

PROBLEMS OF SINGLE-PARENT-CARED STUDENTS: ROLE OF SCHOOL AND TEACHERS

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This investigation was carried out to study the existing problems of single-Parent-cared students (A child having either father or mother. With the help of questionnaire, personal interview and observation was gathered information regarding problems and attempts were made to determine the role of school and teachers in solving the problems. At the end it was concluded from the results calculated and with reference with the review of related literature that single-parent-cared students suffer from behavioural, educational, social, cultural and health and nutritional problems. Steps should be taken by the parents, teachers and school administrators to overcome their problems. The single parent children need a secure and happy home life with adequate love relationships to achieve heredity potential which is limited.

The infant begins his life under the fostering affection and care of his parents and other near and dear ones who are associated with his with his family .As he grows he receives the first lessons of life in his family and tries to imbibe the habits, ideals and patterns of behaviour of his family members. In this way, the family continues to influence him throughout his life. To be clearer, it may be said that in addition to other facilities the child gets three important helps from family .They are affection, protection and socialization. For the upbringing of the child, there is no better institution than his family. All the members of family act and react and this process of give and take teaches many things to the child. In short, each member of family has an important role to influence the personality of the child. The family activities and necessities to inter communication make the child fit to equip himself with a working vocabular.

He receives the first lesson of speech in the family .The family meets the various needs of the child .He is subjected to various experiences –good, or bad, pleasant or painful and he gains from both .It is the duty of each and every member of the family to pay due respect to the individuality of the child and foster in him a sense of belongingness and responsibility towards his own self and others. The family teaches expected ways of behaviour within the group of child .The child acquires habits, attitudes and ideas from home. The psychological security at home benefits the growth and development of children. The interaction between parents and children is highly educative. Home where the parents exhibit a centre of love and affection is the best place for education and first school of the child.

PARENTAL AND HOME INFLUENCES ON CHILD BEHAVIOUR AND DEVELOPMENT

Home influences probably outweigh the effects of all other environmental impacts combined in determining the fundamental organization of children's behaviour. According to psychoanalytic theory, social values and controls are largely interiorized (made an integral part of child's superego) 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-interdependence, ascendance-submission, cooperation-competition, and conservatism –liberalism have their genesis in early parent –child interactions within home. Affectional tendencies which are so important to psychological adjustment in adult life are dependent on the nature of parent-child relationships. The home is truly the greatest socializing agency in all contemporary cultures. A child's behavior is affected by many factors--biological, social, emotional and environmental. Some of these influences are problematic with practical solutions. Others are more complex and need to be addressed by physicians or emotional health professionals. The main influences on a child's behavior are discussed below.

Biological Factors

1. Children's behavior is definitely affected by traits inherited from their parents. Although subject to change by outside influences, a child's personality, his likes and dislikes, and temperament are in place by the time he is a toddler.

Social Factors

2. Once a child is exposed to peers on an everyday basis, as in school, her behavior is impacted by the influence of others. Because of a desire to be accepted in the group, a child may act in ways she would not at home. Children with strong wills may try to assert their dominance in a group with words or physical action, such as threats and intimidation.

Emotional Factors

3. Emotional issues have an influence on children's behavior. If a child is diagnosed with ADD (Attention Deficit Disorder) or ADHD (Attention Deficit Hyperactivity Disorder), for example, his behavior may be erratic. Even the medication for ADD and ADHD can cause irritability and sadness. This may lead to a child withdrawing or acting out with inappropriate behavior.

Environmental Factors

4. The home environment can influence children's behavior negatively or positively. In homes where there is frequent domestic turmoil, a child may behave a certain way in reaction to the lack of security she feels. An unsafe school environment can cause similar behavior. Teasing and other bullying actions are often manifested by children who do not have secure home and/or school surroundings.

Parental/Home Factors

5. Children's behavior is strongly influenced by factors such as physical, sexual and mental abuse suffered at the hands of parents or other family members. Children of abuse have a strong chance of repeating the cycle of abuse when they are adults if they do not receive counseling or

therapy. Children may not behave according to accepted norms if they act out of anger and depression resulting from what they have experienced.

SINGLE- PARENT- CARED CHILD

In general sense a child having either father or mother is known as single parent child. If one of the parents is temporarily or permanently absent because of compulsion of business, employment or job. Separation or divorce death of mother or father. These children invariably would face or confront many problems .Due to single parental control or may face repression or over control .The child becomes deprived of the influence of one of the parents, either mother or father and this may result in multifarious problems or complexity like delinquency, maladjustment, regression or psycho/social aggressions. Sometimes, if the child is not properly handled may create necrosis and psychosis. The child needs a secure and happy home life with adequate love relationships, his capacity to achieve his heredity, potential is limited. Love relationships, in many ways, appear to be a significant as the meeting of physical needs.

There should be wholesome attitudes in the family towards learning and cultural experiences. This implies a family way of life from which the child is able to learn more than devices his parents may use to stimulate his interest in reading and participation in cultural events. The best atmosphere for learning is one in which the child is encouraged. The home or school atmosphere should provide a variety of experiences and opportunities for recognition of the child's assets. At the same time, it should avoid applying pressure and forcing the learning situation. The potential of individual is more likely to be reached when the environment offers a wide variety of experiences in an atmosphere in which the individual is accepted as he is.

PROBLEMS OF SINGLE PARENT CARED CHILD

Children's assumption of broken home

Child's is just soft being and mental condition of child is very soft, anything may disorder the psychological process when there is conflict between mother and father in home condition that directly affects the child 's mental health and creates a fear in the child. This type of fearness makes the child to assume about the future condition of homely atmosphere.

Behavioural Problem

As said earlier, home is the school of child, through which she/he learns how to cope with the present environment. If the home is not good, it is very difficult for the child to cope with his surroundings like friends, teachers, elders, neighbours and own gangs.

Social Problems

Society is another important place of child in which child learns social norms and sociable activity. Parents are the first motivators of the child to make him/her sociable in the surroundings.By this the sociable in the sourroundings.By this social instincts are developed .But by

the single parent or without parents this type of social adjustment is not properly developed. But by the single parent or without parents this type of social adjustment is not properly developed.

Educational Problems

Parents are the first and prime motivators of the child towards education. They create interest in the child for schooling .Without parental involvement it is very difficult for the child to get education from the school .When parents are outside most of the time or they may not give sufficient time to their child, the interest of schooling may decrease and instead of devoting time towards study, they spend more time for other activities like excess playing, mixing with bad friends and laziness.

Cultural Problems

These children with single parent may not get sufficient time from the parent for celebrating festivals, customs and tradition in home condition /outside .then this may also cause the child's frustration. When the child sees others' family celebrating functions with the home atmosphere the child may feel frustrated and also it may lead to irritated behaviour towards the family.

Problems of health and nutrition

In the very early stage child needs proper care of the parents for physical development .Due to the lack of time parents are not able to give proper food and medical facility .They are not interested in the physical condition of the child by which different nutrition problems may arise in the child. Proper development (emotional and physical) of the child may be delayed.

Due to the above mentioned problems the child may suffer academically, emotionally and socially. It would be better for the single parent to take precautions and foster the child creating a conducive atmosphere.

OBJECTIVES

- 1) To study the behavioural problems of single-parent-cared students in school.
- 2) To study the social problems of single-parent-cared students in school.
- 3) To study the educational problems of single-parent-cared students in school.
- 4) To study the cultural problems of single-parent-cared students in school.
- 5) To study the health and nutritional problems of single-parent-cared students in school.
- 6) To study the role of teacher and school in solving the problems of single-parent- students in school.

METHOD

The study is descriptive survey research. The survey design of the present study was used to know the existing status of the problems of the single- parent- cared students of standard 6to8th in any school of Lucknow city and the steps taken by school and teachers in solving their problems. A purposive sampling method was followed for selecting the sample. With the help of questionnaire, personal interview and observation, information was gathered regarding problems and attempts were made to determine the role of school and teachers in solving the problems.

The following tools will be used in this study for collecting data:

- i Self made Questionnaire for students**
- ii Interview Schedule for parents**
 - a) for parents**
 - b) for teachers**
- iii School record**

A self -made questionnaire was be used as a tool. The items in this questionnaire were framed to explore the behavioural, social, educational, and cultural; health related problems of single parent cared students. In the questionnaire there will be different dimensions of the topic .In each dimension there was 8 items, under each item there was be 2 options yes and no. There were items in the tool and each item had consists of two options and each individual had to answer one option of each item . The data was collected and the result was based on the participant's responses. For in-depth understanding and validation of problems stated by students, interview of few parents was conducted. For this parent teacher meeting day was utilized. An interview with teachers and interpretation of school records were also done. Data gathered was analyzed on basis of the percentage and frequency, and then intensity of the problems was determined.

DATA ANALYSIS AND INTERPRETATION

After the collection of data, the data was tabulated. The data was analyzed and interpreted objective wise.

Objective 1- To find out the behavioural problems of single parent-cared-students.

TABLE 4.1

No. of Dimensions	Dimensions	No. of items	RESPONSE IN YES		RESPONSE IN NO	
			Number	Percentage	Number	%
		1	10	47.61	11	52.38
1	Behavioural	2	5	23.80	16	76.19
		3	8	38.09	13	61.90
		4	19	90.47	2	9.52
		5	14	66.66	7	33.33
		6	14	66.66	7	33.33
		7	4	19.04	17	80.95
		8	8	38.09	13	61.90
		TOTAL	82		86	

TOTAL NO. OF RESPONSES= 82+86=168

Table 4.1 shows item wise analysis under the dimension of behavioural problems. There are 8 items under this dimension. The item no.4 has the maximum percentage value and item no.7 has the minimum value for the acceptance of the item i.e. is for 'yes' response. Similarly under this dimension the item no.7 has the maximum value and item no. 4 has the minimum percentage value for the rejection of the item. The total frequency or number achieved for yes response is 82 and no response is 168. The total responses are 168.

Objective 2- To find out the of single parent-cared-students

TABLE 4.2

No. of Dimensions	Dimensions	No. of items	RESPONSE IN YES		RESPONSE IN NO	
			Number	Percentage	Number	Percentage
		9	13	61.90	8	38.09
2.	Educational	10	21	100	-	-
		11	19	90.47	2	9.52
		12	16	76.19	5	23.80
		13	17	80.95	4	19.04
		14	18	85.71	3	14.28
		15	18	85.71	3	14.28
		16	20	95.23	1	4.76
		TOTAL	142		26	

TOTAL NO. OF RESPONSES= 142+26=168

Table 4.1 shows item wise analysis under the dimension Educational problems. There are 8 items under this dimension. The item no.10 has the maximum percentage value and item no.9 has the minimum value for the acceptance of the item i.e. is for 'yes' response. Similarly under this dimension the item no.9 has the maximum value and item no. 10 has the minimum percentage value for the rejection of the item. The total frequency or number achieved for yes response is 142 and no response is 26.The total responses are 168.

Objective 3- To find out the Social problems of single parent-cared-students

TABLE 4.3

No. of Dimensions	Dimensions	No. of items	RESPONSE IN YES		RESPONSE IN NO	
			Number	Percentage	Number	Percentage
		17	19	90.47	2	9.52
1.	Social	18	5	23.80	16	76.19
		19	17	80.95	4	19.047
		20	14	66.66	7	33.33
		21	18	85.71	3	14.28
		22	17	80.95	4	19.04
		23	18	85.71	3	14.28
		24	18	85.71	3	14.28
		TOTAL	126		42	

TOTAL NO. OF RESPONSES=126+42=168

Table 4.1 shows item wise analysis under the dimension of Social problems. There are 8 items under this dimension. The item no.17 has the maximum percentage value and item no.18 has the minimum value for the acceptance of the item i.e. is for 'yes' response. Similarly under this dimension the item no.17 has the maximum value and item no. 18 has the minimum percentage value for the rejection of the item. The total frequency or number achieved for yes response is 126 and no response is42.The total responses are 168.

Objective 4- To find out the Cultural problems of single parent-cared-students

TABLE 4.4

No. of Dimensions	Dimensions	No. of items	RESPONSE IN YES		RESPONSE IN NO	
			Number	Percentage	Number	Percentage
		25	21	100	-	-
1.	Cultural	26	16	76.19	5	23.80
		27	15	71.42	6	28.57
		28	16	76.19	5	23.80
		29	17	80.95	4	19.04
		30	21	100	-	-
		31	18	85.71	3	14.28
		32	5	23.80	16	76.19
		TOTAL	124		23	

TOTAL NO. OF RESPONSES=124+23=147

Table 4.1 shows item wise analysis under the dimension of Cultural problems. There are 8 items under this dimension. The item no.25 and 30 have the maximum percentage value and item no.32 has the minimum value for the acceptance of the item i.e. is for 'yes' response. Similarly under this dimension the item no.32 has the maximum value and item no.25 and 30 have nil percentage value for the rejection of the item. The total frequency or number achieved for yes response is 124 and no response is 23. The total responses are 147.

Objective 5- To find out the Health and Nutrition problems of single parent-cared-students

TABLE 4.5

No. of Dimensions	Dimensions	No. of items	RESPONSE IN YES		RESPONSE IN NO	
			Number	Percentage	Number	Percentage
		33	16	76.19	5	23.80
1.	Health and Nutrition	34	21	100	-	-
		35	20	95.23	1	4.76
		36	12	57.14	9	42.85
		37	13	61.90	8	38.09
		38	18	85.71	3	14.28
		39	10	47.61	11	52.38
		40	11	52.38	10	47.61
		TOTAL	126		63	

TOTAL NO. OF RESPONSES= 126+63=189

Table 4.1 shows item wise analysis under the dimension of Health and Nutrition problems. There are 8 items under this dimension. The item no.34 has the maximum percentage value and item no.39 has the minimum value for the acceptance of the item i.e. is for 'yes' response. Similarly under this dimension the item no.39 has the maximum value and item no.34 has the minimum percentage value for the rejection of the item. The total frequency or number achieved for yes response is 126 and no response is 63. The total responses are 189.

TABLE 4.6- The table shows the total number of responses in (yes and no) and total number of percentages obtained under each dimensions

No. of Dimensions	Dimensions	RESPONSE IN YES		RESPONSE IN NO	
		Number	Percentage	Number	Percentage
1	Behavioural	82	48.80	86	51.19
2	Educational	142	84.52	26	15.47
3	Social	126	75.00	42	25.00
4	Cultural	124	84.35	23	15.64
5	Health and Nutrition	126	66.66	63	33.33
	TOTAL	600		240	

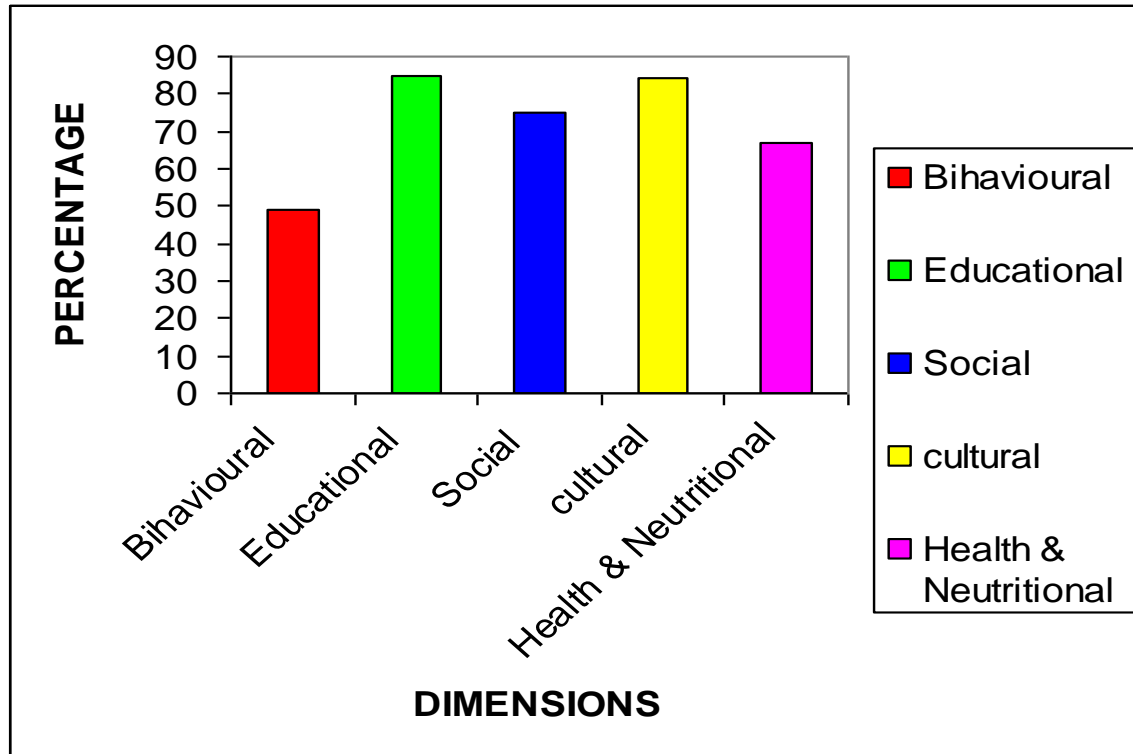
TOTAL NO. OF RESPONSES= 600+240=840

Table 4.6 shows the total number and percentages obtained in behavioural, educational, social, and cultural and health and nutritional problems for yes and no responses. The total number obtained were 82,142,126,124,126 for behavioural, educational, social, and cultural and health and nutritional problems respectively. The total number of percentages in all problems obtained was 48.80%, 84.52%, 75%, 84.35%, and 66.66% for yes response. The total frequency obtained for no response were 86, 26,42,23,63 in all behavioural, educational, social, and cultural and health and nutritional problems respectively. The total percentages obtained were 51.19%, 15.19%, 25%, 15.64%, and 33.33% for no response.

The total responses and percentages can be shown with the help of the graph.

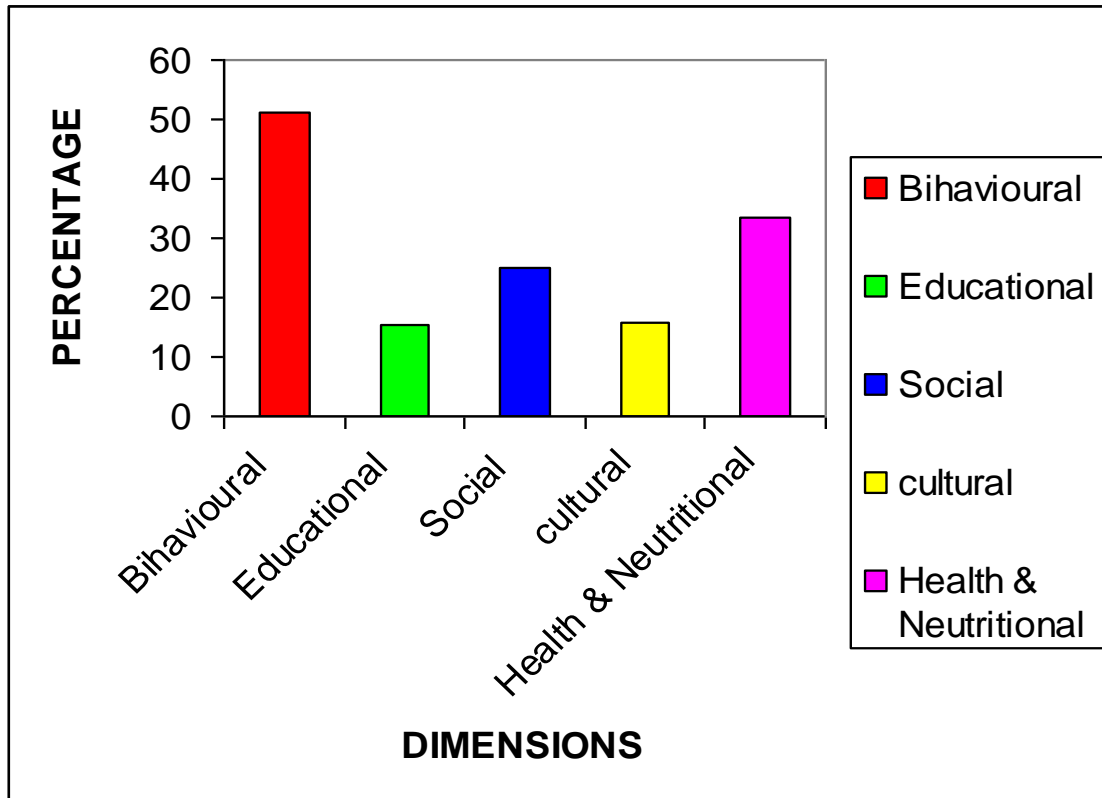
S.N.	DIMENTION	PERCENTAGE (YES)
1	Behavioural	48.80 %
2	Educational	84.52%
3	Social	75%
4	cultural	84.35%
5	Health & Nutritional	66.66%

The graph below represents total percentages of 'yes' responses obtained for behavioural, educational, social, and cultural and health and nutritional problems.



S.N.	DIMENTION	PERCENTAGE (NO)
	Behavioural	51.19
	Educational	15.47
	Social	25
	cultural	15.64
	Health & Nutritional	33.33

The graph below represents total percentages of 'no' responses obtained for behavioural, educational, social, and cultural and health and nutritional problems.



INTERVIEW

a.) Interview with Parents

On the parent-teacher meeting day held in the school, an interview session was arranged for single parent. In the interview the parents were asked about the types of problems faced by them and how do they cope with the problems. Most of the parents complained of educational problems of their children since they did not have enough time to look after their children. They remain busy with their official work and domestic affairs throughout the day. At times they also face problems related to finances since there is only single person to earn money and look after the management of the house. Sometimes they also faced problems related with the health of their children since they have no time to keep a check on the daily routine of their children. The children at home have to manage themselves. Most of the parents said that they have positive approach towards life and life had taught them to face the challenges of life. Regarding the difference in attitude of their children compared with other children they feel that their children are independent, matured and responsible due to the prevailing conditions of family status.

b.) Interview with Teachers

An interview of approximate 10 teachers were taken from the school from which data was gathered .the teachers were asked about the difference they find between the single parent children and other children and whether any development programme or personal counselling session was

organized in school for such children. Most of the teachers replied that they had to look after the whole class and they themselves are not familiar with single-parent students. The teachers seemed to be hardly bothered or give attention to the problems of single parent children. They also said that they treated all children equally. They had neither counselling sessions nor development programme for such children in school. They treat all the children in totality. No steps are taken by the school authorities either.

CHECKING OF SCHOOL RECORDS

The checking of school records were done in order to determine the number of single parent children. Out of the 10 school surveyed only 21 students were found to be single parent. It was very tough task to search for the single parent students since no special attention is paid for such children and no records have been maintained on single parent children. The severity of the problem is not felt and is neglected by teachers and school authorities.

RESULT AND DISCUSSION

The result obtained showed the total frequency and total percentages of the responses (yes, no) given by the students. The total number of yes responses for behavioural, educational, social, cultural and health and nutritional problems were 82, 142, 126, 124, 126 and total percentages obtained were 48.80%, 84.52%, 75%, 84.35%, 66.66% respectively. The total number of responses for behavioural, educational, social, cultural and health and nutritional problems were 86, 26, 42, 23, 63 and total percentages obtained were 51.19%, 15.47%, 25%, 15.64%, 33.33% respectively. On the basis of the results obtained it can be said that educational and cultural problems severely affect the single-parent-cared-students which is clear from high percentage values in these two areas. The reason behind this could be that single parents are outside most of the times and they do not have sufficient time to give to their child. This may decrease the interest of schooling, instead of devoting time to their studies they spend time for other activities like excess playing, mixing with bad friends and ignore their studies. Parents should be the prime motivators of the child towards their education. On the cultural front, single-parent children may not get sufficient time from celebrating festival, customs and tradition in home condition/outside. This could cause child's frustration. When the child sees other family celebrating functions it may lead to irritated behaviour towards the family. The high percentage of social problems also shows that they affect the life of single-parent-children. As it is always said that family is basic fundamental unit of the society and the process of socialization begins at home and parents are the first motivators in social activity. But single parent or without parent this type of social adjustment is not properly developed. We can see that health and nutritional problems moderately affect the single parent children. Due to lack of time parents are not able to give proper food and medical facility. Proper development (emotional and physical) of the child is delayed. The behavioural problems are below average which shows less intensity. The reason behind this is that due to the severity of other problems (educational, social, cultural and health and nutritional) the behaviour of the single child is affected. It becomes difficult for a child to cope up with his surroundings friends, teachers, elders, neighbours and own gangs.

On the whole we can say that all the problems seriously affect the growth and development of single-parent-cared students and remedial measures should be taken to come out of these problems.

CONCLUSION

At the end it can be concluded from the results calculated that single-parent-cared students suffer from behavioural, educational, social, cultural and health and nutritional problems. Steps should be taken by the parents, teachers and school administrators to overcome their problems. The single-parent children need a secure and happy home life with adequate love relationships to achieve heredity potential which is limited. There should be wholesome attitude of family towards learning and cultural experiences .Family relationships play an important role in shaping the life pattern of an individual from childhood to adulthood .Family attitude and behaviour become a matter of great concern to the developing individual .Every child grows up to fit in his society and socialization of the child begins in close contact with family. Every single parent should take care of their children by spending most of the time with them and share their feelings The parents should try to create a favourable emotional climate of home aided by empathy ,communication between family members ,togetherness and methods of coping with disagreements.

The teachers should also put an effort to understand child psychology. The teacher should have information about the background of the child and if possible so should keep in close contact with the family. The teachers should motivate and give encouragement in academic work. Personal counselling with parents of single parent children and single parent children should also be facilitated. Various development programmes related to all round development of the personality of such children should be organized by the school authorities. Counselling sessions for the single-parent should be organized so as to provide them tips for the child health and care and should also provide tips for a better career in professional field.

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