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CHAPTER V
SUMMARY OF THE STUDY, CONCLUSIONS
AND SUGGESTIONS

The present study is conducted for an investigation of the psycho-social problems of the orphans in Kerala. The results are summarised in the succeeding pages.

5.1 THE RESUME OF THE STUDY

The study is entitled as, "A Study of the Psycho-Social Problems of Orphans in Kerala". It was aimed to understand the psycho-social problems of orphans throughout Kerala. The inmates of orphanages represented the various categories such as sex, locality, standards, types, religion and caste. Hundred and thirty five students from orphan children and Hundred and thirty five students from non-orphan children from various institutions of Kerala were selected by the investigator for the present study. The psycho-social problem scale prepared by the investigator was used for data collection along with the personal data sheet.

The study was conducted on the sixteen important variables affecting the orphans of Kerala, viz., Self-Esteem, Recognition and Approval, Love and Affection, Security, Independence, Creative Expression, New Experience, Problems in dealing with others, Problems on Achievement, Isolation, Financial Problems, Problem in dealing with opposite sex, Problem in dealing with Authorities, Problems in Relation
with anxiety, Problems in Relation with emotional Maturity and General Achievement. The other variables used are sex, Age, Place of Birth, Religion, Educational Status and Number of Family Members.

Using the tools mentioned, adequate data were collected from all districts of Kerala. After which the data were scored and tabulated and analysed using different statistical techniques.

5.2 STATEMENT OF THE PROBLEM

The study is entitled A STUDY OF THE PSYCHO-SOCIAL PROBLEMS OF ORPHANS IN KERALA.

5.3 OBJECTIVES OF THE PRESENT STUDY

The present study has the following objectives:

(1) To compare the orphan students and non-orphan students with respect to various psycho-social problems such as:

(1) Problems on Self-Esteem
(2) Problems on Recognition and Approval
(3) Problems on Love and Affection
(4) Problems on Security
(5) Problems on Independence
(6) Problems on Creative Expression
(7) Problems on New Experience
(8) Problems in dealing with others
(9) Problems on Achievement
(10) Problems on Isolation
(11) Financial problems
(12) Problems in dealing with opposite sex
(13) Problems in dealing with Authorities
(14) Problems in relation with Anxiety and
(15) Problems in relation with Emotional Maturity

(2) To compare the orphan students and non-orphan students with respect to their General Achievement.

(3) To compare the orphan students based on sex with respect to selected psycho-social problems and General Achievement.

(4) To compare the orphan students based on locale with respect to selected psycho-social problems and General Achievement.

(5) To compare the orphan students based on religion with respect to selected psycho-social problems and General Achievement.

(6) To compare the orphan students based on number of family members with respect to selected psycho-social problems and General Achievement.

(7) To find out the correlation among the different psycho-social problems of orphan and non-orphan students.

(8) To find out the correlation between the psycho-social problems and General Achievement of orphan and non-orphan students.

(9) To compare the orphan students in different standards and age group with respect to their psycho-social problems and General Achievement.
(10) To get opinion of teachers and wardens regarding the psycho-social problems of orphan students.

5.4 HYPOTHESES

Based on the objectives, the following hypotheses were formulated:

(1) There will be significant difference between the orphan students and non-orphan students with respect to the psychosocial problems such as:

(1) Problems on self-Esteem
(2) Problems on Recognition and Approval
(3) Problems on Love and Affection
(4) Problems on Security
(5) Problems on Independence
(6) Problems on Creative Expression
(7) Problems on New Experience
(8) Problems in dealing with others
(9) Problems on Achievement
(10) Problems on Isolation
(11) Financial problems
(12) Problems in dealing with opposite sex
(13) Problems in dealing with Authorities
(14) Problems in relation with Anxiety and
(15) Problems in relation with Emotional Maturity
(2) There will be significant difference between orphan students and
orphan students with respect to their General Achievement.

(3) There will be significant difference between orphan male and non-
orphan male with respect to the selected psycho-social problems and
General Achievement.

(4) There will be significant difference between orphan female and non-
orphan female with respect to the selected psycho-social problems and
General Achievement.

(5) There will be significant difference between orphan male students and
orphan female students with respect to the selected psycho-social
problems and General Achievement.

(6) There will be significant difference between rural orphan students and
urban orphan students with respect to the selected psycho-social
problems and General Achievement.

(7) There will be significant difference between the Christian orphan
students and Hindu orphan students with respect to the selected
psycho-social problems and General Achievement.

(8) There will be significant difference between the Christian orphan
students and Muslim orphan students with respect to the selected
psycho-social problems and General Achievement.

(9) There will be significant difference between the Hindu orphan students
and Muslim orphan students with respect to the selected psycho-
social problems and General Achievement.
(10) There will be significant difference between the orphan students belonging to the families having members 0-5 and 6-10 with respect to the selected psycho-social problems and General Achievement.

(11) There will be correlations among the different psycho-social problems of the orphan students.

(12) There will be correlation among the different psycho-social problems of the non-orphan students.

(13) There will be correlation between the various psycho-social problems and the General Achievement of the orphan students.

(14) There will be correlation between various psycho-social problems and General Achievement of the non-orphan students.

(15) There will be significant differences among the three groups of orphan students namely those studying in 8th standard, 9th standard and 10th standard on the different variables of the present study.

(16) There will be significant differences among the orphan students belonging to the different age groups based on the various psycho-social problems and General Achievement.

5.5 METHODOLOGY IN BRIEF

(a) The Sample

The total sample of the present investigation consisted of 270 students from the secondary level in Kerala. Of these, 135 were orphan students and 135 were non-orphan students. Also, a sample of 30 teachers and 30 wardens of the orphanages were included for interview.
(b) Tools Used for the Study

The major tools used for the collection of data are:

(1) Personal Data Sheet


(3) Schedule used to interview the teachers and wardens.

5.6 MAJOR FINDINGS

The major findings of the present study are briefly listed below:

(1) The difference between the orphan students and non-orphan students on the fifteen different psycho-social problems namely (1) Problems on Self-esteem, (2) Recognition and Approval, (3) Love and Affection, (4) Security (5) Independence, (6) Creative Expression, (7) New Experience (8) Problems in dealing with others (9) achievement, (10) isolation (11) Financial problems (12) Problem in dealing with opposite sex (13) Problem in dealing with Authorities, (14) Problem in relation with anxiety, and (15) Problem in relation with Emotional Maturity is significant at 0.01 level. The orphan students are found to
have more problems in comparison with their counterpart non-orphans.

(2) The difference between orphan students and non-orphan students on General Achievement is significant at 0.01 level. The orphan students are found to have less achievement than their counterpart non-orphan students.

(3) The difference between orphan male students and non-orphan male students on the above said different variables is significant at 0.01 level except for the variable “Problems in dealing the opposite sex”. For this variable, the difference is not significant.

(4) For the sixteen variables of the present study namely (1) Problems on Self-esteem, (2) Recognition and Approval, (3) Love and Affection, (4) Security, (5) Independence, (6) Creative Expression, (7) New Experience, (8) Problems in dealing with others, (9) achievement, (10) isolation, (11) Financial problems, (12) Problem in dealing with opposite sex, (13) Problem in dealing with Authorities, (14) Problem in relation with anxiety, (15) Problem in relation with Emotional Maturity and (16) General Achievement, the difference between orphan female and non-orphan female is significant at 0.01 level. In all the cases, orphan female students are found to have more problems than the non-orphan female students.

(5) The difference between orphan male and orphan female is significant at 0.01 level in the above fourteen variables except the variables,
'Problems in dealing with opposite sex' and 'Problems in achievement'. It is significant at 0.05 level. Orphan female students are having much problems than the orphan male. Students.

(6) For the three variables, 'Problems in dealing with others', 'Problems on Achievement' and 'Problems on Security', the difference between the rural orphan students and urban orphan students is significant at 0.05 level. In other variables, the differences are not statistically significant.

(7) In all the sixteen variables of the present study, the difference between Hindu orphan students and Christian orphan students is not statistically significant.

(8) The difference between Christian orphan students and Muslim orphan students is not significant except for the only variable, 'General Achievement' in which the difference is significant at 0.05 level. The Christian orphan students are found to have less achievement than the Muslim orphan students.

(9) For all the sixteen variables of the present investigation, viz.,
(1) Problems on Self-esteem, (2) Recognition and Approval, (3) Love and Affection, (4) Security (5) Independence, (6) Creative Expression,
Emotional Maturity and (16) Overall Achievement, the difference between Hindu orphan students and Muslim orphan students is not statistically significant.

(10) In the case of the variables (1) Problems on Love and Affection, (2) Security (3) Independence, (4) Creative Expression, (5) New Experience (6) Problems in dealing with others (7) achievement, (8) isolation (9) Financial problems (10) Problem in dealing with Authorities, (11) Problem in relation with Emotional Maturity and (12) General Achievement, the orphans belonging to family size of 0-5 members and orphans belonging to family size of 6-10 members, the difference is significant at 0.01 level.

In the variables, ‘Problem on Self-esteem and ‘Recognition and Approval’, the difference is significant at 0.05 level. In both the cases, the orphans belonging to the family size 6-10 have more problems.

For the variables, ‘Problem in dealing with opposite sex’ and ‘Problem in relation with anxiety’, the difference is not statistically significant.

(11) There exist positive correlations among the different psycho-social problems for the orphan students.

(12) The correlations obtained among the different psycho-social problems for the non-orphan students are positive.

(13) The correlations obtained between the different psycho-social problems with the variable, General Achievement are negative for the orphan students.
(14) The different correlations obtained for the variables of psycho-social problems and the variable general achievement are negative for the non-orphan sample.

(15) There are significant differences among the three groups of orphan students, namely, those studying in 8th, 9th and 10th standards on almost all the variables except in the case of problem in dealing with opposite sex and problem in relation with anxiety.

(16) The differences among the orphan students having ages 13, 14, 15, 16 and 17 years are significant in almost all the variables of the present study except the variable problem in dealing with opposite sex.

(17) The analysis of the opinion of the teachers revealed that 80 percent of teachers were of the opinion that orphan students have many psycho-social problems. Also, 90 percent of the wardens strongly agree that the orphan children have many psycho-social problems.

5.7 TENABILITY OF THE HYPOTHESES

Based on the findings of the study, the tenability of the hypotheses is given below:

Hypothesis I

1. There will be significant difference between the orphan students and non-orphan students with respect to the psycho-social problems such as:

   1. Problems on self-Esteem
2. Problems on Recognition and Approval
3. Problems on Love and Affection
4. Problems on Security
5. Problems on Independence
6. Problems on Creative Expression
7. Problems on New Experience
8. Problems in dealing with others
9. Problems on Achievement
10. Problems on Isolation
11. Financial problems
12. Problems in dealing with opposite sex
13. Problems in dealing with Authorities
14. Problems in relation with Anxiety and
15. Problems in relation with Emotional Maturity

Finding No. 1 shows there is significant difference at 0.01 level between the orphan and non-orphan students with respect to the psychosocial problems such as Self-Esteem, Recognition and Approval, Love and Affection, Security, Independence, Creative Expression, New Experience, Problems in dealing with others, Problems on Achievement, Isolation, Financial Problems, Problem in dealing with opposite sex, Problem in dealing with Authorities, Problems in Relation with anxiety, Problems in Relation with emotional Maturity and General Achievement.
Hence the Hypothesis I is accepted.

Hypothesis II

There will be significant difference between orphan students and orphan students with respect to their General Achievement.

Finding No. 2 shows that there is significant difference between orphan students and non-orphan students on General Achievement and it significant at 0.01 level. The orphan students are found to have less achievement than their counterpart non-orphan students.

Hence Hypothesis II is accepted.

Hypothesis III

There will be significant difference between orphan male and non-orphan male with respect to the selected psycho-social problems and General Achievement.

Finding No. 3 shows that The difference between orphan male students and non-orphan male students on the above said different variables is significant at 0.01 level except for the variable “Problems in dealing the opposite sex’. For this variable, the difference is not significant.

Hence, the above Hypothesis is partially accepted.

Hypothesis IV

There will be significant difference between orphan female and non-orphan female with respect to the selected psycho-social problems and General Achievement.
Finding No. 4 shows that for the sixteen variables of the present study, the difference between orphan female and non-orphan female is significant at 0.01 level. In all the cases, orphan female students are found to have more problems than the non-orphan female students.

Hence, the above hypothesis is accepted.

Hypothesis V

There will be significant difference between orphan male students and orphan female students with respect to the selected psychosocial problems and General Achievement.

Finding No. 5 indicates that the difference between orphan male and orphan female is significant at 0.01 level in the above fourteen variables except the variables, ‘Problems in dealing with opposite sex’ and ‘Problems in achievement’. It is significant at 0.05 level. Orphan female students are having much problems than the orphan male Students.

Thus the above hypothesis is accepted.

Hypothesis VI

There will be significant difference between rural orphan students and urban orphan students with respect to the selected psychosocial problems and General Achievement.

Finding No. 6 reveals that for the three variables, ‘Problems in dealing with others’, ‘Problems on Achievement’ and ‘Problems on Security’, the difference between the rural orphan students and urban orphan students
is significant at 0.05 level. In other variables, the differences are not statistically significant.

Thus the above hypothesis is partially accepted.

**Hypothesis VII**

There will be significant difference between the Christian orphan students and Hindu orphan students with respect to the selected psychosocial problems and General Achievement.

Finding No. 7 reveals that in all the sixteen variables of the present study, the difference between Hindu orphan students and Christian orphan students is not statistically significant.

Hence, the above hypothesis is rejected.

**Hypothesis VIII**

There will be significant difference between the Christian orphan students and Muslim orphan students with respect to the selected psychosocial problems and General Achievement.

It can be seen from finding No. 8 that the difference between Christian orphan students and Muslim orphan students is not significant except for the only variable, ‘General Achievement’ in which the difference is significant at 0.05 level. The Christian orphan students are found to have less achievement than the Muslim orphan students.

Thus the above hypothesis is partially accepted.
Summary and Conclusions

Hypothesis IX

There will be significant difference between the Hindu orphan students and Muslim orphan students with respect to the selected psycho-social problems and General Achievement.

On the basis of Finding No. 9, for all the sixteen variables of the present investigation, the difference between Hindu orphan students and Muslim orphan students is not statistically significant.

Hence the hypothesis is rejected.

Hypothesis X

There will be significant difference between the orphan students belonging to the families having members 0-5 and 6-10 with respect to the selected psycho-social problems and General Achievement.

Finding No. 10 indicates that in the case of the variables (1) Problems on Love and Affection, (2) Security (3) Independence, (4) Creative Expression, (5) New Experience (6) Problems in dealing with others (7) achievement, (8) isolation (9) Financial problems (10) Problem in dealing with Authorities, (11) Problem in relation with Emotional Maturity and (12) Overall Achievement, the orphans belonging to family size of 0-5 members and orphans belonging to family size of 6-10 members, the difference is significant at 0.01 level.

In the variables, 'Problem on Self-esteem and 'Recognition and Approval', the difference is significant at 0.05 level. In both the cases, the orphans belonging to the family size 6-10 have more problems.
For the variables, 'Problem in dealing with opposite sex' and 'Problem in relation with anxiety', the difference is not statistically significant.

From the above findings, it can be said that the hypothesis is partially accepted.

**Hypothesis XI**

There will be correlations among the different psycho-social problems of the orphan students.

Finding No. 11 reveals that there exist positive correlations among the different psycho-social problems for the orphan students.

Thus is the hypothesis is accepted.

**Hypothesis XII**

There will be correlation among the different psycho-social problems of the non-orphan students.

It can be seen from finding No. 12 that the correlations obtained among the different psycho-social problems for the non-orphan students are positive.

Thus it can be said that the hypothesis XII is accepted.

**Hypothesis XIII**

There will be correlation between the various psycho-social problems and the General Achievement of the orphan students.

From finding No. 13, it can be seen that the correlations obtained between the different psycho-social problems with the variable, General Achievement are negative for the orphan students.
Thus the hypothesis is accepted.

**Hypothesis XIV**

There will be correlation between various psycho-social problems and General Achievement of the non-orphan students.

Finding No. 14 reveals that the different correlations obtained for the variables of psycho-social problems and the variable general achievement are negative for the non-orphan sample.

Thus hypothesis No. XIV is accepted.

**Hypothesis XV**

There will be significant differences among the three groups of orphan students namely those studying in 8th standard, 9th standard and 10th standard on the different variables of the present study.

Finding No. 15 shows that there are significant differences among the three groups of orphan students, namely, those studying in 8th, 9th and 10th standards on almost all the variables except in the case of problem in dealing with opposite sex and problem in relation with anxiety.

Hence the hypothesis partially accepted.

**Hypothesis XVI**

There will be significant differences among the orphan students belonging to the different age groups based on the various psycho-social problems and General Achievement.

Finding No. 16 indicates that the differences among the orphan students having ages 13, 14, 15, 16 and 17 years are significant in almost all
the variables of the present study except the variable problem in dealing with opposite sex.

Hence the above hypothesis is partially accepted.

5.8 CONCLUSIONS AND SUGGESTIONS

The major conclusions arrived at in the study and the suggestions made are noted below:


Hence the authorities are expected to take attention towards the psycho-social problems of orphans.

Noticeable gap is observed between the problems of orphan female and orphan male in almost all variables and hence special psychological approach towards the orphan female is to be shown in all walks of life.

The present investigator identified the high rate of psycho-social problems in orphan female in comparison with non-orphan female, which deserves immediate attention on the part of all authorities concerned.
The study has identified several psycho-social problems on orphan female students than orphan male students in almost all variables. The profiles developed in this context give a clear picture about the nature of their psychological and sociological problems and hence require to have appropriate measures for meeting the problems of orphan female students.

There is difference between rural orphan students and urban orphan students in their psycho-social problems based on the variables of the present study. The rate of the problems are little more in urban orphan children than their counterpart in all the variables and it may be due to the nature of urban life where the humanitarian outlook is low than rural life. Hence providing more congenial and humanitarian atmosphere for their overall development is needed.

Only a negligible difference between Hindu Orphan students, Christian Orphan students and Muslim orphan students are evident from the findings of the present study. Here arise the need for organising same amount of various measures to enhance the quality of life of the orphan children belonging to different to religions. Thus the people and the other higher authorities should not show communal and religious bias. All should be treated as equals.

With respect to the size of the family having 0-5 family members and 6-10 family members, the difference between both the groups are very high except the variable ‘problem in dealing with opposite sex’ and ‘problems in relation with anxiety’. Hence the authorities are expected to do more
concessions and programmes to uplift the 6-10 family members. Awareness programmes and mass media can be made use of for this purpose.

There is wide positive correlation among the different variables of orphan students and the same result can be seen in the correlation of non-orphan students. Here the authorities can try the best to solve the various psycho-social problems of orphans as a whole by applying psychological and sociological techniques.

The correlation obtained between the different psycho-social problem variables with general achievement reveals the impact of the psycho-social problems of orphans upon their academic achievement. Thus there is urgent need for handling the problem intelligently by all concerned.

The psycho-social problems of non-orphan students also have influence upon their academic activities. So the involvement of the parents, teachers, wardens, other officers, the Government and psychological experts and counselling experts should involve in discussion to take solution of the various problems identified and suggested in this context.

The class wise and age wise analyses of the present study (using ANOVA) distinguishes the rate of the psycho-social problems upon the orphan students belonging to 8th, 9th and 10th standards and belonging to the ages 13, 14, 15, 16 and 17 years. The impact of the psycho-social problem is clearly depicted in both groups in the analysis of data using the statistical technique, ANOVA.
Thus, the investigator strongly recommends the government and all other concerned to take this issue as challenge and formulate necessary solution in this regard.

The results of the interview with teachers and wardens reveal that all the orphan students have profound psycho-social problems and that affects in all arena of their life, both inside and outside the orphanages and the solution of this problem is an urgent need.

All the problems depicted above indicates the need for comprehensive programmes for the all round development of orphan children belonging to different categories.

The investigator hope to have certain adequate arrangement in dealing with orphan students. Parental education, counselling of both orphans and their parents, use of mass medias emphasising this specific issue, providing special training to teachers, wardens and all concerned with orphan students, provision for overcoming the financial difficulties of orphans, education to the humanity as a whole for realising the inner and outer difficulties of orphans, vocational and rehabilitation programmes, improving the infrastructure of the orphanages, adopting psychological techniques while dealing with the orphans etc. can do a lot for the improvement and eradication of the psycho-social problems of orphans.

"Let us hope and pray for their best future".
5.9 IMPLICATIONS OF THE PRESENT STUDY

The present study has several implications in different areas pertaining to life. They are as follows:

5.9.1 Educational Implications

5.9.1.1 Implications on teachers

The present study enables the teachers to understand the impact of psycho-social problems in orphan children.

From the present study, the psychological techniques and principles while dealing with the orphan children can be applied.

It lays emphasis on giving special attention to the psycho-social problems of orphans.

The teachers would be able to give individual attention or remedial teaching to orphan children in order to improve their academic achievement and all round development of their personality. The present study has implication on realising with accuracy the depth of the psycho-social problems in orphan children and that motivates the teachers in giving guidance and counselling to them.

The teachers should get the awareness of the necessity of giving more love and affection and recognition to orphan children than giving it to non-orphan children. The study ensures that the orphan children's personality which was destroyed by strange circumstances for which they alone cannot be blamed.
The teachers are able to make use of suitable teaching methods to be benefited by the orphan children.

The study will inspire the teachers and school authorities to motivate the orphan children in participating in the co-curricular activities along with the non-orphan children that will enable them to improve their mental health and reduce the psycho-social problems. The co-curricular activities give the same result as that of what 'Play therapy' and 'Group therapy' do in the abnormal personalities.

5.9.1.2 Implication on PTA (Parent-Teacher Association)

The study has implication upon the PTA (Parent-Teacher Association) of the educational institutions. Such bodies can give financial assistance to the orphan children and inspire the school authorities to organise several programmes for the orphan children by utilising the community resources.

5.9.1.3 Implications on Parents/Guardians

The present study has wide implication on parents. They can become aware of the impact of the psycho-social problems which will help them to deal intelligently with orphan children.

The parents of the non-orphan children can recognise the problems of the non-parental group of children and that make them aware of showing sympathy and empathy towards the orphan children.

The non-orphan children, parents, teachers and other authorities can understand the fact that the non-orphan children are far better in their
psychological and sociological conditions than their counterpart orphan children.

The present study has implication upon the parents of the non-orphan children for considering the orphan children as misfortune due to the child’s environment and the negligence by the parents. They can learn the fact that ‘the exploitation of childhood constitutes the evil which is the most hideouts and the most unbearable to human heart’. Hence this study highlights the importance of giving considerable love and affection while dealing with orphan children.

The parents and guardians have an important role in the education of their children. The present study helps them understand the psycho-social problems which may influence their education negatively. So the present study directs the parents/guardians to provide better facilities and circumstances to remedy the prevailing psycho-social problems and hence help them for better academic achievement.

5.9.1.4 Implications upon the Heads of Institutions

The present study helps the headmasters of various educational institutions understand the impact of psycho-social problems of orphan children in various dimensions and organising a multitude of programmes in different levels with the co-operation of teachers and the public.
5.9.2 SOCIAL AND CULTURAL IMPLICATIONS

5.9.2.1 Implication for Social Workers

The study inspires the social workers in realising the influence of the psycho-social problems of orphans and that information will be of great help in conducting programmes and dealing understandingly with the orphans.

5.9.2.2 Impact on Political Workers

The political workers can play a vital role to enhance the position of the orphan children with that of the non-orphan children by presenting the impact of the psycho-social problems of orphan children to the government.

5.9.2.3 Impact on Cultural Workers

This study has much influence upon the cultural workers for turning their attention towards the suffering orphan children and the humanity as a whole.

5.9.2.4 Impact on Child Abusers

The present study has wide influence on the child abusers, broken families, separated or divorced parents etc. They can understand "the fact that the best preparation for life is surely to live fully as a child with the parents". In this context Dr. Benjamin Spock's (1970) words are to be remembered. He says, "There are pains of childhood that never come to light in any routine examination. The healthy child, who is loved and supported by his parents will proceed in his development".
5.9.2.5 Impact on Moral and Spiritual Workers

The moral and spiritual philanthropic workers can identify the impact of the psycho-social problems of orphan children by the present study and that will be of great help to them to sustain a healthy relation with them and work for their progress.

5.9.3 IMPLICATIONS ON ORGANISATIONS

5.9.3.1 Implication upon Non-Governmental Organisations

There are a multitude of non-governmental philanthropic organisations managed by social service authorities, cultural authorities, different religious authorities etc. The present study enables these authorities to understand the impact of the psycho-social problems and conducting several programmes for the welfare of the orphan children.

5.9.3.2 Implications upon the Governmental Organisations

(i) Implications on State Government: The present study has wide relevance to the Kerala state government for recognising the psycho-social difficulties of the orphans in general and the orphan children in particular. These information will be of great help to them for organising various humanitarian programmes within its geographical boundary and allocating financial help to the needy organisations in the form of grand-in-aid and providing the same to the orphans of various categories.

(ii) Implication upon the Social Welfare Department of the State Government: The Government of Kerala may conduct different programmes for the progress of the socially and culturally disadvantaged
sections, through its social welfare department. The present study gives useful information to the authorities of the social welfare department regarding the impact of the psycho-social problems of orphan, which will help them organise various welfare activities for the upbringing and rehabilitation of the orphans.

5.9.3.3 Implications on the Central Government

The government of India provides huge amount per year for philanthropic activities through its social welfare department and insist on the state governments for utilising these financial resources in a fruitful and intelligent manner. The present investigation informs the government to identify the impact of the psycho-social problems of orphans and the information helps to have various programmes for the welfare of orphans and allotting the needed financial help in the form of grant-in-aid to different states within its boundary.

5.9.4 UNIVERSAL IMPLICATIONS

The present investigation has wide application in the universal level. Orphans have been existing in all places at all times and the pattern of their protection differs from time to time and depended upon the social attitude towards them. Hence, it can be concluded that the present study “the psycho-social problems of orphans in Kerala” enables all the countries of the universe to make necessary programmes for the betterment of the orphans.
5.10 SUGGESTIONS FOR FURTHER RESEARCH

On the basis of obtained information and findings, the investigator of the present study laid down certain suggestions for further research. They are as follows:

1. **More Samples**

   The present study was conducted on a sample of 270, of which 135 are orphans. Further research can be conducted using more number of samples in the same area.

2. **Selection of Other Geographical Area**

   The land of Kerala is the geographical entity of the present study. Further research can be done in other states, nations and regions.

3. **Selection of More Variables**

   The present study was based on only sixteen variables. Some other psycho-social variables can be made use for further research.

4. **Non-Governmental Orphanages**

   Further research can be done on the inmates of Non-Governmental orphanages in the same area.

5. **Institutional Studies**

   The working condition of the orphanages, the facilities in the orphanages, utilisation of resources in the orphanages, problems of staff in the orphanages, the condition and satisfaction of life of orphan in the Institutions etc. can also be selected for further research.
6. **Orphans in the Public Places**

There are innumerable orphans living in the public places whose condition and psycho-social problems are much worse than institutional orphans. Further studies can be conducted to have a deep account on their psycho-social problems and other problems.

7. **Primary Level, Higher Secondary and College Level Studies**

Further studies can be made in the same area to primary, higher secondary and college level.

8. **Study on Parental, Non-Parental and Single Parental Orphans**

The studies can be conducted to understand and differentiate the impact of the psycho-social problems upon the parental, non-parental and single parental orphans.

9. **To differentiate the Problems of Maternal Orphans and Parental Orphans**

There is scope for further research in the above mentioned area.

10. **Study on Economic Problems of Orphans**

The research to identify the impact of economic problems in their life can be made use of.

11. **Research on Cultural, Moral and Religious Problems of Orphans**

Studies in the above said areas may be done for future research.
12. Studies on Other Areas of Orphan's Life

Further investigations may be conducted to identify their food difficulties, speech difficulties, difficulties in other activities, hygienic problems, vocational education and vocational problems, problems of group living and homosexuality, problems on spreading communicable sexual diseases etc. by orphans.