (1946), Kent and David (1957) reveal that various characteristics of the home environment contribute to child's behaviour. Children living in orphanages (Sinha & Shukla 1974), foster homes (Hayden & Schiff 1969) and other child centres (Langmier and Matezeck 1970) display behavioural problems, aggression and greater demand for attention. Being deprived of parental protection, care and love, these children develop a life style which runs counter to the life style of other children.

In the contemporary view a child is seen as a helpless being neither good nor bad at birth, one who has to be protected and moulded through discipline (Krishnan, 1998). Children therefore, need to be cherished, nurtured and developed with tender care, as their behaviour, adjustment, intellectual development, emotional security, self esteem and social attitudes are greatly influenced by the way that they are brought up.

Social Behaviour

The behaviour that affects social norms, social standard, social values, social character and social interaction is called social behaviour. The term social behaviour refers to the feelings, actions, interpretation and thoughts of individuals in social situations (Baron&Dyrne, 1987). It stems from many different causes. Among the most important causes are (1) the behaviour and characteristics of others i.e. what they say and do, their appearance, racial or ethnic background,(2) social-cognition i.e. our thoughts, beliefs, memories and inferences about others;(3) environmental variables i.e. heat, noise, pollution, crowding and weather(4) socio cultural factors i.e. group membership, cultural norms, style of celebrating, values and dynamics;(5) biological factors e.g. inherited aspect of our appearance, sensory and cognitive capacities. Social behaviour may be positive as well as negative. In this study ten types of social behaviour have been studied. They are- (1) concern for others,(2) compliance,(3) dependence,(4) power assertion,(5) Ingratiation,(6) social passivity,(7) aggression,(8) withdrawal(9) tolerance,(10) social conversation. Operational definitions of social behaviour are as follows-

Concern for others

It incorporates helping, altruism, cooperation and empathic concern. It refers to individual's tendency to give help to others. Altruism refers to help given to others with no anticipation of benefit to oneself. It is a concern for others in contrast to self concern or selfishness. It may require a lot of self sacrifice on the part of the helper. It is an unselfish concern for the welfare of others. Helping behaviour refer to acts that benefit another person. Cooperation refers to working together for mutual benefit. Empathic concern denotes feelings of warmth, concern, soft heartedness and compassion for a person in need.

Compliance

It refers to conformity with norms of a group or going along with others' requests. Conformity occurs when individuals change their behaviour in order to adhere to existing social norms widely accepted rules indicating how people should behave in certain situations or under specific circumstances (Moscovici, 1985). According to Baron and Byrne (1987) compliance represents a more direct or personal form of social influence and takes place in situations where individuals

alter their behaviour in response to direct requests from others and obedience occurs in situations where persons change their behaviour in response to direct commands from others.

Power assertion

It refers to actions that indicate individual's tendency to exert pressures to regulate, control and shape the decisions and behaviours of others. It reflects social power too. Social power represents social influence.

Social conversation

It refers to individual's actions to initiate communication with others in various group social situations. This results in establishment of social intimacy and rapport with other persons.

Ingratiation

It is a tactic used for impression management in which a person tries to make others like him. Persons use various strategies to enhance their image in the eyes of others. They even resort to self degradation, instrumental dependence, name dropping and changing with the situation.

Dependence

Dependency behaviours are those acts that maintain positive interchanges between the child and others (Cairns, 1979) Sears, Rau and Alpert (1965) dependency as the action system in which another person's nurturing, helping and caretaking activities are the rewarding environmental events. Dependency actions are actions that elicit such events. "According to Sears (1963) the concept of dependency behaviours consist of behaviour of seeing help, attention seeking and affection seeking that help an individual in maintaining positive interchanges with others.

Aggression

It is a too common part of social life. It refers to the intentional infliction of some type of harm upon others Baron, (1977). Like Baron and Byrne (1987) the investigators think that aggression can be defined as behaviour directed toward the goal of harming or injuring another living being who is motivated to avoid such treatment.

Social passivity

The interactional sequences are regulated by internal, organismic events of the various participants as well as by contextual and social system rules in addition to the actions and expectation that the interchanges generate in each participant. Many times individuals do not try to speak about their resentment over inappropriate social and administrative decisions of others. They neither oppose the wrong acts powerfully nor do they support others who oppose such acts. Such persons are socially passive. Thus, social passivity refers to individual's immunity to social decisions, being neutral to social influences and neglecting the wrong acts in society.

Withdrawal

It refers to individual's action to keep himself away from certain persons or programmes. It also includes social attention.

Tolerance

In Good's Dictionary of Education this term has been defined as an attitude of forbearance, or willingness to consider without prejudice (but not necessarily to accept, reject or approve views, opinions and situations with which one is not in full sympathy, also an attitude of allowing the existence of such views, opinions or situations.

Objectives

- To compare the social behaviour of 10 types between family reared students and orphanage reared students.

Hypothesis

- There is no significant difference in social behaviour of 10 types (Concern for others, Compliance, Power Assertion, Social Conversation, Ingratiation, Dependence, Aggression, Social Passivity, Withdrawal, Tolerance.) between the orphanage reared students and the family reared students.

Sample

Purposive sampling method was used to select 100 orphanage-reared students and 100 family-reared students studying with them in classes 6th to 8th standard from three cities (Allahabad, Varanasi and Lucknow) of Uttar Pradesh.

Tool

Social behaviour was measured by standardized test Social Behaviour Questionnaire by S.K.Pal, K.S Misra, Meenu Gupta. It has 41 items and the maximum possible score is 41. In other words there are 41 situations, each situation has 2-4 behaviours which can be exhibited under each social situation. Every individual is free to give more than 1 behaviour under a given situation. The responses are scored using 0 or 1 scores. '1' score was awarded for those behaviours that will be expressed by an individual in a particular situation. '0' score was given for those responses that showed individuals' tendency to avoid exhibition of a particular behaviour.

Result***Analysis and interpretation***

The obtained data was subjected to necessary statistical computation. The data was mainly interpreted in terms of mean. T-ratio was used to find out significant difference.

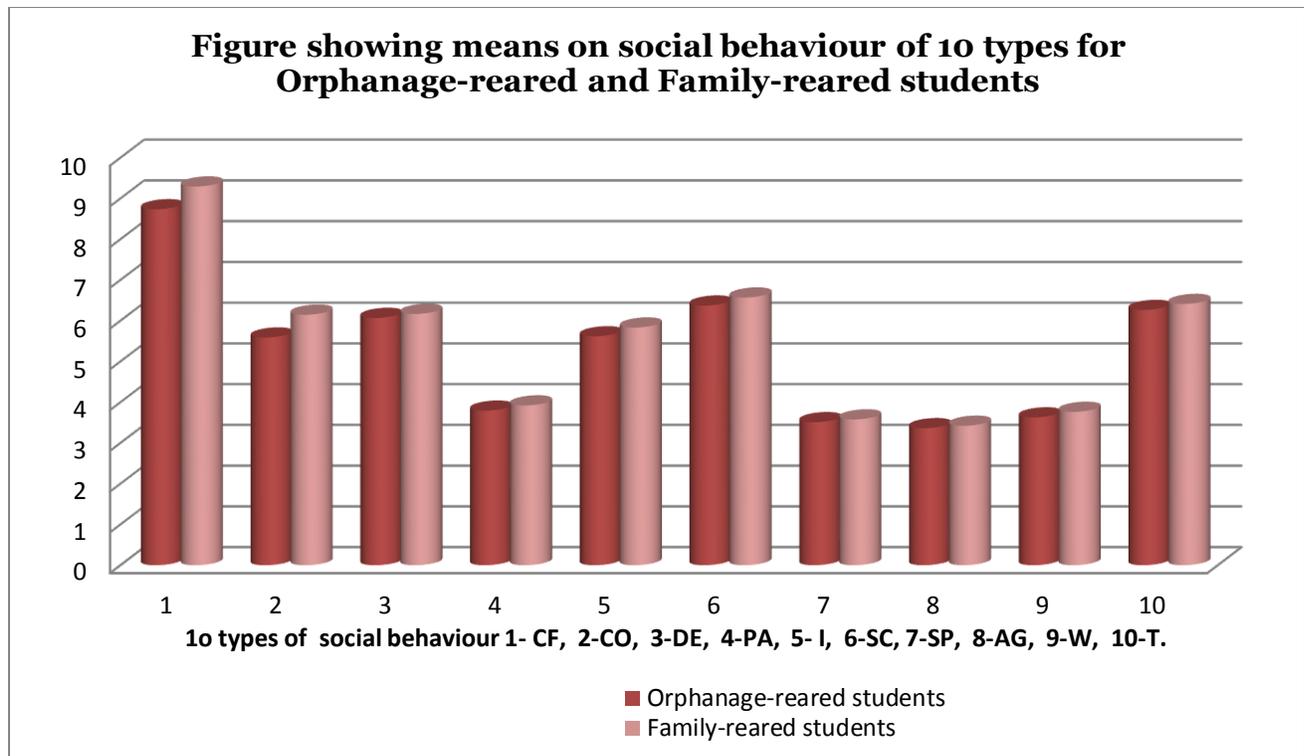
Study of social behaviour between orphanage-reared students and family-reared students

It was hypothesized that there is no significant difference in social behaviour of 10 types between orphanage-reared students and family-reared students.

Table

Showing comparison between orphanage-reared students and family-reared students on Social behaviour.

S.No.	Variable	Orphanage-Reared Students		Family-Reared Students		T-Ratio
		N=102		N=102		
		Mean	Standard Deviation	Mean	Standard Deviation	
2.	Social Behaviour	52.9608	14.01267	53.1078	13.33269	-0.77
a	Concern for others	8.7353	2.20228	9.2941	1.68034	-2.037
b	Compliance	5.5882	2.02143	6.1471	1.98208	-1.994
c	Dependence	6.0686	1.95625	6.1667	1.89884	-.363
d	Power assertion	3.7941	2.10298	3.9216	2.67621	-.378
e	Ingratiation	5.6176	2.02482	5.8333	1.90924	-.783
f	Social conversation	6.3725	2.31620	6.5686	1.96761	-.652
g	Social passivity	3.5098	2.44036	3.5784	3.36974	-.167
h	Aggression	3.3627	2.34959	3.4216	2.85781	-.161
i	Withdrawal	3.6275	2.47731	3.7647	2.32582	-.408
j	Tolerance	6.2647	2.08211	6.4118	1.84204	-.534



From the perusal of the Table it is evident that the values of t-ratio are significant for social behaviour in 10 types concern for others(CF), compliance (CO), social conversation (SC), tolerance (T), power assertion(PA), social passivity(SP), aggression(AG), dependence(DE), ingratiation(I), withdrawal (W) of social behaviour ($p < .05$). So, it can be inferred that orphanage-reared students and family-reared students differ from one another on these variables. So, the null hypothesis is rejected for them. As the mean for the family-reared students is greater than that for orphanage-reared students and it can be inferred that family-reared students have more social behaviour for types concern for others, compliance, social conversation, and tolerance power assertion, social passivity, aggression, dependence, ingratiation, withdrawal of social behaviour than orphanage-reared students.

Discussions

Children living in orphanages are a class by themselves. They are deprived of parental care and familial protection. Uncertainty always haunts their minds. Their future is unpredictable. It was found that family-reared children having both the parents alive are significantly better than orphanage-reared children. The probable reason for this finding lies in the nature of low level environmental stimulation and absence of parental support. Children from these deficient homes

do not have the proper facilities for their upbringing. They do not get the proper material support. They have a limited range of interaction to their counterparts. The future of the child is very much undecided and they are struggling hard to fulfill their primary needs. They may not be able to dream even regarding their positive future. They feel inferior to their advantaged counterparts due to their ill status in the society, poor emotional involvement with parents and teachers and improper interaction with their peer groups. They are deprived of proper facilities, care and proper status by their parents, teachers and society hence they develop negative attitude towards life. This view is supported by Fahey and Philips 1981. They explored that disadvantaged children have a more externalized, concrete, less differentiated and less future oriented. Human beings are gregarious by nature. Children (orphans) who are deprived of proper early social guidance at home are liable to develop into unsocial and introverted personalities. Home influences determine the fundamental organization of child's behaviour. According to psycho-analytic theory social values and controls are largely interiorized (made an integral part of the child's super ego) on the basis of early parent child interactions. The foundations of children's social attitudes and skills are obviously laid in the home. Patterns of dependence – independence, ascendance submission, cooperation, competition and conservatism, liberalism have their genesis in early parent child interactions within the home, (Thompson 1944).

Fischte 1968 discussed the influence of the child's environment on his social behaviour and found that attitudes towards education, aspiration level and various personality traits were specially affected by family environment. Superintendents of orphanages as well as teachers have also referred to the problem behaviours of orphanage children. Fear, melancholic attitude, anxiety, restlessness, short temper, aggressiveness are prevalent in some children. They lack in self-confidence and self-esteem. Their self-concept is impaired. Psychologists agree that as a result of having to live in general hardship conditions, very often having reduced opportunities and being discriminated against the individual may often develop a negative, cynical, fatalistic and simple view of the world. He may often associate himself with undesirable or criminal elements, move in the direction of juvenile delinquency and fall into the general clinical category known as psychopathic or sociopathic personality. The underprivileged person feels as a result of the situation that society is doing little for him, giving him little opportunity, and so he is quite right in taking matters into his own hands and in a social fashion, attempting to mould his own situation. If he does not behave socially, he may simply adopt a set of attitudes that are very negatively related to society, (Tuckman 1969).

These children develop a style of life and learning which runs counter to the life styles of family-reared children living in family. They get lesser opportunities for interaction with physical and social world outside their immediate neighbourhood. Life in orphanage is not conducive to development of a harmonious social relationship. Social cleavage in the form of hesitation to meet superiors, lack of mutual give and take, and an attitude of indifference is the part and parcel of social life in orphanages.

Findings of the study

There is difference in Social Behaviour of types namely, concern for others, power assertion, social conversation, ingratiating, dependence, aggression, social passivity, withdrawal, tolerance between orphanage-reared students and family-reared students.

Conclusion

It may be concluded that living conditions are not congenial in the orphanages. Orphans are deprived of essential requirements of life. Their personal and psychological relations are strained on account of prevalence of a sense of insecurity, anxiety and frustration. Their social life is distorted. Malnutrition, inadequate accommodation, indifferent care which leads to retardation of their social development. Attempts should be made for their proper growth and development by providing them opportunities which is essential for their well being.

References

- **Bossio V. 1965** "Intellectual and Social Development of the Deprived Children." In Pringle, M.L.K.(ed.) Deprivation and Education, London, Longmans, Green and Company Limited, 6-34
- **Chazan, M and Jackson, S (1971)** "Behaviour Problems in the Infant School." Journal of Child Psychology. Psychiatry 12, 191-210
- **Hoffart, Irene & Grimell, Richard M.** Behavioural differences of children in institutional and group home care. Community alternatives International Journal of Family case Vol 6(i) 33-47
- **Herbert, M (1981)** Behavioural & Emotional Problems of Development in Children London. Academic Press.
- **S.K.Pal Misra K.S. & Gupta Meenu** social behaviors Questionnaire R.S.A International Agra.
- **Singh Chandra Hans 1986.** "Problems and adjustment patterns of Children living in destitute homes in Uttar Pradesh. Ph.D.Thesis Banaras Hindu University.

- **Singh Narendra Kumar.1993.** “A Psycho-social study of the deprived and non-deprived Adolescents. Ph.D.Thesis Banaras Hindu University.
- **Singh Rekha1998.** “Effectiveness of Jurisprudential inquiry model of Teaching for developing Social Cognition, Social Consciousness, Attitude towards Secularism and Social Behaviour.Ph.D.Thesis Allahabad University.