Chapter 5

FINDINGS, IMPLICATIONS AND SUGGESTIONS
In the present chapter, an attempt has been made to report the findings of this study in a consolidated form and to point out their practical implications for all-round development of orphanage-reared students. Since the results of the present study are based on the data collected from a sample of 300 orphanage-reared students (140 boys and 179 girls). The generalization of these findings over the entire population of orphanage-reared students is subject to the representativeness of the sample of the whole population. The generalization of the findings is also subject to appropriateness of the tools used and subsequent data collection and statistical techniques employed for analysis of data. The present study was undertaken to study the values, social behaviour, adjustment and academic achievement motivation of students belonging to orphanages. The sample consisted of 300 orphanage-reared students selected from Allahabad, Lucknow and Varanasi, and 100 family-reared students studying with them in schools. In the previous chapter, analysis of data, result and discussion have been reported. In the present chapter, the researcher has made an attempt to enumerate the findings of the study, suggest problems of future research, and describe educational implications of the findings.

5.1 FINDINGS

The findings of the present study are as follows:

5.1.1. Values of students belonging to orphanages.

- Material incentive was most preferred among total orphan students.
- Material incentive, immediate gratification of need and money-mindedness was preferred by male orphan students.

a.) Sex-wise Values of the students belonging to Orphanages.

- No difference was found in the value for material incentive, immediate gratification of needs, present orientation and money-mindedness between class 6th male and female students belonging to orphanages.
- There was no difference in the value types of material incentive, gratification of needs, present orientation and money-mindedness between class 7th male and female students belonging to orphanages.
• No difference was found in the dimensions of value for material incentive, immediate gratification of needs, present orientation and money-mindedness between class 8th male and female students belonging to orphanages.

b.) Class-wise (6th, 7th and 8th) Values of the students belonging to Orphanages.

• There was no difference in the value for material incentive, immediate gratification of needs, present orientation and money-mindedness between class 6th male students and class 7th male students belonging to orphanages.

• There was no difference in the dimensions of value for material incentive, immediate gratification of needs, present orientation and money-mindedness between class 7th male students and 8th male students belonging to orphanages.

• No difference was found in the value types for material incentive, immediate gratification of needs, present orientation and money-mindedness between class 6th male students and 8th male students belonging to orphanages.

• There was no difference in the dimensions of value for material incentive, immediate gratification of needs, present orientation and money-mindedness between class 6th female students and class 7th female students belonging to orphanages.

• There was no difference in the value for material incentive, immediate gratification of needs, present orientation and money-mindedness between class 7th female students and 8th female students belonging to orphanages.

• There was no difference in the value types of material incentive, immediate gratification of needs, present orientation and money-mindedness between class 6th female students and 8th female students belonging to orphanages.

5.1.2. Social Behaviour of students belonging to orphanages.

• Aggression was found to highest and concern for others was found to be lowest among total orphan students.
• Male orphan students have more compliance than female orphan students.

a.) Sex-wise Social Behaviour of the students belonging to Orphanages.

• Class 6th male orphan students had more withdrawal than class 6th female orphan students.
• Class 7th male orphan student had more concern for others than female orphan students.
• Class 7th female orphan student showed more compliance than class 7th male orphan students.
• Class 8th female orphan student showed more compliance than class 8th male orphan students.

b.) Class-wise (6th, 7th and 8th) Social Behaviour of the students belonging to Orphanages.

• No difference was found in dimensions of social behaviour of class 6th male students and class 7th male students belonging to orphanages.
• There was no difference in social behaviour of class 7th male students and class 8th male students belonging to orphanages.
• There was no difference in social behaviour of class 6th male students and class 8th male students belonging to orphanages.
• 7th female orphan students showed more compliance, social passivity, aggression than class 6th female orphan students.
• No difference was found in dimensions of social behaviour of class 7th female students and 8th female students belonging to orphanages.
• There was no difference in social behaviour of class 6th female and 8th female belonging to orphanages.
5.1.3. Adjustment of students belonging to orphanages.

- Social adjustment is higher than emotional and educational adjustment among total orphan students.
- Male orphan students show unstable emotion and poor educational adjustment than female orphan students.

a.) Sex-wise Adjustment of the students belonging to Orphanages.

- 6th class female orphan students had better emotional and educational adjustment than male orphan students.
- Class 7th female orphan students had more emotional adjustment than male orphan students.
- 7th class female orphan students were submissive and retetering than male orphan students who showed aggressive nature thus females show better social adjustment.
- No difference was found in adjustment of class 8th male and female students belonging to orphanages.

b.) Class-wise (6th, 7th and 8th) Adjustment of the students belonging to Orphanages.

- 7th class male orphan students had better social adjustment than class 6th male orphan students. Class 6th male orphan students were more aggressive than class 7th male orphan students.
- No difference was found in the adjustment of class 7th male students and 8th male students belonging to orphanages.
- There was no difference in the adjustment of class 6th male students and 8th male students belonging to orphanages.
- There was no difference in the adjustment of class 6th female students and class 7th female students belonging to orphanages.
- There was no difference in the adjustment of 7th female students and 8th female students belonging to orphanages.
No difference was found in the adjustment of class 6\textsuperscript{th} female students and 8\textsuperscript{th} female students belonging to orphanages.

5.1.4. Academic Achievement Motivation of students belonging to orphanages.

- No difference was found in academic achievement motivation among male and female orphan students.
- Orphan students have average academic achievement motivation.

a.) Sex-wise Academic Achievement Motivation of the students belonging to Orphanages.

- There was no difference in the academic achievement motivation of class 6\textsuperscript{th} male and female students belonging to orphanages.
- No difference was found in the academic achievement motivation of class 7\textsuperscript{th} male and female students belonging to orphanages.
- There was no difference in the academic achievement motivation of class 8\textsuperscript{th} male and female students belonging to orphanages.

b.) Class-wise (6\textsuperscript{th}, 7\textsuperscript{th} and 8\textsuperscript{th}) Academic Achievement Motivation of the students belonging to Orphanages.

- There was no difference in the academic achievement motivation of class 6\textsuperscript{th} male students and class 7\textsuperscript{th} male students belonging to orphanages.
- There was no difference in the academic achievement motivation of class 7\textsuperscript{th} male students and 8\textsuperscript{th} male students belonging to orphanages.
- There was no difference in the academic achievement motivation of class 6\textsuperscript{th} male students and 8\textsuperscript{th} male students belonging to orphanages.
- There was no difference in the academic achievement motivation of class 6\textsuperscript{th} female students and class 7\textsuperscript{th} female students belonging to orphanages.
- There was no difference in the academic achievement motivation of class 7\textsuperscript{th} female students and 8\textsuperscript{th} female students belonging to orphanages.
• There was no difference in the academic achievement motivation of class 6th female students and 8th female students belonging to orphanages.

5.1.5 Values, Social behaviour, Adjustment and Academic achievement motivation
orphanage-reared students and family-reared students belonging to orphanages.

• Orphanage-reared students preferred material incentive to non-material incentive than their counterparts.

• Orphanage-reared students had immediate gratification of need than family-reared students who had delayed gratification of need.

• Orphanage-reared students were present oriented than future oriented.

• Orphanage-reared students were money-minded and did not prefer prestige value than their counterparts.

• Orphanage-reared students showed less concern for others, compliance, dependence, power assertion, ingratiation, social conversation, tolerance than family-reared students.

• Orphanage-reared students showed more social passivity, aggression and withdrawal than their counterparts.

• Orphanage-reared students were emotionally unstable and educationally not well adjusted than their counterparts.

• Family-reared showed better social adjustment than orphanage-reared students.

• Academic Achievement Motivation was found high in family-reared students than orphanage-reared students.

5.2 EDUCATIONAL IMPLICATIONS

No research effort can be said to be worthwhile if it does not result into some important and fruitful educational implications. The findings of the study have certain noteworthy educational implications.

Children living in orphanage are class by themselves. They have to face problems which are quite different from the problems which are quite different from the problems faced by
children in general population. They are deprived of parental and familial protection. Uncertainty always haunts their minds. Their future is unpredictable. They suffer from many health hazards. Food supplied to them is not adequate. They are meagerly clothed. Living conditions are not very hygienic. Many children have to share the same bed. In short these children are disadvantaged with regard to minimum requirements of their life. As the United Nations Declaration defined the right of the child and if their bare requirements are fulfilled, they will surely compete with other children in their achievement and become useful members of the society.

Most importantly they are not treated affectionately. They live on the mercy of their caretakers. In such a situation it is desirable that teachers, officials in charge of orphanages and society should behave with them in an affectionate manner. Care-takers particularly have to play the role of friend, philosopher and guide. They should have as a guardian and not as an administrative officer. The present study clearly reveals that caretakers and in charges of the orphanages are not aware of their problems. Therefore it is necessary that care-takers should be given proper training in guidance for handling orphan children. They should be aware of child-rearing practices, human behaviour, healthcare, guidance techniques and above all they should stand as an ideal person.

The government should make special provision for orphan children. They have also the right to live and claim for equal educational opportunity. Adequate funds should be made available so that their minimum requirements are fulfilled. Government should also take measures to supervise the working of orphanage. Society has also to play its role in meeting their requirements and solving their problems. Their rehabilitation in society is the responsibility of everybody. Social and voluntary organizations should try to create an atmosphere where maximum development of potentialities of these orphanage children is possible.

The educational requirements of children can be adequately met if special schools for them are established. Apart from the core curriculum the main emphasis should be on vocational training. Teachers of these children, besides their training in theory and practice of compensatory educational programmes, should also have training and orientation in guidance procedures. They should be familiar with all the phases of guidance procedures.
They should be especially attentive to the needs and problems of orphanage-reared children and encourage them in all possible ways to come to academic ladder of progress and excellence. The school should have to gear its programme in such a way that there is a satisfactory balance between activity and rest and permissiveness and controls in accordance with individual needs of children so that abundance of energy, drive and natural exuberance of growing children can have proper utilization and they are allowed a degree of freedom to share in the making of decisions under strategically and wisely imposed controls.

Curricular and co-curricular programmes both in schools and orphanages should be so devised that destitute home children find an opportunity for maximum participation. Sense of participation is in itself a joyful experience.

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

5.2.1 Implications for caretakers / superintendents of the orphanages

Being deprived of parental affection, care and protection these children live on the mercy of caretakers and superintendents in the orphanages. They also do not treat them affectionately. This breeds inferiority complex in these children. In such a situation it is desirable that caretakers, superintendents and society should behave with them in an affectionate manner. Superintendents particularly have to play the role of friend, philosopher and guide. They should behave as a guardian and not as administrative officer. The present study clearly reveals that superintendents are not aware of their . They seem to show an attitude of reluctance and indifference. Therefore, it is necessary that superintendents should be given proper training in guidance for handling orphanage children. They should be aware of child-rearing practices, human behaviour, health care, guidance techniques and above all they should stand as an ideal person. The orphanages should have a spacious building providing lodging facilities of different blocks to different category of children based on age, mental-development and also behavioural and psychological maturity. The controlling and managing focal points of the orphanages should be more stable, capable, humanitarian and altruistic.
5.2.2 Implications for teachers

The present study enables the teachers to understand the impact of psycho-social problems in orphan children. Teachers of these children, besides their training in theory and practice of compensatory educational programmes, should also have training and orientation in guidance procedures. They should be familiar with all phases of guidance techniques staring from child appraisal to counseling, educational and vocational information, service, placement and follow-up. The teachers should especially attentive to the needs and problems of orphanage children and encourage them in all possible ways to come up to academic ladder of progress and excellence.

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 realizing with accuracy the depth of the psycho-social problems in orphan children and that motivates the teachers in giving guidance and counseling to them.

The teachers should get awareness of the necessity of giving more love and affection and recognition to 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 methods to be benefited by orphan children.

The study will inspire the teachers and school authorities to motivate the orphan children in participating in 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 abnormal personalities. Education should inculcate the values which may be instrumental for the proper adjustment of the students. The present study should motivate teachers to think of strategies designed to maximize achievement of educational objectives among the depriveds and for providing better environment for studies through motivating the students for high achievement and developing adequate amount of different values
among them. Good relationship between parents and teachers can be developed to understand the child better which will help the parents and teachers to provide motivation. Regarding aspiration levels the deprived groups should be given genuine facilities so as to develop similar preferences to every type of facility. To achieve this target they should be given similar education programmes. Some additional enrichment educational programme be supplemented to boost up the academic achievement motivation of the depriveds.

5.2.3 Implication for 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 organize several programmes for the orphan children by utilizing the community resources.

5.2.4 Implications on Guardians

The present study has wide implications on guardians. 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 recognize the problems of the non-parental group of children and that make aware of showing sympathy and empathy towards the orphan children.

The non-orphan children, 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 hence help them for better academic achievement.

5.2.5 Implications for 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 organizing a multitude of programmes in different levels with the co-operation of teachers and the public. The educational requirements of children can be adequately met if special schools for them are established. Apart from the core curriculum the main emphasis should be on vocational training. The school should have to gear its programme in such a way that there is a satisfactory balance between activity and rest permissiveness and controls in accordance with the individual needs of children so that abundance of energy, drive and natural exuberance of growing children can have proper utilization and they are allowed a degree of freedom to share in the making of decisions under strategically and wisely imposed controls. Curricular and co-curricular programmes both in school and orphanages should be so devised that orphanage home children find an opportunity for maximum participation. Sense of participation is in itself a joyful experience. In the eyes of heads of schools also special problems of orphan children pertain both to physical and psychological fields. Physical problems require for their fulfillment money whereas psychological problems of absenteeism, late-arrival, arrogance and quarrelsome behaviour are features of maladjustment prevalent in orphanages, can be met by treating these children affectionately, psychological treatment, persuasion, guidance, by taking care of their problems and by removing inferiority complex.

5.2.6 Implications for Social workers

Society has also to play its role in meeting their requirements and solving the problems of orphan children. Their rehabilitation in society is the responsibility of everybody. Social and voluntary organizations should try to create an atmosphere where maximum development of potentialities of these destitute home children is possible.
The study inspires the social workers in realizing 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.

In the present Indian social context there is trust on equality, but the principles of equality cannot be realized if there is much imbalance in the values of orphanage-reared and family-reared students. Students at every stage of education be made aware of equality of status. No particular value should be considered privilege of students of a particular group. A social consciousness is urgently needed and can be developed through mass-media and other modern techniques to curb the feelings of pity and experiences of worthlessness for these children by common people.

5.2.7 Implications for 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 the psycho-social problems of orphan children to the government. The environment of the orphanages in our country should be more psychological, familiar and protective to bring up these unfortunate children in the best possible manner.

5.2.8 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.

5.2.9 Impact on Child Abusers

The present study has wide influence on the child abusers, broken families, separated or divorced parents. 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 Spocks 1970 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.

5.2.10 Implications for 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.
5.2.11 Implications for Non-Governmental Organizations

There are a multitude of non-governmental philanthropic organizations 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.

5.2.12 Implications for Governmental Organizations

i) Implications for State Government.

The government should make special provision for orphanage-reared children. They also have the right to live and claim for equal educational opportunity. Adequate funds should be made available so that their minimum requirements are fulfilled. Government should also take measures to supervise the working of orphanages. The present study has wide relevance to the Uttar Pradesh government for recognizing the psycho-social difficulties of the orphans in general and the orphan children in particular. This information will be of great help to them for organizing various humanitarian programmes within its geographical, boundary and allocating financial help to the needy organizations in form of grand-in-aid and providing the same the orphans of various categories.

ii) Implications for Social Welfare Department of the State Government

The government of Uttar Pradesh may conduct different programmes for the progress of the socially and culturally disadvantaged sections, through its social welfare department. The present study give useful information to the authorities of the social welfare department regarding the impact of the psycho-social problems of orphan, which will help them organize various welfare activities for the upbringing and rehabilitation of the orphans.

iii) Implications for 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 utilizing for utilizing 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 welfare of orphans.
and allotting the needed financial help in the form of grant-in-aid to different states within its boundary.

5.3 SUGGESTIONS FOR FURTHER STUDY

The present investigation has essentially been exploratory in nature in the field of orphanage children. It cannot be claimed that the present investigation is in exhaustive with regard to orphanage-reared children. Certain areas and fields remain unexplored. The researchers also come across a few difficulties which need further investigation. In the light of results obtained, conclusions drawn and experience gained in the courses of present study, some suggestions regarding further researches are being given. These suggestions are as follows:

- This type of research work may be undertaken for orphanage-reared children studying at primary, secondary and college levels.
- A study of interests, achievement, intelligence and personality assessment may be taken for the children living in orphanage of different grade levels.
- A guidance programme may be prepared to meet the needs and problems of these children.
- A similar study may be carried out on a sample drawn from the whole country.
- A study may also be conducted at the international level by selecting the sample from different countries.
- Cross-cultural samples can be comparatively studied in these variables.
- Cross validation of values, social behaviour adjustment and academic achievement motivation can be done through researches.
- A study of the dream analysis of extremely emotionally deprived children in these variables.
- Another study can be undertaken on the middle deprived group (children with low socio-economic status) in these variables.
- Another study may be undertaken on the students of rural areas.
A developmental study can be done to know the changes that occur in social emotional and cognitive development during the developmental stages from infancy to adolescent.

Sense of deprivation and creativity of parentally deprived children also form an area for study.

Deprived children reflect poor academic performance. This can be further studied to find a solution.

A study on mental health and academic anxiety of high deprived students can also be done.

Stress conditions and coping behaviour of deprived students also need to be explored.

The working condition of the orphanages, the condition and satisfaction of life of orphan in the institutions etc can also be selected for further research.

There are innumerable orphans living in public places whose condition and psychosocial 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.

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

Further research can be taken to differentiate problems of maternal orphans and paternal orphans.

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

Research on cultural, moral and religious problems may be done for future research.