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A STUDY OF VALUES OF ORPHANAGE-REARED STUDENTS AND FAMILY-REARED STUDENTS

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Abstract

The objective of this study was to make comparison between orphanage-reared students and family-reared students on values. The values considered here were material incentive, immediate gratification of needs, present orientation and money-mindedness. A sample of 102 orphanage-reared students and 102 family-reared students studying with them in classes 6th to 8th standard were taken from three KAVAL towns (Allahabad, Varanasi and Lucknow.) of Uttar Pradesh. The data was collected using Differential Value Questionnaire by Rekha Rani Agarwal. The study indicates that there was significant difference between orphanage-reared students and family-reared students on these value types. (material incentive, immediate gratification of needs, present orientation and money-mindedness)

Keywords- orphanage-reared students, family-reared students, values, material incentive, immediate gratification of needs, present orientation and money-mindedness value types.

Introduction

The family is one of the main socializing institutions of the society. Within the family, the child appropriates the social norms and values, and becomes capable of having relations with the other members of the society. Culture represents one of the important factors of the personality modelling. The cultural features of a society generate certain distinctive features in the children's socialization. Psychologists agree that children with secure attachments to their parents have better chances to develop into happy, successful, and well-adjusted adults. Parents encourage their children to investigate the world, manipulate objects, and explore physical relationships. This helps children to properly develop physically and emotionally.

Whereas the children deprived of parents have little chance to develop into a happy, secure and well-adjusted adults.

Value

Values are operationally conceived as those guiding principles of life which are conducive to one's physical and mental health as well as to social welfare and adjustment and which are in tune with one's culture. Value is considered as a general name for worthiness to be chosen. Choice can be made in terms of "right" and "good". Directly and indirectly questions of values are involved in nearly every decision related to education. Education has to enable the man to make decisions about values. For moral values, decision will be on the question of right or wrong and for other values the decision will be the question of better and worse. Erosion of values is a matter of concern to all those concerned with education. It is not only in India, deterioration in the human values has attracted a lot of attention at international level, too (Nanzhao, 1996). Therefore, there is needed to analyze value crises existing in Indian society and role of education in this context.

Objective

- To study the values types material versus non-material, immediate versus delayed gratification of needs, present versus future orientation and money-mindedness versus prestige value of orphanage reared students and family reared students.

Hypotheses

- There is no significant difference between the material versus non-material

of orphanage reared students and family reared students.

- There is no significant difference between the immediate versus delayed gratification of needs of orphanage reared students and family reared students.
- There is no significant difference between the present versus future orientation of orphanage reared students and family reared students.
- There is no significant difference between the money-mindedness versus prestige value of orphanage reared students and family reared students.

Sample

Purposive sampling method was used to select 100 orphanage-reared students and 100 family-reared students studying with them in classes 6th to 8th standard from three cities (Allahabad, Varanasi and Lucknow) of Uttar Pradesh.

Description of Tool

DIFFERENTIAL VALUE QUESTIONNAIRE

Differential value Questionnaire (D.V.Q.) was constructed by Rekha Rani Agarwal developed to assess material Vs non material incentive, immediate Vs delayed gratification of needs, present Vs future orientation, money mindedness Vs prestige value. The DVQ was constructed on forced choice technique. The test consists of 28 item statements with two alternatives in each. Out of the two alternatives former one showed the value of the disadvantaged learner and latter one was related to the value of non- disadvantaged learner, The responses made against the left hand side alternative indicated material incentive, immediate gratification of needs present orientation and money mindedness respectively and were scored as 1. The responses made against the right hand side alternative indicated non material incentive, delayed gratification of needs future orientation and prestige value respectively and were ignored and a score of zero was assigned to them. The test had high reliability by test-retest method .87 The cross validity of the test was found to be established as the values of 't' yielded a non-significant difference of 1.70. The disadvantaged students would be found at all the stages of educational ladder, though the disadvantage is likely to vary in kind and degree at each stage, there is a difference between the nature and extent of disadvantages found at primary and higher secondary stages. As one goes up the educational hierarchy, the deleterious effects just sufficient to enable a child to meet the demands of education

on her when she is in the lower classes proves quite insufficient when she reaches the higher stages of education. Values being acquired characteristics of human personality considerably varied from one cultural group to another, in two sexes and even from childhood to adolescence, “the earlier deficits genetic and /or environmental manifest themselves in one way or the other.

Result

Analysis and interpretation

The obtained data was subjected to necessary statistical computation. The data was mainly interpreted in terms of mean. T-ratio was used to find out significant difference.

It was hypothesized that there is no significant difference between the values of orphanage-reared students and family-reared students. To test this hypothesis, mean, standard deviation and t-test were calculated separately for the four values and reported in the table.

Table

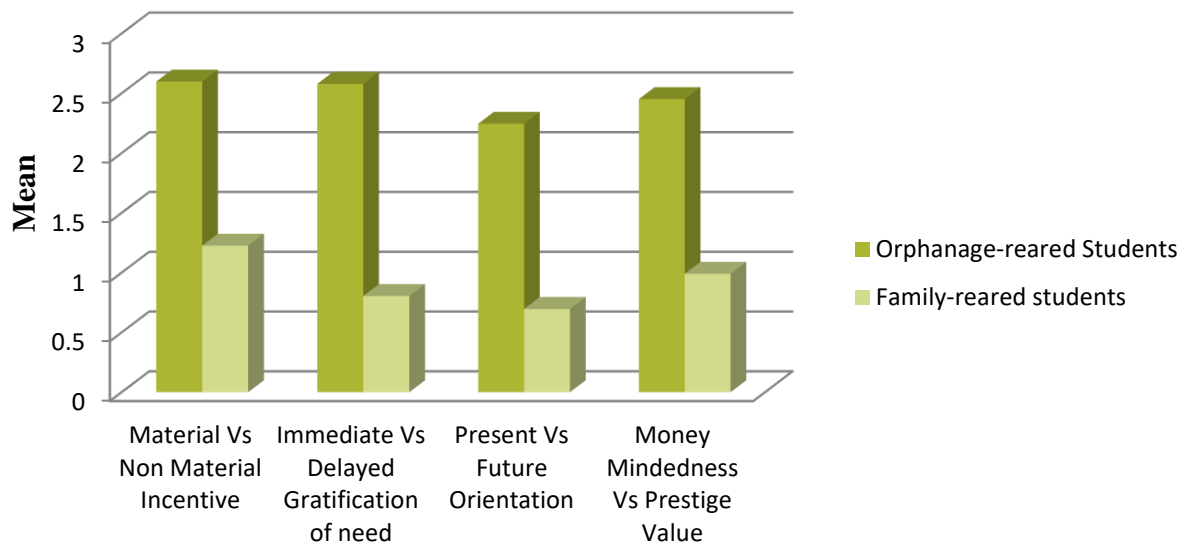
Comparison between orphanage-reared students and family-reared students on Values

| S.No | Variable | Orphanage-reared 6 th class male students | | Orphanage-reared 6 th class male students | | T-ratio |
|------|---|---|-----------------------|---|-----------------------|---------|
| | | N=102 | | N=102 | | |
| | | Mean | Standard Deviation | Mean | Standard Deviation | |
| 1. | Material Vs Non- Material Incentive | 2.5980 | 1.61833 | 1.2255 | 1.09822 | 7.088** |
| 2. | Immediate Vs Delayed Gratification of need | 2.5784 | 1.79348 | .8039 | .86790 | 8.955** |

| | | | | | | |
|----|---|--------|---------|-------|--------|---------|
| 3. | Present Vs Future Orientation | 2.2451 | 1.56342 | .6961 | .64161 | 9.257** |
| 4. | Money Mindedness Vs Prestige Value | 2.4510 | 1.33222 | .9902 | .08867 | 9.191** |

**Significant at .01 level

Graph showing means on Values for orphanage-reared and family-reared students



From the observation of the table given above it is evident that t-ratios are significant for material incentive, immediate gratification of needs, present orientation and money-mindedness since the obtained t-value is more than the table value at .01 level. ($p < .01$, $df=117$). So, it be inferred that orphanage-reared students and family-reared students differ from one another for these value types. Orphanage-reared students have scored more for material incentive, immediate gratification of needs, present orientation and money-mindedness than family-reared students which means that material incentive is dearer to the orphanage-reared students than non-material

incentive. Generally, it is believed that for lower class children material incentive is more attractive than a non-material which support the findings of Terrell, Durkin and Wiesley (1959) who determined that lower class children learn more quickly when given a material incentive. Similar results were obtained by Zigler and Delabry (1962). Sharma (1981) also concluded that concrete reward was more effective for deprived children. It was found that orphanage-reared students prefer immediate gratification of need than delayed gratification of need which was earlier found by Bloom et al. (1965) and White (1971) that deprived children find it difficult to delay gratification and can only perceive goals that are present and immediate. Orphanage-reared students were found to have more present orientation than family-reared students. The fear of uncertain future seems to have driven them to a position where they desire to live the present as fully as they can. The immense potentiality and instrumentality of money to satisfy their needs has made them present oriented which is justified by the studies of Bloom et al. (1965), White (1971), Varma (1982) and Le Shan (1952). A comparison on money-mindedness was made between orphanage-reared students and family-reared students in which it was found that orphanage-reared students had more interest in money than family-reared students. This was because they had need for economic security. They want a life free from poverty and want enough money for food, clothing and shelter.

Findings of the study

There was difference in values types between orphanage-reared students and family-reared students. Orphanage-reared students were found to have immediate gratification of needs, present orientation money-mindedness and preferred material incentive than family-reared students.

Conclusion

After the death of their parents, the orphans 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. Value development is a psycho-social process where children at various stages are guided by imitation, suggestion and identification. A number of factors like home environment, peer group influences, community, culture, society, school have an important role to play in the value formation and its practice therefore sincere efforts are needed to improve and enrich the environment of the orphanages so as to develop training in physical health, mental hygiene, etiquette and manners, appropriate social behaviour, civic rights and duties to aesthetic and even religious training in orphan children.

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