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PARENT DEPRIVATION AND SOCIAL MANIFESTATIONS OF SECONDARY CLASS STUDENTS



R. Portia

INTRODUCTION

Man is a social being. It is his innate tendency to be in the company of others to feel relaxed in terms of security and safety. Since childhood, the individual having been in close physical and emotional contact with father and mother for long, frees himself slowly from the physical contact and tries to get himself adopted with the emotionality of others by developing the necessary social skills. That is, the emotional union is assured by means of expected social manifestations.

This is the reason why man is known by his social behavior. Though the human beings are supposed to be the same in their social life, individual identical features are very much pertinent along with varied social dispositions. It forms the basis for identification, grouping and categorization of individuals under the banner of races, regions, communities etc. While visible differences are projecting in larger or macro groups, among the people of same culture too, variations are seen in individuals in social

ABSTRACT

As we speak loudly of cruelty to animals and birds in cages, we should also be open enough to the problems of children forcibly spending their previous life time in hostel under mere care and consideration. The present student which aimed at unraveling the sociological effect on students due to deprivation of parental care, conclusively reports the presence of 'disintegrating' nature of social behavior in them. The researcher recommended that the hostel authorities should be well equipped to offer mere 'Parental care' to minimize the effect Parent Deprivation.

KEYWORDS : Parent Deprivation, Parental care, Disintegrating Social Behaviour, Integrating Social Behaviour

Short Profile

R.Portia is working as an Assistant Professor in Education at Alagappa University College of Education in Alagappa University, Karaikudi. She Has Completed M.Sc., M.Phil., M.Ed., NET.,

manifestations due to forced changes in child rearing practices. This is what the researcher anticipates in children who are brought up under artificial environments.

NEED FOR THE STUDY

There are number of studies on deprivation of secondary class students of Tamilnadu. In all these studies the researchers have considered only the social deprivation, generally marked as students of communities such as SC, ST, Adhidravidar etc. In

fact, social deprivation connotes total deprivation in terms of education, job, wealth, security, safety and at last the 'status' to live as a decent human being among the human beings. No matter when and how the snooze of subjection fell on the heads of these unlucky ones, but the relentless efforts of our social leaders for centuries to free them from suppression have not yielded the expected results. Contradictorily some of the welfare schemes introduced to alleviate the condition of

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these deprived communities seem to boomerang on them. For instance, the act of helping the deprived ones to continue education with free board and lodging from childhood onwards becomes a big trap for damaging the fruits of education by causing 'parent deprivation'.

Bastian, Jony.J(2014), reports that parents encourage their children to involve themselves in personal, intellectual and social activities at home so as to get strengthened in their communication, adjustment and the much required problem solving skills. Jacobson, Arminta.L(2010) indicates that the children growing in the shadow of the parents gain empowerment advocacy skills and the ability to tackle high risk situations.

Lau Eva J.H (2011), indicates that parents by assisting the cognitive works at home, greatly help their wards to keep up their emotionality and keep them ready for taking up any novel and innovative programmes. Quite a number of studies have investigated the role of parents (Johnson Frankie V,2010: Pruit T. Richardson 2014: Jeymes 2007: David A.J 2013: Bernad 2004): in bringing up their wards with a strong body, superior mental caliber, creative mind and all essential social skills. In the event of weaning out the child from the family fold in the guise of taking him to the 'Promised Land', won't it retroact and damage all good things assured through education? It is the research question that necessitates the researcher to undertake the present research project.

STATEMENT OF THE PROBLEM

The right to acquire education, hold a job, earn money, form a family and enjoy status in the society is guaranteed in our constitution. When a category of people all prevented to enjoy all or some of these rights, they are in a state of deprivation. However, consequent to the efforts of the government to put these categories of people back in the main stream, other deprivations are likely to arise and hinder as in the case of school children, prosecuting their studies

by staying in government run hostels confronting the problem of parent deprivation.

For a child the whole world around him is nothing before his father and mother. Gradually, he comes to understand the importance of his playmates and other older children who somehow become welcome good ones. He proceeds slowly into the outer world only through his father and mother. If he is pushed out of them suddenly, he would be the most miserable one longing for their physical and emotional attachment with a total eclipse of social concern and social security. It is certain, that it would create an irreparable lacuna in the development of social skills in children.

Considering all these the researcher intends to study the social behavior of the secondary students deprived of living with their parents. The researcher has stated the topic of the project as given below

OPERATIONAL DEFINITION

1.Parent deprivation: By this the researcher means the act of depriving the rights to children to live with parents. Students who stay away from home (parents) for the purpose of education are in a state of parent deprivation.

2.Social Manifestations: By this the researcher means the students' integrating or disintegrating mode of classroom social behavior in terms of co-operation, law abiding conduct and work habit. It is the score obtained on 'Classroom Social Orientation Inventory' structured and validated by the researcher.

3.Secondary class Students: By this the researcher means students of standard IX studying in government aided institutions in Trichy, by staying in government hostels.

OBJECTIVE

To find the percentage of 9th standard students in a state of parent deprivation exhibiting Classroom School Orientation behavior in total and in terms of its dimensions: Co – operation, Law abiding, Conduct and Work

habit.

Hypothesis: Students of IX standard studying in Trichy with parent deprivation exhibit disintegrating Social behavior in the class room.

Method: It is proposed to make use of survey method to identify the nature of social behavior manifested by 9th standard students in a state of parent deprivation.

Population and Sample:

All the 9th standard students in Government aided schools in Trichy residing in

Government hostels form the population of the study. The researcher picked up 55 boys and 55 girls from the target population by random to form the sample of the study.

Research Tool:

‘Classroom Social Orientation Inventory’ structured and validated by the researcher.

Statistical Technique Used:

Simple Percentage Analysis.

Analysis of Data:

Table – 1
Nature of Classroom Social Oriented Behavior

S.No	Classroom Social Manifestation	Dimensions	N	Percentage
1	Co – Operation	Co – operative	48	43.63
		Non – Cooperative	62	56.36*
2	Law Abiding	Rule Bound	44	40.0
		Rule Defiant	66	60.0*
3	Conduct	In Order	70	63.63*
		Disorder	40	36.36
4	Work Habit	Persisting	38	34.54
		Changing	72	65.45*
5	Overall Social Behavior	Integrating	42	38.18
		Disintegrating	68	61.81*

* Indicates the Nature of Social Behavior

FINDINGS

1.Majority of secondary class students (61.81 %) in the state of parent deprivation manifest classroom social behavior which is ‘disintegrating’ in nature.

2.Majority of secondary class students(56.36%) of parent deprivation in the dimension: Co-operation, exhibit ‘Non-cooperative’ form of social behavior.

3.In the dimension Law abiding 60% of secondary class students of parent deprivation are found to be Rule defiant.

4.In the dimension Conduct, 63.63% of the sample has registered ‘Conduct in-order’ against 36.36% falling under conduct –disorder.

5.Majority of the students of the secondary classes(65.45%) in a state of parent deprivation are found to be ‘Changing in their work habit’ with a small percentage(34.54%) of them being ‘Persistent’.

DISCUSSIONS AND RECOMMENDATIONS

The major finding reflects the negative image- ‘disintegrating social orientation’ of secondary class students deprived of parental care. It is in accordance with the findings of Crede, Marcos 2012: Pears Katherine.C 2013: Warg Min T.C 2014 and others. The answer for why or how of this finding is available in other subsequent findings.

Expecting in the dimension ‘Conduct’ where in they have put up ‘Conduct in-order’ in

all the other three they have recorded negative social orientations. Because of such negative social behavior prevalent among them, they have emerged with 'disintegrating social orientation. The availability and involvement of the parents is stated to be the most crucial ones for the child to gain good interpersonal relationship (Greenberg, 1989, Becker and Epstein 1982 Patrick, Helen, 2011. As the subjects are deprived of living with parents, in all probability, it may be the reason for them being found non-cooperative.

According to the findings of Newman 2000 and Rogers, Maria 2009, children under constant care of the parents are highly adjustable and are sincere to obey the rules and instructions of the elders. In the present study, as subjects are being totally away from the parents, may have projected to 'defiant tendency', a count in favor of disintegrating social orientation.

Persistence in the assigned or undertaken works is a welcome sign for a student to climb the ladder of higher education Gaanak and Kalantzi, Azizi, 1999; Ferrytanera, 2000; Mentoza, 2010). However, in the case of students' deprived of parental care, it is found in the present study that they manifest changing work habit, not conducive for systematic improvement in academic studies. Therefore, it also intensify the disintegrating social orientation of the subjects bereft of parental care.

From these the researcher has come to the understanding that the deficiency noted in these may be made up with the available hostel administrators so as to keep them psychologically sound. The secondary class students being in adolescent stage will be facing the usual psychological problems which may get boosted because of parent deprivation. The hostel administrators may be provided with training in handling psycho socio problems of these students arising due to adolescence, by trained psychologists or counselors.

CONCLUSION

It is quite alarming that the students at

the high school stage manifest disintegrating mode of social behavior as a result of prolonged parent deprivation. Excepting in general conduct which is in-order, in all other social manifestations co – operation, law abiding and work habit, they are not as assumed. It calls for further investigation in this area to make out whether it is due to parent deprivation, or the result of various factors associated with adolescence, and present academic practices.

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