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"A COMPARATIVE STUDY AMONG ORPHAN STUDENTS AND NORMAL STUDENTS WITH RESPECT TO ADJUSTMENT AND SELF CONCEPT"

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ABSTRACT

Objective of the present study to search the adjustment among orphan students and normal students. to examine the self concept among orphan students and normal students. Hypotheses: Normal Students will be significantly high adjustment than the orphan students. Normal Students will be significantly high self concept than the orphan students. Sample: For the present study 80 Sample were selected from Aurangabad town. 40 orphan students and 40 normal students. Non- probability accidental and purposive sampling was used. Variable Independent variable-1) Type of Family Child   a) nuclear b) Joint Dependent Variable 1)Emotional Intelligence 2) Loneliness Tools Bell Adjustment Inventory Self-Concept Scale (SCQ): Conclusions: Orphan student is significantly high adjustment than the normal students. Orphan student is significantly high self concept than the normal students.

KEYWORDS:Orphan Students and Normal Students , Good psychological health .

INTRODUCTION:

Psychological health can be considered as the combination of positive emotions and functioning with optimal effectiveness in the individual and social life (Deci & Ryan, 2008; Huppert, 2009). Various protective factors such familial support, parental care, social exposure and education play a vital role in development of psychological capacities such as self-worth, social competence etc. Good psychological health creates an effective and successful passage for persons from their childhood to adulthood (Parker & Benson, 2004).

Researchers (Amato & Keith, 1991) believed that adolescents living in the intact families with their parents are found to have a better scholastic achievement, conduct, psychological adjustment, self-esteem and social competence which lower their psychological distress. Whereas adversities such as lack of parental and familial support due to death or separation from parents initiate a major change in the lives of children (Minde, 1988) and can also interrupt their healthy psychological functioning. In the same context, various studies found that often, orphan adolescents are seen to be as more vulnerable to various psychological, emotional and behavioral problems, e.g. social isolation, adjustment problems, delinquency, aggression, personality disorders, depression, stress etc. (Goodyer et. al, 1985).Though they feel to seek support from their caregivers to cope effectively with these stressful and conflicting situations, but lack of parental support compel them to handle their problems independently and regulate their psycho-emotional responses such as sadness, loneliness, excitement etc. on their own which makes them self-regulated, self-contained and introspective (Lazarus &Folkman, 1984).This self-compassion among orphans lead to the development of a variety of psychological strengths such as self-esteem, pro-social behavior and positive emotions. The healthy execution of self-

competencies determine the psychological well-being of the person including higher level of self-efficacy, self-esteem, optimism, resilience, effective coping with stressors and positive appraisal to deal with conflicting situations and concerns etc. (Seligman, 1998).

Self-concept is dominant element in personality pattern; therefore, the measurement of self-concept becomes essential. There are several terms that are virtually synonymous with self-concept; among them are self-image, the ego, self-understanding, self-perception and phenomenal self. The innovation of the term „self" can be traced in our Vedic literature. Later it was Self -means the way one conceives himself/herself. Self is not innate but gradually formed as a child grows by social interactions. „Concept"- means the way by which one individual relate himself to his social environment both physical and psychological. „Self-Concept" –means how an individual thinks of himself. It is one's concept of self, which personifies the individual as a whole. In recent years there has been growing realization of the importance of self-concept in understanding of human behavior. Without knowing self, understanding of human behavior is incomplete and inaccurate.

The formation of self-concept is fundamental to the development of the individual's personality. Self-concept, as the name implies, is one's concept about oneself. As an individual grows, he not only forms concepts about his surroundings and other individuals, but also gradually forms an image or concept of himself. The interaction between the individual and his total environment forms an image of his own self. He begins to realize his health, structure of the body, and his potentialities. Then he rates himself as high or low. This concept may be positive or negative. If the individual gradually becomes conscious of his superiority, his self-concept may be positive, but if he feels neglected and insecure he develops a negative self-image.

Sarswat, R. (1982) investigates on A Study of Self-concept in relation to Adjustment, Values, Academic Achievement, Socioeconomic Status and Sex of High School Students of Delhi. The main objective of the study was to examine the relationship of self-concept measures with adjustment, values, academic achievement and socioeconomic status of boys and girls. The hypotheses examined in the study were: (1) there is significant relationship between self-concept and adjustment among higher secondary students, (2) there is significant relationship between self-concept and values among higher secondary students, (3) there is significant relationship between self-concept and academic achievement among higher secondary students, (4) There is significant relationship between self concept and socioeconomic status among higher secondary students, (5) there is a significant difference between the self-concept of boys and girls of higher secondary students. A quota random sample of 840 students (420 boys and 420 girls) of class IX from 14 schools under the Delhi Administration was selected. Product-moment correlation, t-test, stepwise multiple regression analysis and coefficient of multiple determinations were used to analyse the data. The major findings were: 1.The boys' self-concept was positively and significantly related to social adjustment, while the girls' self-concept was positively and significantly related to home, health, social, emotional, school, as well as total adjustment. 2. The boys' self-concept was positively and significantly related to political and religious values, while the girls' self-concept was not related to any these value. 3. Only intellectual self-concept was positively and significantly related to academic achievement in both the sexes. 4. Boys and girls differed significantly on total self-concept and its physical, social and moral dimensions, Girls were found to be higher on all these dimensions.

Gupta, P. (1985) investigate on Self- concept, Dependency and Adjustment Pattern of Abandoned Institutionalized Preadolescents, the purpose of the study was to investigate the emotional make-up of 'Home' and 'SOS village' subject in terms of their self-concept, dependency and anxiety content. On the basis of data gathered in respect of the rearing systems, the inter-dependence of three factors were judged in respect of adjustment patterns of both the orphan group and either parent alive but functionally absent 'Home ' group subjects. 'Home' connotes the government/voluntary agency-run institutions, where the children lived and which they have had to think of as their own home by indirect pressure. The SOS village, i.e. save our souls Village, was a voluntary care organization where the director became the 'father' of the children, and the director controlled twenty 'simulated mother' volunteers. Here the abandoned children felt a prototype of family. The sample consisted of 400 preadolescents aged 10-13 years, who got institutionalized within the first five years of life. The experimental group (n=300) was subdivided into home-managed orphans and home managed either parent alive abandoned, and SO village-managed, each of100 children. A control group of 100

children of normal family set-up was taken. The experimental-control group design was used and the statistical tools used were t-test, Mahalonobis D2 and product-moment r. The major findings were:1. There was some relationship between self-concept, anxiety dependency and adjustment for the experimental group. 2. Subject reared in an artificial family atmosphere with surrogate mothers had better self-concept and adjustment with less anxiety concept and adjustment were positively correlated and they had negative correlation with anxiety. 4 The whole experimental group differed from the control group, i.e. their naturally reared counterparts.

Swamis, P. M. (1989) investigate on A study of the adjustment, anxiety, self-concept and intelligence of orphan students living in orphanages as compared to normal students. Problems: The present study focuses on the adjustment, anxiety, self-concept and intelligence or orphan students living in orphanages as compared to normal students. Objectives were: To study the adjustment, anxiety, self-concept and intelligence of orphan students in comparison with those of normal students. He used The sample comprised 560 high school going orphan students in the twenty recognized orphanages of Gujarat State. For the present study, the researcher limited the population to the orphan students of standards VIII, IX and X. The study covered 541 of the 560 orphan students. The rest of the students (nineteen) were not included because they were absent on the days of testing. The investigator selected 541 normal students from the same class of the same school where the orphan students were orphan studying, by the method of random sampling. In this way out of a total sample of 1082 students, 541 were orphan and 541 were normal. Thus the investigator made both the groups equal in sex, grade, age, and equal in religion. The tools used included, adjustment, Inventory, Manifest Anxiety Scale, Self-concept Scale, and Desai-Bhatt Group Intelligence Test. Relevant statistical techniques were employed to find out the differences between the mean scores of the dependent variables and their significance was determined and the major finding were 1. Normal students were better adjusted then orphan students. 2. Sex grade and religion had no effect on the difference of adjustment of orphan and normal students.3 Orphan students were more anxious than normal students. 4. The self-concept of normal students was better than the self- concept of orphan students.5. Sex had no effect on the differences in the self-concept of orphan and normal students.6. The self concept of orphan Muslim and normal Muslim students was similar .7. The intelligence of normal students was higher than the intelligence of orphan students. 8. Sex and grade had no effect on the difference in intelligence of orphan and normal students.9. The intelligence of orphan/normal students of ages16, 17and 18 was similar.10. The intelligence of orphan Muslim and normal Muslim students was similar. [DAU 0016]

OBJECTIVE:
i)To search the adjustment among orphan students and normal students.
ii)To examine the self concept among orphan students and normal students.

HYPOTHESES:
1)Normal Students will be significantly high adjustment than the orphan students.
2)Normal Students will be significantly high self concept than the orphan students.

Sample:
For the present study 80 Sample were selected from Aurangabad town. 40 orphan students and 40 normal students. Non- probability accidental and purposive sampling was used.

Tools
Bell Adjustment Inventory
Bell adjustment inventory (student form) is one of the most widely used personality inventories. The inventory was developed by H. M. Bell in the year 1934. In the process of adaptation, the inventory was once again subjected to all the technical procedures for test standardization which renders it especially suitable for use in the Hindi speaking areas. Since the standardization samples comprised undergraduate students of different rural and urban colleges, this inventory can be used in the final classes of the high schools and also in colleges, individual as well as group situations. Mohsin-shamshad adaptation of Bell adjustment inventory

(1969) consists of 135 items, retained as a result of item analysis, out of 140 items. The inventory measures adjustment in four different areas—some home, health, social and emotional—separately, as well as yields a composite score for overall adjustment. Home adjustment is expressed in terms of satisfaction or dissatisfaction with home life; health adjustment in terms of illness; social adjustment in terms of shyness, submissiveness, introversion; and emotional adjustment in terms of depression; nervousness etc. high scores on the inventory indicate low adjustment and low score high adjustment in different specific areas, and also in respect of adjustment taken as a whole. Numbers of items related to each area of adjustment are as Home (35 items), Health (31 items), Social (34 items) and Emotional (35 items). Three responses categories have been provided for answer to each item.

1)Self-Concept Scale (SCQ):

This scale was constructed and standardize by Dr. Raj Kumar Saraswat. The inventory is useful in measuring Self-concept in six areas, namely Physical, Social, Temperamental, Educational, Moral and Intellectual. The inventory consists of 48 items, each item is provided with five alternatives 'Strongly Agree', 'more agree', 'agree', 'disagree', and 'disagree', Reliability of the inventory was found by test retest method, and it was found to be .91 for the total self-concept measure. Reliability coefficient of its various dimensions varies from .67 to .88. Expert's opinions were obtained to establish the validity of the inventory. 100 items were given to 25 psychologists to classify the items to the category to which it belongs. Items of highest agreement and not less than 80% of agreement were selected. Thus the content and construct validity were established.

Procedures of data collection

For data collection first permission has been taken from respective sources than the despondence has been selected for data collection. Personal data sheet (PDS) has been given to collect the preliminary information with respect to subject's related variables then standardized test administer to the subjects. Before that rapport was established with subjects. And they have been told that their responses were kept confidential and the information is used for research purpose only.

Variable

**Independent variable-** 1) Type of Family Child   a) Nuclear   b) Joint
Dependent Variable 1) Emotional Intelligence
                        2) Loneliness

Statistical Analysis and Discussion
Orphan Students and Normal Students, Shows the mean S.D and t value of "Adjustment and Self Concept"

Factors	Orphan Students			Normal Students			df	't'
	Mean	SD	SE	Mean	SD	SE		
Adjustment	35.36	5.64	0.89	46.25	5.20	0.82	78	8.98**
Self Concept	126.25	7.60	1.20	141.69	6.48	1.02	78	9.77**
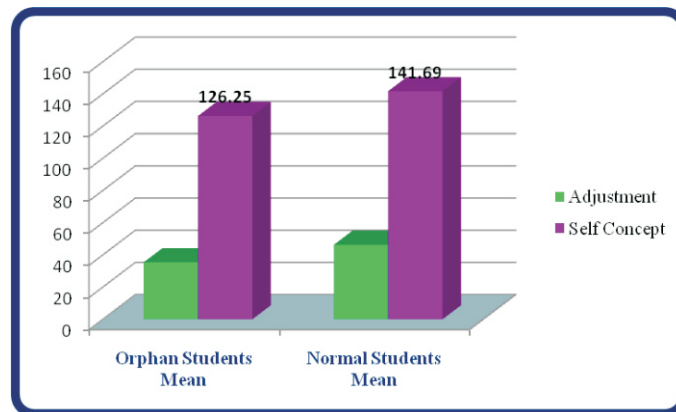
The results related to the hypothesis have been recorded. Mean of adjustment of the orphan students is 35.36 and normal students Mean is 46.25 the difference between the two mean is highly significant ('t'= 8.98, df =78, P < 0.01). It concluded that the orphan student is significantly high adjustment than the normal students.

Second results related to the hypothesis have been recorded. Mean of adjustment of the orphan students is 126.25 and normal students Mean is 141.69 the difference between the two mean is highly significant ('t'= 9.77, df =78, P < 0.01). It concluded that the orphan student is significantly high self concept than the normal students.

CONCLUSIONS:

1)Orphan student is significantly high adjustment than the normal students.
2)Orphan student is significantly high self concept than the normal students.

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