INTRODUCTION

Need and Significance of the Present Study
Statement of the Problem
Definition of Terms
Objectives of the Present Study
Hypotheses
Methodology in Brief
Scope of the Study
Limitations of the Study
Organisation of the Report
CHAPTER I

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 virtues of a child like love, affection etc. should also be practised by the 'man'. He should try to develop simplicity, honesty, good
character, intimacy with friends, love and dedication. These qualities can be achieved only if he tries to be what a child is. Yes, the child is indeed the father of man. A man may be the worldly father of a child, but it is a child that teaches man what to be and how to be. It is from a child that a man can imbibe the good qualities a person should have.

The children are the new buds that are going to be the blossoms of future. But there are innumerable orphan children in our country who neither get any love and affection from the adults nor the adults learn anything from their innocent smile and pitiable life. A major characteristic of society in the present century is the unprecedented increase of the psychological and sociological problems of orphans. Many children and adults are unable to measure up to acceptable standards. The psychological problems of the orphans, cause emotional problems, social disorders, unnecessary tension and consequent unhappiness.

According to Bertrand Russel (1971), “It is not difficult to make a healthy child happy, and most of the children will be happy if their minds and bodies are properly tended. Happiness in childhood is absolutely necessary to the production of the best type of human being”.

Increased rate of mental disorder and negative emotional disturbances adversely affect the orphans which in turn result in a tragic erosion of human resources; they become a major cause of concern for their families and friends.
The nationwide interest has to be focussed on this problem of orphans. This is the crucial problem of our contemporary society which has not yet been realised fully.

It is realised that the behaviour of individuals in specific social or even individual situations is decided by forces outside him. Under pressure from the environment, he behaves in certain ways. Adjustment involves the reconciliation of personal and environmental demands. In this context, Rollo (1970) says, "no child moves on to responsible selfhood if it remains chiefly the reflection of the social context around it".

A society that strives to improve must be keenly aware of its social problems. Richard (1941) says, "problems are behaviour patterns or conditions that are considered objectionable or undesirable by many members of a society. These members recognise that corrective policies, programmes and services are necessary to cope with and reduce the scope of these problems".

According to Smelser (1970), "Every social system requires certain kind of behaviour from the people who live within it in order to survive from one generation to the next and any activities that interfere too drastically with the performances of these necessary tasks are likely to be regarded as deviant and treated accordingly".

The general public is of the opinion that the orphans are mostly antisocial delinquents. But this is a wrong perception because very few of them
get into antisocial activities. They are treated as animals and shady characters who are always suspected of doing something wrong.

At times, the public are reluctant to buy flowers, sweets, tickets or any other articles from them. They are looked down by the public as if they are beggars while in reality only few of them are beggars. Modern people have no interest and obligation towards them. The children in turn develop fear for the society.

ROLE OF FAMILY TOWARDS THEIR CHILDREN

All the important personalities especially psychologists emphasise the need of bringing up children in their own home. The family is considered to be the cradle of personality. Home is the only place where all the needs of a growing child can best be met.

It is clear from the evidence that at home and in the parent-child relations are to be found the crucial roots of character which make for acceptable or unacceptable adjustment to the realities of life in society.

A functionally adequate home encourages growth, confidence, respect for personality and ability to face reality. In short, a functionally adequate home is an emotionally healthy home. Love, affection, care, sympathy and emotional security for the growing child are as important as food, clothing, bedding and shelter.

Defective parent-child relationship is a great handicap for the growing child. A feeling of belonging to the family is vital to the healthy development of the child. A child is the future leader of the community and
the true welfare of the community depends upon the health and welfare of the child.

A child in the broken home where the parents do not have mutual confidence and affection, is deprived of many of his emotional necessities. He does not get the experience of being loved or cared for. The child is not assured of anything in the family except hatred and sorrows. His psychological development often becomes distorted and his outlook towards himself, parents and the society becomes negative.

In many cases, the problems result either in divorce or the death of one parent or both and hence the children become orphans. Death is the ultimate brutality for the bereaved.

Every child in India, unwanted by its own parents or social group, should be looked upon as an asset to the State and not a liability.

The Orphan children are the lost members of society, unwanted sometimes by parents who repudiate them or who are abandoned because parents cannot be traced. The human wastage of this system makes a mockery of our laws which are supposed to establish justice and a decent life of care and protection for the destitute and orphans.

The orphans are the unfortunate dregs of a consumerist society. Alienated and ostracised by society, they are children who have never know the joys of childhood. Their innocent smiles will melt your heart, but only for a moment. As soon as you move on, you forget the momentary pang of pity
which had arisen in your heart. If only that feeling of emotion could be kept alive, the orphans of Kerala would find a new life.

CAUSES RESPONSIBLE FOR THE EMERGENCE OF ORPHANS

Several causes are responsible for the emergence of orphans. They are explained below.

(1) Individual Factors:

Physiological and psychological deprivations make an individual destitute or orphan. By being born as physically or mentally handicapped, one is liable to become a destitute. Divorce, death of one or both the parents, alcoholism, poverty, implications of accidents or diseases etc. are certain important individual factors of orphanhood.

(2) Social Factors

The downfall of joint family system and the emergence of nuclear family, industrialisation, urbanisation etc. narrowed down the social, cultural, moral and philanthropic outlook of human beings. As a result, the weaker member is often left to his fate.

The role of sexual abuse, illegal sexual relations and the birth of illegitimate children are to be noted in this context. All unmarried mothers are not sexually ignorant. Many unmarried mothers need a baby as a love object to compensate for the lack of love of their own lives.

‘Unmarried mothers are not all neurotic, sexually ignorant, good-time girls, or social misfits. They all do not scheme to ensure a husband, long to fulfil their womanhood, or yearn after a love object in a baby of their own.
Their backgrounds, personalities, emotions and needs as individuals are varied as they are infinitely human.

All unmarried mothers feel guilt about illegitimate children and this often expresses itself in obsessive anxiety that the baby will be born deformed. After the child is born, the mothers nearly always reverse at least temporarily, any previous decision to part with their babies.

A large number of unmarried mothers start with poor inheritance. They come from broken homes and often have histories of illegitimacy of institutional life. They had quarrelling parents and lacked affection and security. These early experiences handicapped their chances to make genuine friendships and courtships in adult life.

A woman's very constitution is built by nature to meet the demands of motherhood. It enriches her personality and enables her to extend the world of love and devotion to children. To care and to be cared for is an intimate instinct. Parents who appear neither able nor willing to bring up their children should no longer have rights in their offspring.

The broken family conditions, the premature death of the parent/parents, marital disharmony, divorces or separations, family tensions, ill treatment by stepparents, selling of children as bonded labourers, extreme poverty conditions, large families to support with low income, low income and unemployment, lack of proper housing facilities in the urban areas, break up of traditional social structure of Joint family and close neighbourhood, discord among parents, alcoholism, gambling, crime, parents involved in anti-social
activities – are some of the conditions that have produced a large number of orphan children. Due to the absence of parental care, the orphans stay on the street during day and night and they want to know the reasons for their parents' inability to look after them.

(3) Economic Factors

Economically backward family is often large and the parents find it hard to meet all the expenses with just a tiny income. The children are forced to do manual labour in the street, hotels and other families. The financial crisis compels them to leave their home and do pick pocketing, begging and some of the girls and women practice prostitution. The unemployment, disease or the death of the breadwinner are certain other factors to be noted in this context. Lack of proper housing facilities in urban areas and the lavishness of the parents are certain other economic factors producing destitute and orphans.

(4) Sex Factors

The problems of food, dress comfortable accommodation, huge amount for dowry and marriage and other expenses in connection with women are evident in the families where there are more female numbers. Girls are trained to depend on men, first on father, then on brother, and next on husband and finally on son. When one of these men fails, the woman is not capable of facing the new challenges and she surrenders and becomes a destitute.
Natural Factors

Natural calamities like drought, flood, landslides, earthquakes, fire etc. are also causing for destitution and orphanhood.

Other Factors

According to Almedia, Weithington and Chandler (1999), Demo and Cox (2000); Gelles and Cornell (1990), and Vondra (1990), child abuse has been found to be an interplay of low income status, negative marital quality, unmanageable stress, social isolation, cultural attitudes and so on.


CONSTITUTIONAL PROVISIONS

Indian constitution also highlights the need and significance of providing orphans protection and assistance. The Indian constitution says, “All citizen have equality before Law”. Article 10 of the Indian Constitution explains: “A child permanently or temporarily deprived of his family environment for any reason shall be entitled to special protection and assistance provided by the State”.

Article 39 (e) and (f) of the Indian Constitution says, “The state must direct its policy towards securing ‘interalia’ that children are not forced by economic necessity to enter vocation unsuited to their age and strength and
that childhood and youth are protected against exploitation and against moral and material abandonment.

As per the 46th Article of the Indian Constitution, “The state shall promote with special care, the educational and economic interests of the weaker sections of the people, and shall protect them from social injustice and all forms of exploitations”.

In 1960, the Union Government enacted the Central Children Act, and it had the care, custody, protection, welfare, training etc., of children who were neglected, delinquent, uncontrollable, incorrigible, victimised etc. as its objectives. Various states in India passed their own Children’s Act for the protection of the delinquent and neglected children, which were in tune with the Central Children’s Act, 1960.

The preamble of the Central Children Act (1960) says: Provide care, protection maintenance, welfare, training, education and rehabilitation of neglected or delinquent children.


National Policy for Children (1974) points out that the nation’s children are its supreme asset. The 8th section of the National Policy for children says that the facilities for education, training and rehabilitation for children who have became delinquents or been forced to resort to begging or are otherwise in distress.
The 9th section of the above law envisages for the protection of Children against neglect, cruelty and exploitation. Section 11 speaks of the provisions for special treatment, education, rehabilitation and care of the physically handicapped, emotionally disturbed or mentally retarded children.

Several laws have been enacted which directly or indirectly deal with the welfare of the child and which indicate the conscious effort of our law makers to give special protection to the children in the field of education, health, labour, employment and protection from exploitation both physically and mentally.

Though there were many high things and expectations stated in the Directive Principles of State Policy in the Constitution, National Policy of the Government of India, Declaration of the Rights of the Child, Various Children's Act enacted, the fact remained that they were lying almost dormant on the pages of books, at least as far as the neglected were concerned.

**RIGHTS OF THE CHILD-ROLE OF UNITED NATIONS ORGANISATION**

In resolution 1386 (XIV) (20 November 1959), The General Assembly of UN proclaimed the Declaration of the Rights of the Child and it says: “to the extend that he may have a happy childhood and enjoy for his own good and for the good of the society the rights and freedom herein set forth”.

The Declaration presents a code for the well being of every child “without any exception whatsoever” and “without distinction or discrimination on account of race, colour, sex, language, religion, political or other opinion,


National or social origin, property, birth or other status, whether of himself or of his family”.

The United Nations, in the Declaration of the Rights of the child again says:

“the child, by reason of physical and mental immaturity needs special treatment, education and care required by his particular condition. The child shall be protected against all forms of neglect, cruelty and exploitation”.

The United Nations adopted the comprehensive convention of the Rights of Child in 1989. The preamble to the convention recognises that “the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding” and considers that “the child should be fully prepared to live an individual life in society brought up in the spirit of the ideas proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity”.

**Article 19** of the Convention on the Rights of the Child says that “state parties shall take all appropriate legislative, administrative social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation including sexual abuse while in the care of parent(s) legal guardian(s) or any other person who has to take care of the child”.
Article 20 says, "A child temporarily or permanently deprived of his or her family environment, or in whose own best interest cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the state.

Article 27 points out, "State parties recognise the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development".

Article 39 directs, "States parties shall take all appropriate measures to promote physical and psychological recovery and social re-integration of a child victim of any form of neglect, exploitation, or abuse, torture or any other form of cruel, inhuman or degrading treatment or punishment.

1.1 NEED AND SIGNIFICANCE OF THE PRESENT STUDY

Orphans have existed in all societies and in all times. The pattern of their protection differed from society to society and from time to time and depended on the contemporary social attitudes towards them. Almost all societies had attached some stigma to the orphans. Orphans lost love and care.

Love is the highest requirement not only for the development but also for the very existence of a child. A child who does not experience the warmth of love and sympathy of parents feels that he/she is unwanted and tends to develop behavioural problems. Such a child tends to behave...
indifferently and develops isolation, non-adjustment, excessive crying, anger and fear. He thinks that he is an unwanted element.

The phenomenon called 'Orphans' is becoming increasingly complex and posing a threat to the existence of a civil society. In our country, there are countless children who still suffer from patronage without heart. These are the children who have not known the joy of childhood. Life full of hardships is always meant for them.

Orphans have several personal, social, psychological, moral and educational problems. Society can no longer ignore the orphans as they are society's future. The stories of their deprived condition, social degradation, mocking, hunger, brutal exploitation and inhuman treatment, abuse by the adults on the street and the conditions in which they live will put any civilised society to shame.

Today, even a normal person cannot adjust fully with the various life situations. The problem is very acute in the case of orphans are under the clutches of social degradation. They are still at the mercy of others and remain a constant target of isolation and exploitation. The very existence of children whom nobody wants is an uncomfortable cold truth. They are considered to be the unwanted elements of family and society.

Though the orphans were the original inhabitants of the land for centuries, they were not treated as citizens, and were kept in ignorance and thus neglected from the mainstream of national life to a very backward
position. They are relatively placed in a far worse position than anybody had been in previously. Many of them are found starving.

Usually, the orphan is unnaturally quiet. He may often fail to respond, fail to gain weight as he should in spite of good food, sleep badly and show no initiative. The child’s backwardness in talking is a typical example of institutional child. Institutional baby does not learn the meaning of love in his/her mother’s arms. They often grow up unable to give or receive affection.

Silverstein (1991), and Emery et al. (1993) say in the study Consequences of Maternal Employment, “The experience of physical or psychological abuse during childhood can have a long term and deleterious effect upon a person’s social development and emotional well-being”.

Maltreatment of children places them at an increased risk of developing a variety of psychological problems including anxiety, low self-esteem, behaviour disorders, educational backwardness and distorted relationships with peers and adults.

Orphans have deep psycho-social disturbances. All the orphans show severe personality disturbances centering on an inability to give or receive affection. Their troubles included hopelessness, inferiority, aggressiveness, abstinence, selfishness, lack of marital status, excessive crying, food difficulties, speech defects, over activity, fears, financial and educational problems. They have no social ancestry.
The other psychological health problems include mood disorders, depression, suicide and para suicide, anxiety and phobias, post-traumatic stress disorders, personality disorders, psycho active substance used disorders including psychoses and organic disorders, sleep disorders, eating disorders, cognitive disorders and learning difficulties. Hence these children are referred to be "the children at high risk".

These children express high levels of dissatisfaction in the areas of creative expression, social maturity, security and protection, recognition, praise and social acceptance. A sense of inferiority complex is fairly apparent.

The orphans are a socially isolated group. They have almost lost their self-respect and experience, strong inhibitions preventing their coming to the forefront of the social life.

The orphans have been looked upon as ugly, polluted, crushed, abominable by others traditionally for thousands of years. They have become downtrodden, depressed and doomed to suffer all kinds of atrocities at the hands of others. Their relatives or the society and the government too neglect their feelings. They don't consider even their basic needs. Their productive activities which are also essential to the society are often considered mean and vulgar. Most of the orphans are not allowed to stay in their houses, and thus rampant in the country footpath begging and drinking water from the pond or public taps. So by these traditional interminable practices, the downtrodden people developed a kind of slavish culture of their own. All their
activities such as their way of eating, drinking, looking, walking, talking etc. have become typical of slavery. Poverty and slavery are thus seen blended together by which the stronger sections can always exploit and disturb the orphans. Poverty appear to be the birth right of the depressed classes and they take food from dustbin and their last moments in life were perhaps, even never embittered by thoughts of many good things they have to leave behind.

Orphan girls happened to be the victims of others. Non-institutionalised orphan children are easy victims of prostitution. The life of a non-institutionalised orphan girl is more deplorable than a boy because of her gender and so she is the main victim of prostitution. Independence and freedom are two things treasured most by these children. But in the case of a girl, it is snatched away from her by child molesters and pimps. In situations where the family is broken, the brunt of child abuse and neglect is more towards the girls. There are instances of several abuses by fathers, brothers, uncles, stepfather or lovers of their mothers. The poor girls are completely emotionally shattered and become physically total wreck. Many were sacrificed for superstitious beliefs, a number of orphans had been immolated for warding off evil in the construction of check-dams, bridges, embankments etc. and to make them strong and permanent. Many were killed as offerings to the deities. Human sacrifice was in existence and these people were cheaply available for the purpose. Thus the orphans were exploited not only for the purpose of gaining material welfare in this world but were also sacrificed for the purpose of attaining them even after death. One cannot
imagine the sufferings and hardships an orphan would have undergone during his/her lifetime. The modern man cannot guess, count or even narrate these cruel experiences.

McDonagh et al. (1967) found that most of the orphans show the symptoms of mental disorders due to insanity, residual deviance, the bifurcation of the societal reaction into the alternative reactions of denial and labelling and the violations of social norms”. Dev (1996) says, “The majority of the chronic disorders affecting children and adolescents in developed countries consist largely of psychological, social and educational problems”.

According to Bowlby (1973), infants, when they are without love for prolonged periods of time, tend to wither like discarded flowers. They develop “Sad eyes and faces” and fail to develop loving ties with their families, other children and people in general. Even as adults, their love is without feelings and their attempts at being sociable are at the superficial level”.

Lugo and Harshey (1981) highlight the importance of intense love during the early month of an infant. According to them, during the early months, the infant needs to be held very closely, fondled, hummed to, and talked to. A “melody of feelings” needs to be established between caretakers and the infant.

In the sixteenth century, a Spanish Bishop noticed that many infants left in an orphanage died from apparent sadness – death resulting from insufficient love which was later termed by Spitz (1945) as 'Marasmus' (Lugo and Hershey. 1981, p 145).
To Maslow (1962), love involves a healthy and mutual trustful relationship. Maslow likes Carl Roger's definition on love as that of being deeply understood and deeply accepted. He holds that the Freudian tendency to derive love from sex is a bad mistake. According to Maslow (1954), “The love needs involve both giving and receiving. We must understand love, we must be able to touch it, to create it, to predict it, or else the word is lost to hostility and suspicion.

According to Fromom (1962), “The first step to take is to become aware that love is an art just as living is an art; if we want to learn how to love we must proceed in the same way we have to proceed if we want to learn any other art, say music, painting, art of medicine or engineering,

Lindgren (1968) says, “When a pupil thinks other pupils do not like him, his mental health is likely to be less positive than when he feels he is liked”. Caring for love and affection, recognition and approval etc., is innate in most of the individuals. When an individual has a feeling of belonging, his needs for love and recognition are gratified. He is in a position to enjoy the cordial relationship with people in general. This relationship will lead to better adjustment both within himself and with his group.

From the above discussion, it can be concluded that the orphans have many dangerous psychological and sociological problems in comparison with the other individuals of the society.
Here the investigator made an earnest attempt to study the various psycho-social problems which affect the all round development of the orphans negatively.

1.2 STATEMENT OF THE PROBLEM

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

1.3 DEFINITION OF TERMS

The important terms are defined below under different subheads:

1. **Psycho**

(a) Psycho means psychological. It is a phenomenon of mind. In this study the term psychological includes various aspects affecting mind such as fear of life, feeling of depression, unwantedness, Love and Affection, Anxiety, Emotional Maturity, Self-esteem etc.

2. **Social**

Here, this word indicates the sociological aspects, which deals with human interactions and interrelations. In short, it is the science of society. In this study the term 'social' includes recognition and approval, dealing with others etc.

3. **Problems**

The term refers to things hard to understand or deal with. A situation that causes difficulties. Buhler (1952) defines problem as "A problem is a hindrance that disrupts the continuity of processes..."
within the individual or in a group. A problem in a school disrupts the work, the desirable co-operation of the group or the individual's ability to function adequately”.

IV. Orphans

Wagnalls and Funk (1773), in the “International Dictionary” defines orphan as, “A child whose parents are dead, having lost one or both parents or to bereave of parents or parent is called an orphan”. In this study, orphan means students studying in the orphanages of Kerala.

V. Kerala

The State situated in the southwest corner of India bounded in the west by the Arabian Sea, in the north by Karnataka State and in the east and south by the State of Tamil Nadu.

1.4 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.

1.5 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.
1.6 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.

(c) Procedure for Data Collection

The investigator collected the relevant data from the various orphanages in Kerala. For this, the researcher visited the selected schools as per the schedule fixed. The tools were administered to the students in group.
Also, to collect the data from teachers and warden, the investigator interviewed them using a schedule prepared in advance.

(d) **Scoring and Tabulation**

The scoring has been done by using the appropriate scoring keys prepared in advance. In the psycho-social problem scale, for a positive item, the scores are 5, 4, 3, 2, 1 for the different responses and for the negative item the scores are reversed. In the case of schedule used for interview, a score of ‘one’ is given for response showing psycho-social problem and ‘zero’ for the response showing no psycho-social problem. After scoring, the collected data were properly tabulated.

(e) **Statistical Techniques**

To analyse and interpret the data, the investigator used the following statistical techniques:

1. Diagrammatic representation
2. t-test
3. Correlation
4. Analysis of Variance (ANOVA)

1.7 **SCOPE OF THE STUDY**

The present study is meant to identify the psycho-social problems of orphans in Kerala. The revelations the study brings forth, are expected to give a deeper insight into the various psycho-social problems experienced by the orphan children and its influence upon their academic achievement. Though the present study is conducted in the geographical
entity of Kerala, it has wide application in different states, Nations and the Universe at large. The various authorities dealing with orphans and the community as a whole should become aware of the influence of the psycho-social problems on orphans and that helps to develop more humanitarian consideration and responsibility towards the Orphans. The study gives severe warning to divorced parents and parents belonging to broken families, and child abusers.

It is also hoped that the findings of the study may give an insight towards their deep psycho-social problems and that may enable the authorities to organise adequate programs for the welfare of the orphans and that can provide a safe heaven for these orphans where they can build self-esteem and social values.

1.8 LIMITATIONS OF THE STUDY

The present investigation titled as “A Study on the Psycho-Social Problems of Orphans in Kerala” has certain limitations. The areas of limitations are indicated below:

1. Geographical Area

Due to the vastness of the geographical area of Kerala state, the investigator faced difficulty to visit and collect data from the inmates of all the orphanages throughout Kerala. Hence, the study is confined to the inmates of some of the orphanages from all the districts of Kerala.
2. **Limitations of Sample**

   The sample of the present study consisted of hundred and thirty five (135) orphan children and the same from non-orphan children.

3. **Limitation of Variables**

   The present study contains fifteen variables of the psycho-social problems of orphans and General Achievement. There are several other psycho-social variables, that can also be made use for further study.

4. **Limited to Governmental Orphanages**

   The present study is limited to the inmates staying only in the orphanages that receive financial support in the form of grand-in-aid from the government. There are a number of other orphanages in the state which are managed by different agencies without the financial help from the government, which have been managing, either with local or foreign support. Further study can be done in this area.

5. **Limited to High School Level**

   The present investigation is limited to the high school level only. The research in the primary, upper primary, higher secondary and college level can also be done for further study.

6. **Limited to Psycho-Social Aspects and General Achievement**

   In this study, the researcher investigated the psycho-social problems and General Achievement of orphans in Kerala. Studies can be made in other areas of orphan's life, to have an account on their economic aspect, hygienic aspect, cultural aspect, moral aspect etc.
1.9 ORGANISATION OF THE REPORT

The report of the present study has been presented in Five chapters as given below:

Chapter I deals with the significance of the study, statement of the problem, important terms and their definitions, objectives, hypotheses and methodology in brief.

Chapter II contains the related literature and studies.

In chapter III, the method adopted for the study, the details of sample, development of the psycho-social problem scale and the questionnaire for interview are included.

Chapter IV describes the various aspects of analysis and interpretations of the results.

Chapter V contains the major findings, implications, limitations and suggestions for further research.