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Chandrabai-Shantappa Shendure College  
Hupari

SHIVAJI UNIVERSITY

**IME**

INSTITUTE OF MANAGEMENT AND ENTREPRENEURSHIP DEVELOPMENT

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**SHIVAJI UNIVERSITY  
COMMERCE AND  
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# CERTIFICATE

This is to certify that Dr./Sfri/Smt. Zunaja.x.x.x.o.....S.:.Kadam.  
of...Savitribai...Phule..... of Mahila..Mahavidyalaya,  
...Satada..... participated and presented paper on  
Behavioural...And...Emotional...Problems...Among....  
Orphanage..Adolescent...Students..... in the International  
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Language & Literature: A Need for 2020", organised by Department of  
Commerce, Chandrabai-Shantappa Shendure College, Hupari, Kolhapur, MS;  
India in collaboration with BVDU's Institute of Management and  
Entrepreneurship Development, Pune, MS; India and Shivaji University  
Commerce and Management Teachers Association; Kolhapur, MS; India  
during 4<sup>th</sup> & 5<sup>th</sup> December, 2015 at Hupari, Kolhapur, MS, India.

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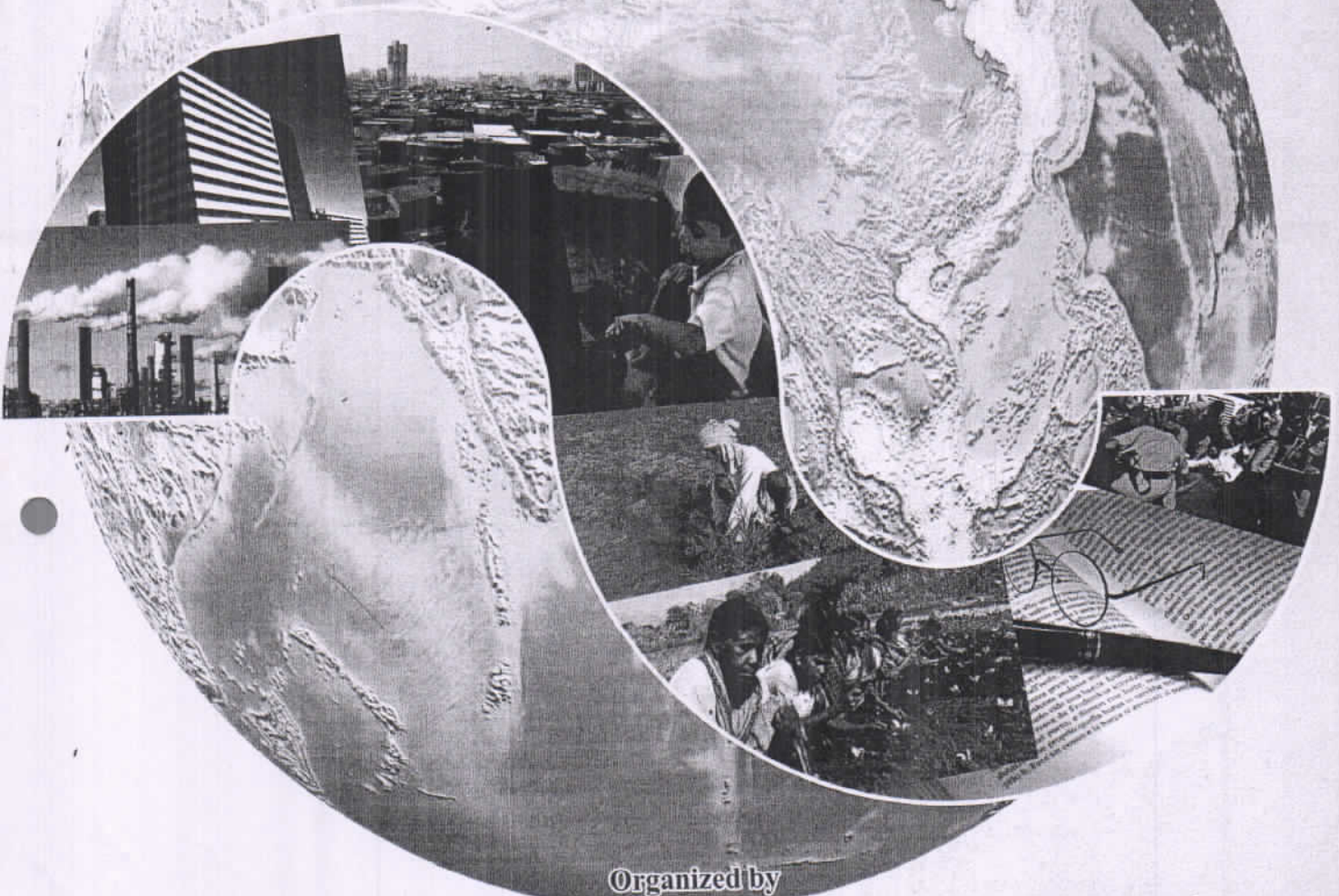
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Two Day International Conference

On

**"Business Management, Information System, Social Sciences & Language & Literature :  
A Need for 2020"**



Organized by

Chandrabai-Shantappa Shendure College, Hupari in Collaboration with Shivaji University  
Commerce and Management Teacher's Association, Kolhapur and BVDU's Institute of  
Management and Entrepreneurship Development, Pune

On 4<sup>th</sup> and 5<sup>th</sup> December, 2015



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## BEHAVIOURAL AND EMOTIONAL PROBLEMS AMONG ORPHANAGE ADOLESCENT STUDENTS

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### Introduction:-

A child is seen as a smaller, weaker version of an adult-more dependent, less knowledgeable, less competent, less well socialized and emotionally less well controlled. Children are fascinating because they are both like adults and yet different; on the one hand, they so clearly have the potential to develop the full range of all those human capacities that we value in mature individual and on the other hand, they have abilities and requirements of their own, specific to each age range, that we need to acknowledge and that need to be catered for.

How children are viewed varies according to social, economic, political and religious force that exists at the time and in that place. Different treatments naturally produce different results as for as children's personality development is concerned. Cultural differences and not cultural deficiencies is thus the key then the differences being a function of the kind of child the various societies wish to produce. Even within any one cultural such as the western one there are difference in the way people think about childhood; belief systems exist within people's heads; they are mental constructions and as such, do not affect children directly, instead, they affect people's behaviours toward children's their influence is thus an indirect one in that it is applied via child rearing practices; their influence is thus an indirect one in that it is applied via child learning practices and it these which act upon children's behavior and for that matter upon the belief systems which children themselves come to develop.

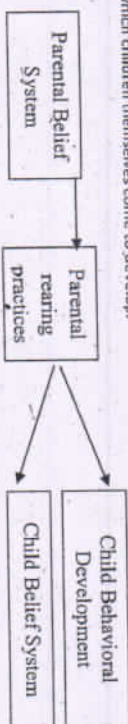


Figure no.1: Relationship of Parental Belief systems to Rearing Practices & Children

Children's development occurs in the context of interpersonal relationships and relationships are encountered primarily in the context of families. Relationships formed with peers also have a noteworthy influence, distinct from that of parents. Associating with other children helps in the acquisition of a variety of social skills and in the formation of the child's social identity; peer collaboration also further intellectual development. A classification of children's peer status based on categories such as popular, neglected and rejected, has been found to predict subsequent adjustment; rejected children in particular are at risk for the development of later psychological problems.

### Review of Literature:

In 2004, there were over 143 million orphaned and abandoned children, in 93 developing countries, worldwide. This is 8.4% of all children in the world (UNICEF). In 2003, alone, more than 16 million children were orphaned. Number of orphans will increase dramatically by 2010/2015, at an estimated growth of 15 to 20 million per year. (International advocates for children). In Africa, there are 60 million orphaned and vulnerable children (HIV/AIDS, Conflicts, disability, street children) (World Bank). India estimated 35 million orphans in 2003 (UNICEF). In 2003 over 8, 00,000 children became newly orphaned in Nigeria alone (UNICEF). In 2003 an estimated 12.3% of all children in Sub-Saharan Africa were orphans (UNICEF). There are seems to be a lot of passivity in their major conflict. Their rational world consists of largely sub-human and non-living. The self-object relation is fused and self is precariously holding to sustain in the perceived hostile world as evident through the responses: (Bhavangar, P. and Shukla, R.) As well as they found that parented adolescents males and orphaned adolescents males possesses higher level of achievement motivation than that of females respectively (Deswal, Y.S. and Rani, R. (2012). Adjustment, anxiety, self-concept and intelligence of orphan students living in orphanages as compared to normal students and found that normal students were better adjusted than orphan students' sex, grade and religion had no effect on difference adjustment of orphan and normal students, orphan students were more anxious than normal students. Further it was found that self-concept of normal students was better than that of orphan students. Sex had no effect on differences in self-concept of orphan and normal students (Swami P. M. (1989). The girls have behavioral problem due to their traumatic and painful personal histories of misfortune, torture by relatives including father, step mother, scarifies affecting their physical and mental health (Noorjahan (1996).

### Objectives of the Study:

- To study the emotional problems of orphans.
- To study the behavioral problems of orphans.

### Adopted Orphans:-

Adopting families often have problems of their own, such as their own large families to care for, and therefore, severe economic strains. Hunter (1990) observed that sometimes the adopting parents are too young or too old to properly care for additional children. UNICEF (1990) noted pathetic situations, where grandparents were found to be less able to provide discipline and adequate care for their orphaned grandchildren. These grandparents were found to be less able to provide discipline and adequate socialization, and even to address the basic needs for food, clothing, shelter and health care (Hunter 1990). Bledsoe (1989) also observed that adopted or fostered children often receive worse treatment than the biological children in the same family. Nalwanga-Sobha and Sengendo (1987) found that the education, nutrition and health status of children adopted into impoverished families suffered from lack of resources necessary for their basic needs.

All these studies point out the disadvantages of the orphaned children, disadvantages to which there has been a response by some agencies such as UNICEF, World Vision and Savetie Children Fund (UN), which have devised special intervention programs to enable children to cope with orphan hood. Many of the programs have assisted orphans with relief supplies such as food, clothing and bedding. Several agencies have school sponsorship programs through which many children, who otherwise would have been out of school, are receiving formal education as well as vocational training.

### Emotional Problems of Orphans:-

However, in spite of these efforts, many of the orphaned children continue to experience emotional problems and little is being done in this area of emotional support. There are several reasons. First, there is a lack of adequate information on the nature and magnitude of the problem. Secondly, there is a cultural belief that children do not have emotional problems and therefore there is a lack of attention from adults. Thirdly, since psychological problems are not always obvious, many adults in charge of orphans are not able to identify them. However, even where the problem may have been identified, there is a lack of knowledge of how to handle it appropriately. In many cases children are punished for showing their negative emotions, thereby adding to their pain. In schools, there is an obvious lack of appropriate training of teachers in identifying psychological and social problems and therefore offering individual or group attention.

### The problem as seen by the child psychologist:

#### > Children and bereavement:-

Like adults, children are grieved by the loss of their parents. However, unlike adults children often do not feel the full impact of the loss simply because they may not immediately understand the finality of death. This prevents them from going through the grieving process which is necessary to recover from the loss (Brodzinsky, Gornly and Ambros 1985). Children therefore are at risk of growing up with unresolved negative emotions which are often expressed with anger and depression. Adults may also experience negative emotions in times of bereavement, but, unlike children, adults have the intellectual ability, life experience and emotional support that enables them to control their anger and depression (Brodzinsky et al. 1985).

Unfortunately, adults do not seem to appreciate that children are also adversely affected by bereavement even though they may not have an adult's understanding of death. Little attention is therefore given to children's emotions. Children are not given the required support and encouragement to express their emotions nor are they guided to deal with them. For example, children are always talked to, not listened to, and therefore their emotions are not understood. When they have no appetite for food or when they have no strength for housework, or lack the strength to attend school, or when they become inattentive in class, they are simply punished.

#### > Children and social change:-

Death of parents introduces a major change in the life of a vulnerable child. This change may involve moving from a middle or upper-class urban home to a poor rural relative's home. It may involve separation from siblings, which is often done arbitrarily when orphaned children are divided among relatives without due considerations of their needs. It may mean the end of a child's opportunity for education because of lack of school fees. Those children who choose not to move or who may not have any other relative to go to, may be forced to live on their own, constituting child-headed families. All these changes can easily affect not only



the physical, but also the psychological well-being of a vulnerable child. They can be very stressful as they pose new demands and constraints to children's life.

➤ **Locus of control in relation to orphans:-**

As noted above, most orphans are at risk of being confronted by powerful cumulative and often negative social changes in their lives over which they have no personal control. Experiences in continuously adverse circumstances do not make life appear to be subject to control through one's own efforts (Lefcourt 1976). Perceived lack of control produces a feeling of helplessness and loss of hope, and diminishes an individual's will power (Richter 1959; Overmier and Seligman 1967; Lefcourt 1976). Death of parents makes children vulnerable and predisposes them to physical and psychological risks over which they have no control. The feeling of helplessness is very costly in terms of psychological well-being and may be reflected in lack of concern, involvement and vitality in social and school activities. Emotionally, it is indicated by sadness and depression.

The effects of death and bereavement are not always negative. Positive effects are possible as when a child moves from a poor family to an economically better-off one. Children who are fostered may be motivated to use all their power to prove their worth to their new families and to win their support. Children who are forced to live on their own may behave more responsibly and more maturely out of the sheer need to survive.

➤ **Locus of control, adjustment and depression**

Locus of control is important for effective coping behaviour in the case of stress. When faced with stress, internals tend to adopt a problem-solving strategy while the externals tend to react emotionally, for example by being angry (Sarason and Sarason 1969:441). Consequently, internals are able to leave their disappointments behind them and live happily. Externals, on the other hand, continue to carry their burdens into their future and hence are often depressed. Our theoretical expectation is that depression is positively correlated with external locus of control and negatively correlated with internal locus of control. This means that those who scored high on the depression scale also scored high on the locus of control scale. Likewise, those who scored low on depression, also scored low on the locus of control scale.

➤ **Psychological well-being (mental health):-**

According to Warr (1987), mental health has five major components: affective well-being (happiness), competence, internal locus of control, aspiration and integrated functioning or adjustment. These five components are interrelated. Therefore, internal locus of control should positively correlate with adjustment; children who feel in control of their environment would potentially have a better capacity to adjust. Similarly, adjustment should negatively correlate with depression: children who experience increased adjustment to their environment would concomitantly be less depressed.

• **Conclusions:-**

One of the effects of behavioral and emotion is directly on these orphan children. After the death of their parents, they are forced to live their life in institutions, where they miss every emotional attachment like sibling, relatives and social relationship, and importantly they miss the customs, culture, tradition, norms and regulations of the society. They grow up in institutional culture where they do not enjoy these things.

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