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PSYCHO-SOCIO BEHAVIOURAL MANIFESTATIONS AMONG STUDENTS UNDER PARENTAL CARE AND NON PARENTAL CARE



R.Portia

INTRODUCTION:

However, in the darker side of the world, there are masses not having a hut to live in struggling for a single meal a day, and without any means to educate their children. The only recourse for them to surmount the poverty by means of education is to put their wards in government run free hostels to get free education. But the tender ones who may not know what life is, or what hostel is, are in wilderness, literally without seeing the familiar faces, and without feeling the comforting hugs and kisses which they long for more than what they get for filling their stomach. Doubtless, it should be that the individuals at the tender age would adopt all strategies to cope with the new situations, resulting in the development of characteristics not very much in line with expectation of the curriculum planners.

NEED FOR THE STUDY

The much favoured welfare schemes

Abstract

Younglings of any mammal will crave for parental love, protection and care. In the case of human beings, prolonged period of infancy intensifies the longing of the little ones for love, protection and care of the parents. But in the materialistic world, the craves for earning forces the young parents to leave the children as early as possible in the care of others to go for job. More shockingly, the parents are prepared to put the small children in posh residential school and fly to foreign countries for building a life of luxury.

Keywords : *Psycho-Socio Behavioural Manifestations , materialistic world , psychology and sociology.*

Short Profile

R.Portia is working as an Assistant Professor in Education at Alagappa University College of Education in Alagappa University, Karaikudi. He Has Completed M.Sc., M.Phil., M.Ed., NET., P.G.D.P.C., M.A. and Ph.D.

being implemented for the development of economically, educationally and socially backward students are largely community tagged as those meant for BC, MBC, and SC/ST. therefore, those who are at the bottom of this categorization are entitled to avail additional assistance in the form of free education, free hostels, yearly scholarship for maintenance and so on and so forth. Having seen the benevolent arm of the government, the awakened individuals at the bottom of the

society catch hold of the opportunity and enable their wards to continue their studies against all odds at home in government hostels. Even such highly beneficial and humane oriented schemes is not without pit falls.

The researcher being proficient in psychology and sociology of human behaviour considers the 'pit falls' as a fit problems for scientific investigation.

i.On looking into Group formation and Group

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dynamics in such hostels one could witness the formation of In-groups of Identical Peers. Irrespective of the class at which the child joins the hostel, the child proceeds to identify another child or children for an exchange of smile or words, sharing small information, etc to begin with, so as to tie up the knot of friendship without much delay. These chosen ones are invariably from the one close to his / her boundary in the hostel, then from the same class, a little later, from similar economic level or family background. These peer group members are the basic necessity for the child to pull on in the hostel in the beginning.

ii. With the passage of time, the child picks up more members for his / her In-group. But the formation process is the same. Usually the inducted ones will have same food preference, enjoy same game, and similar slang, words and expressions in their communications. That is, the Peer In-groups will be enlarged with members of identical qualities. Though the members are taken from different classes, different schools, different areas, etc., In other words, sub cultural variations are not found among the members of different Peer In-groups.

iii. Another important feature of the government hostels is the adoption of 'rule bound' administration. For safeguarding the safety and security of the inmates, the administrative system is rigid with strict adherence to governmental proceedings. Provisions to meet individual differences are generally absent.

iv. Another characteristics of such hostels is interpersonal communication among its members. It is human nature to hold interaction with others for exchange information and ideas, but more likely for personal and intimate revelation of one's respect, regard, status, love, affection, eagerness, commitment, etc for the other. But in hostel the students will have interaction devoid of their parents and other loving members of the family. From the foregone analysis it may be understood, that the formation of Peer In-group in the hostel is the first kind of pit

fall upsetting the very purpose of hostels serving as 'homes' away from the real ones.

The First danger silently creeping into the life of hostel children is the avoidance of novel or problem situations with the help of identical In-group members and thereby not experiencing and learning new skills to withstand and win over the confronting ones. If it continues, in the long run they may not emotionally and socially matured to stand as independent human beings, manifesting controlled emotions and expected social behaviour.

Moreover, the absence of cultural variations among the In-group members may encourage only stereotype behaviour among them, promising growth and development of the same characteristics with which the individuals enter into the hostels, without any significant change in their interest, attitude, aptitude or even in their value preferences. If they had joined the hostel with keen interest for academic work, with respect and reverence for elders and with the spirit of helping others, they would grow with the development of these characteristics. Otherwise, children with negative qualities in all probabilities would indulge in the same kind of behaviour because of the members of the In-group to which they belong.

The Second danger arises from the mode of administration being followed, that is, the typical rule-bound system to control the inmates. Though it is essential for safeguarding the life of children, the absence of creative strategies may make the individuals rigid and spur the growth of individuality. Infact, when these children come out of the 'controlled' situation, they may be defiant to rules, not hesitant to create disorder or manifest behaviour unmindful of elders or even teachers.

The Third danger generates from the type of interpersonal interaction they adopt for managing the day to day affairs without any parental involvement. In spite of getting all

essentials by means of formal interactions, the children miss the fragrance of life and the spirit of living due to the fear of losing the warmth of parental love. Such an unnatural life situation may perplex the children and make them wavering in the decisions, stressful in all situations, lose their urge for higher achievement, etc.,

All these necessitates the need for a scientific investigation on the stated affective and social characteristics of school students prosecuting their studies directly under parental care and non-parental care.

A study of this kind would find answers for several questions raised for the culmination of different behavioural aspects in students living away from home, especially in government hostels.

The researcher being aware of the importance and utility of a systematic research in the area of 'Adolescent students in hostels devoid of parental care', has stated the problem of the research thus:

STATEMENT OF THE PROBLEM

PSYCHO-SOCIO BEHAVIOURAL MANIFESTATIONS AMONG STUDENTS UNDER PARENTAL CARE AND NON PARENTAL CARE

OBJECTIVES

The objectives of the study are

1.To find the nature of Affective Disposition and its dimensions: a. Motivation – (intrinsic / extrinsic), b. Goal pursuance (stable / wavering), c. Stress tolerance (go happy / stressful), d. Resiliency (buoyant / rigid), e. Reactional behaviour (composed / excited), and overall (supportive / obstructive) of higher secondary students under parental and non-parental care.

2.To find the nature of Classroom Social Orientation and its dimensions: a. Cooperation (cooperative / non-cooperative), b. Law abiding (rule bound / rule defiant), c. Conduct (order / disorder), d. Work habit (persisting / indifferent), and overall (integrating / disintegrating) of higher secondary students under parental and non-

parental care.

3.To find whether there is any significant difference in Affective Disposition and its dimensions of higher secondary students in terms of availability of parental care.

4.To find whether there is any significant difference in Classroom Social Orientation and its dimensions of higher secondary students in terms of availability of parental care.

HYPOTHESES

The hypotheses of the study are

1.The percentage of higher secondary students under parental and non parental care exhibiting affective disposition in terms of a. Motivation – (intrinsic / extrinsic), b. Goal pursuance (stable / wavering), c. Stress tolerance (go happy / stressful), d. Resiliency (buoyant / rigid), e. Reactional behaviour (composed / excited), and overall (supportive / obstructive) is the same.

2.The percentage of higher secondary students under parental and non parental care exhibiting Classroom Social Orientation and its dimensions: a. Cooperation (cooperative / non-cooperative), b. Law abiding (rule bound / rule defiant), c. Conduct (order / disorder), d. Work habit (persisting / indifferent), and overall (integrating / disintegrating) is the same.

3.There is no significant difference between higher secondary students with parental care and non parental care in their Affective Disposition and its dimensions.

4.There is no significant difference between higher secondary students with parental care and non parental care in their Classroom Social Orientation and its dimensions.

METHOD USED

The research used survey method of study to assess the psycho-socio behavioural manifestations of students of higher secondary classes under parental and non-parental care in Trichy.

POPULATION AND SAMPLE

The population of this investigation comprises eleventh standard students studying in the government aided higher secondary schools in Trichy town, coming from home and those staying in hostels.

The sample of the study in total consists of 110 eleventh standard students, with 55 under parental care, that is coming from home and another 55 under non parental care coming from government hostels, were randomly chosen from a boys' and Girls' Higher Secondary schools in Trichy town.

TOOLS USED

The researcher made use of the following research tools for data collection.

1. Affective Disposition Inventory (ADI) prepared and validated by the researcher.

2. Classroom Social Orientation Inventory (CSOI) prepared and validated by the researcher.

STATISTICAL METHODS USED

The researcher used percentage, and large sample independent 't' test for testing the stated hypotheses to derive meaningful findings from the data collected.

ANALYSIS OF DATA

HYPOTHESIS 1: The percentage of higher secondary students under parental and non parental care exhibiting affective disposition in terms of a. Motivation – (intrinsic / extrinsic), b. Goal pursuance (stable / wavering), c. Stress tolerance (go happy / stressful), d. Resiliency (buoyant / rigid), e. Reactional behaviour (composed / excited), and overall (supportive / obstructive) is the same.

Table 1 (a)
The nature of Affective Disposition dimension – motivation of higher secondary students under parental and non parental care

Variable	No.	Parental care				Non parental care			
		Intrinsic		Extrinsic		Intrinsic		Extrinsic	
		N	%	N	%	N	%	N	%
Motivation	110	31	56.36	24	43.63	18	38.72	37	67.27

The stated hypothesis in terms of motivation is not valid.

Table 1 (b)
The nature of Affective Disposition dimension – goal orientation of higher secondary students under parental and non parental care

Variable	No.	Parental care				Non parental care			
		Stable		Wavering		Stable		Wavering	
		N	%	N	%	N	%	N	%
Goal orientation	110	29	52.72	26	47.27	22	40.00	33	60.00

The stated hypothesis in terms of goal orientation is not valid.

Table 1 (c)

The nature of Affective Disposition dimension – stress tolerance of higher secondary students under parental and non parental care

Variable	No.	Parental care				Non parental care			
		Go happy		Stressful		Go happy		Stressful	
		N	%	N	%	N	%	N	%
Stress tolerance	110	31	56.36	24	43.63	18	32.72	37	67.27

The stated hypothesis in terms of stress tolerance is not valid.

Table 1 (d)

The nature of Affective Disposition dimension – resiliency of higher secondary students under parental and non parental care

Variable	No.	Parental care				Non parental care			
		Buoyant		Rigid		Buoyant		Rigid	
		N	%	N	%	N	%	N	%
General behaviour	110	30	54.54	25	45.45	21	38.18	34	61.81

The stated hypothesis in terms of resiliency is not valid.

Table 1 (e)

The nature of Affective Disposition dimension – reactional behaviour of higher secondary students under parental and non parental care

Variable	No.	Parental care				Non parental care			
		Composed		Exited		Composed		Exited	
		N	%	N	%	N	%	N	%
Realistic behaviour	110	32	58.18	23	41.81	21	38.18	34	61.81

The stated hypothesis in terms of reactional behaviour is not valid.

Table 1 (f)

The nature of Affective Disposition of higher secondary students under parental and non parental care

Variable	No.	Parental care				Non parental care			
		Supportive		Obstructive		Supportive		Obstructive	
		N	%	N	%	N	%	N	%
Overall Affective Disposition	110	30	54.54	25	45.45	21	38.18	34	61.81

The stated hypothesis in terms of overall affective disposition is not valid.

HYPOTHESIS 2: The percentage of higher secondary students under parental and non

parental care exhibiting Classroom Social Orientation and its dimensions: a. Cooperation (cooperative / non-cooperative), b. Law abiding (rule bound / rule defiant), c. Conduct (order / disorder), d. Work habit (persisting /

indifferent), and overall (integrating / disintegrating) is the same.

Table 2 (a)

The nature of Classroom Social Orientation dimension – cooperation of higher secondary students under parental and non parental care

Variable	No.	Parental care				Non parental care			
		Cooperative		Non cooperative		Cooperative		Non cooperative	
		N	%	N	%	N	%	N	%
Cooperation	110	34	61.81	21	38.18	24	43.63	31	56.36

The stated hypothesis in terms of cooperation is not valid.

Table 2 (b)

The nature of Classroom Social Orientation dimension – law abiding of higher secondary students under parental and non parental care

Variable	No.	Parental care				Non parental care			
		Rule bound		Rule defiant		Rule bound		Rule defiant	
		N	%	N	%	N	%	N	%
Law abiding	110	29	52.72	26	47.27	22	40.00	33	60.00

The stated hypothesis in terms of law abiding is not valid.

Table 2 (c)

The nature of Classroom Social Orientation dimension –conduct of higher secondary students under parental and non parental care

Variable	No.	Parental care				Non parental care			
		In-order		Disorder		In-order		Disorder	
		N	%	N	%	N	%	N	%
General conduct	110	31	56.36	24	43.63	20	36.36	35	63.63

The stated hypothesis in terms of conduct is not valid.

Table 2 (d)

The nature of Classroom Social Orientation dimension – work habit of higher secondary students under parental and non parental care

Variable	No.	Parental care				Non parental care			
		Persisting		Indifferent		Persisting		Indifferent	
		N	%	N	%	N	%	N	%
Classroom attention	110	32	58.18	23	41.81	19	34.54	36	65.45

The stated hypothesis in terms of work habit is not valid.

Table 2 (e)
The nature of Classroom Social Orientation of higher secondary students under parental and non parental care

Variable	No.	Parental care				Non parental care			
		Integrating		Disintegrating		Integrating		Disintegrating	
		N	%	N	%	N	%	N	%
Overall Classroom Social Orientation	110	31	56.36	24	47.27	21	38.18	34	61.81

The stated hypothesis in terms of classroom social orientation is not valid.

between higher secondary students with parental care and non parental care in their Affective Disposition and its dimensions.

HYPOTHESIS 3: There is no significant difference

Table 3
Difference in Affective Disposition of higher secondary students with regard to their parental care

Dimension	Parental care			Non parental care			‘t’ value	‘p’ value
	N	Mean	S.D	N	Mean	S.D		
Motivation	55	5.45	0.82	55	5.01	0.74	2.95	0.00**
Goal pursuance	55	5.58	1.18	55	5.67	1.05	0.42	0.67
Stress tolerance	55	6.34	0.86	55	6.01	0.77	2.12	0.03*
Resiliency	55	5.65	0.84	55	5.03	0.79	3.98	0.00**
Reactional behaviour	55	5.74	1.01	55	5.31	1.03	2.21	0.02*
Overall Affective Disposition	55	27.90	2.59	55	26.84	2.48	2.19	0.03*

** Significant at 1% level * Significant at 5% level

From the table, it is known that there is significant difference between higher secondary students who are under parental care and non parental care in their affective disposition and its dimensions – Motivation, Stress tolerance, and resiliency and Reactional behaviour.

HYPOTHESIS 4: There is no significant difference between higher secondary students with parental care and non parental care in their Classroom Social Orientation and its dimensions.

Table 4
Difference in Classroom Social Orientation of higher secondary students with regard to their parental care

Dimension	Parental care			Non parental care			‘t’ value	‘p’ value
	N	Mean	S.D	N	Mean	S.D		
Cooperation	55	5.12	0.77	55	5.01	0.87	0.70	0.48
Law abiding	55	5.89	1.16	55	5.37	1.21	2.30	0.02*
Conduct	55	6.69	0.71	55	6.34	0.68	2.64	0.00**
Work habit	55	7.69	0.95	55	6.40	0.78	7.78	0.00**
Overall Classroom Social Orientation	55	25.21	2.47	55	23.84	2.14	3.10	0.00**

** Significant at 1% level * Significant at 5% level

From the table, it is known that there is significant difference between higher secondary students who are under parental care and non parental care in their Classroom social orientation and its dimensions – Law abiding, Conduct, and Work habit.

FINDINGS AND INTERPRETATIONS

- 1.The percentage analysis reveals that majority (56.36%) of Eleventh Standard students under Parental care manifest intrinsic form of Motivation; whereas majority of them (67.27%) under Non- Parental care manifest extrinsic form of Motivation.
- 2.In the case of Goal Pursuance of the 11 Standard students under Parental care are predominant (52.27%) stable, while 60% of the students under Non- Parental care are wavering.
- 3.In stress Tolerance, majority (56.36%) of students under Parental care are Go-happy in nature, where the majority of them (67.27%) under Non- Parental care manifest stressful behavior.
- 4.Majority of students (54.54%) under parental care are of buoyant disposition in the dimension

Resiliency, with majority of them under Non-parental care (61.81%) are rigid in their Resiliency.

5.In the dimension Reactional Behaviour, majority of the target group under Parental care (52.18%) are composed in nature, while majority (61.81%) under Non- parental care exhibit reactional behavior.

6.The overall Affective disposition of 11th std students under Parental care is found to be supportive (54.54%) in nature, while majority (61.81%) of them under Non-Parental care manifest obstructive form of Affective disposition.

7.The differential analysis reveals significant difference between students under Parental care and students under Non parental care in overall Affective Disposition and in all dimensions expecting Goal pursuance with those under Parental leading their counter parts under Non- Parental care in all of them.

DISCUSSION

The first findings which figures out the students under Parental Care as Intrinsically Motivated where as in other group under Non-Parental Care is of Extrinsic Motivation, seems to contradict the psychology of human nature

related to Motivation. Intrinsic Motivation arises when the individuals:

- ▲ Worth on their own
- ▲ Use much of their thinking to identify the gaps and interconnectedness of facts.
- ▲ Use their thoughts to establish new links.
- ▲ Take lot of trails to arrive at the expected result/ completion of tasks.
- ▲ Drive a sense of pleasure, when something is done on their own, though it is something basic or very ordinary to others.

All these are possible only with hostels because at home, there are opportunities of getting all sorts of help from family members or from the neighborhood.

Secondly the findings pertaining to Goal Pursuance looks contradictory to psychology of Goal setting and Goal achieving behaviour. The findings become a questionable one in the context of Government hostels which provide number, that is the data regarding the old students who are now cited as successful persons in the field of work, throughout the world. Though the testing of the mean difference between the two groups is shown to be in favour of those under Parental care, the outcome of the study in this regard has to be taken carefully while proceeding on this line.

The noteworthy finding about the Stress Tolerance in the two contrast groups needs immediate attention. The students bereft of parental care in Government hostels are found to be stressful as an alarming percentage (67.27%) of them have reported this frightful condition. Similarly 61.81% of them have reported to be rigid in their Resiliency and excited in Reactional Behaviour. All these tantamount to paint a glooming picture of the hostel students in respect of their Affective Disposition. When such obstructive Dispositions are converted into constructive ones, the population would become wholesome to get brightened and to brighten the life of others.

CONCLUSION

The present piece of research opens up the window to look at the problems of those children deprived of parental love and interaction in a different angle. While they confront with academic challenges. Given a fair place to the recorded findings of the study, subject to scientific limitations, if any, in sample selection, mode of tool administration, nature of environment kept up at the time of data collection from both the groups etc, the study would enlighten the practicing teachers, hostel administrators, educationalists, policy makers and public including parents of both the parties, to make necessary steps in all directions to cement the gaps between them so as to lay a stronger foundation at school level itself for the nature forsaken ones.

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