

A Study of Alienation and Emotional Stability among Orphan and Non-Orphan Adolescents

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ABSTRACT

Background: Back bone of any society is any country is the children of nation that grows to an adult passing through the ages of infancy, adolescence and adulthood. The life begins from infancy closely followed by childhood. The childhood is a very primary screen on which permanent pictures of life are painted. Therefore the shape of a picture and influence of social environment will depend on the smoothness and roughness of screen during infancy and childhood. Children are like raw soil. It will take shape as given by the potter e.g. Society parents and relatives. **Aim:** The aim of the present study is relation between alienation and emotional stability among orphan and non-orphan adolescents. **Sample & Sampling:** A sample of 100 subjects has been selected through quota sampling. The sample consists of 50 orphan adolescents (Ave. age 16.34 yrs) were selected from Matra Anchal Sanskar Kendra, Khadkadi, Haridwar, Uttarakhand. Another set of 50 Non-orphans adolescents (Ave. age 16.47 yrs) were selected from Gayatri Vidyapeeth, Shantikunj, Haridwar, Uttarakhand. Every group has divided into two groups i.e. male and female to fulfill the objectives of the present study. Quota sampling method was used for selection of sample in the present study. **Tools:** Researcher used two tools for this research work i.e. Student Alienation Scale constructed by Dr. R. R. Sharma (1988). Emotional Stability Test for Children constructed by Dr. (Miss) A. Sen. Gupta and Dr. A. K. Singh (1985). **Results:** On the basis of the finding showed that non-orphan adolescents have high emotional stability than orphan adolescents. Orphan girls have high emotional stability and boys have low emotional stability. But according to percentage table of alienation we can prove that orphan adolescents have more alienation and non-orphan adolescents have low alienation. Orphan boys have more alienation than girls. As they feel more loneliness without their friends, parents and relatives and do not able to become friendly with anyone. **Conclusion:** After this conclusion we can say that the lack of home and parents effect adversely on orphan adolescents.

Keywords: Alienation, Emotional Stability, Orphan Adolescents and Non-Orphan Adolescents.

NEED OF THE STUDY

The infrastructure of social environment is broadly divided in to two sets one being supportive and the other having negative approach for children. The problem of alienation and emotional stability and the study of this topic bears immense importance in the present context of social environment from the very first day of birth the children are divided in to two classes' e.g., One being orphan and the other non-orphan. Orphan children are not at all responsible for their social status. They are cursed by their parents who throw them to the jungles, Roads and other lonely places in order to conceal and hide their crime and guilt from the eyes of the society. These children become orphan from the very first day of life under protection of nature and as they grow gradually to childhood they find no roof over their head, no bread, what to say of milk and cradle for them.

During the process of growth they find only strange, unsocial and cruel social environment around them. They do not find anyone who may kiss them or hug them to their lap or may arrange to cradle or a piece of cloth to cover their body. This atmosphere around them compels them to resent against the society. The resentment, although very silent but very potent, make such orphan children to think that they are lone. This instinct develops to almost all permanent thinking of loneliness. The factors responsible for loneliness have got to be studied and their removal is needed at all levels especially by social workers. Loneliness gives birth to dejection and despair. The children do not think anybody whom they may call Mammy, Papa or near relatives. Therefore many of them get so much so depressed or dejected that they try to prefer to end their lives to the life itself. During this process they develop fluctuation of emotional stability is adversely affected. Sometimes they feel elated for nothing and at the very next moment they are extremely depressed. There is none to listen to their cry or laughter. Alienation among orphan children is solely responsible for emotional stability. This is directly adversely affected by alienation itself.

Contrary to one class of orphan children there is another class and category of children of non-orphan whose cup up life has been filled with different kind of nectar. Non-orphan children are given birth by a different class of mothers, most of them belonging to middle or higher class of society under very hygienic conditions and nourishing and refreshing atmosphere for new born baby. Now a days most of non-orphan children take birth in the maternity homes where a cradle is always waiting for them .The mother giving birth to non-orphan children have an entirely different emotional background for their children. The laps of mothers of non-orphan children stands true with the emotions ad thought expressed by a French painter "**Leo Nardo Da Vinci**" which goes as follows; At whose breast humanity is nourished and whose lap civilization are cradled."

So the children, non-orphan children born to such mothers and brought up in the lap of such mothers who always kiss and hug them, have got a different social atmosphere around them. They never think of hate from their parents and they are always surrounded by a pleasing and encouraging atmosphere. So the question of alienation does not arise in such children. The emotional stability of such children are well imagined and well thought of an advance by their parents and simultaneously well looked after accordingly. A non-orphan child weeps to express his hunger or to attend to natural call which are immediately met out by their parents. With the result the emotions of non-orphan children are not adversely effected. Thus the emotional stability of non-orphan children is always intact and there is no emotional fluctuation among non-orphan children and their emotions remain almost all stable.

Thus, the problem of alienation and emotional stability among orphan and non-orphan children are entirely different. The orphan children suffer to maximum extent from the draw backs of alienation and emotional stability whereas the non-orphan children never have to pass through such problems. The problem of orphan children as discussed above is very grave and invites immediate attention of social workers, psychologists and clinical psychologists in ruin .If the problem is not vigorously taken care of , these children may prove a negative asset for the society in the form of unsocial elements leading to different types of criminals etc.

REVIEW OF LITERATURE

During the past decades various studies, researches works have been done on the alienation and emotional stability. Following is an epitome of these research works:

Hoy (2012) found that tree characteristics of schools were identified that make a positive difference for student achievement controlling for the socio economic status (SES): collective efficacy, collective trust in parents and students, and academic emphasis of the school. Further these three measures are elements of a latent construct, academic emphasis of school, which is a powerful predictor of student achievement regardless of SES.

Terracciano, et, al. (2008) found that the association of personality traits with longevity was largely independent from the influence of smoking and obesity. Personality predictors of longevity did not differ by sex, except for Ascendance (a facet of Extraversion). Emotional Stability was a significant predictor when the analyses were limited to deaths due to cardiovascular disease, with comparable effect sizes for General Activity and Conscientiousness. **Nowak-Fabrykowski (2004)** analyzed the history of care for orphans, and the dilemma stressed in recent research conducted in Poland. They also presented an exemplary children's home in Lodz and its effort to provide the best care possible in the existing situation in Poland. **Ghaith (2003)** investigated the effects of

the learning together co-operative learning model in improving English as a foreign language (EFL) reading achievement and academic self-esteem, and in decreasing feelings of school alienation. The results indicated no statistically significant differences between the control and experiment groups on the dependent variables of academic self-esteem and feelings of school alienation. However, the results revealed statistically significant differences in favor of the experimental group on the variable of EFL reading achievement. **Liu, et al. (2003)** found that the correlation between the testing results and their emotional behavioral characteristics in flight. The result was significant positive correlation between emotional feature indexes of emotional stability in flight and excitability in Uchida Kraepelin test. The excitability in Uchida Kraepelin test is good predictors for emotional stability in flight. **Brown, et al. (2003)** suggested that student alienation is a major cause of dropping out of school, gang activity and poor peer, school student, and teacher student relationships. A Considerable amount of research has focused on factors that distinguish between student who are engaged in the learning process and those who are not. This study examined the relationship between student and their perceptions of school life. Results suggested that gender, race ethnicity, and placement in special education are all strong factors in influencing whether students perceive school. **Williamson & Cullingford (1998)** conducted a study where they involved 254 participants aged between 13 and 15 years attending large, multi-ethnic comprehensives. The findings showed that reported levels of alienation were influenced by religious orientation but only minimally by gender or ethnicity per se. Reported alienation negatively correlated with self-esteem but was positively associated with truancy, exclusion and disruptive behaviour. **Abbott & Liddell (1996)** used qualitative and quantitative measures to examine differences in levels of perceived alienation from campus among 41 students who identified themselves as gay, lesbian and bisexual and those who identified themselves as heterosexual .Found differences in alienation levels based on both sexual orientation and gender .Non heterosexual student's reported more alienation. **Mau (1992)** examined the correspondence between conceptual and empirical dimensions of student alienation. Responses from secondary school students revealed basic correspondence between multidimensional conceptualization of alienation and empirical dimensions articulated by students. Such correspondence strengthens confidence in concept of multidimensional alienation specific to school context. **James & Smith (1985)** investigated the grade levels at which alienation from science occurs. Alienation is defined in terms of declining science subject preference and attitude scores of students (including Blacks and females) in cross sectional samples of adjacent grade levels. Data showed that the greatest decline occurred between 6th and 7th grades.

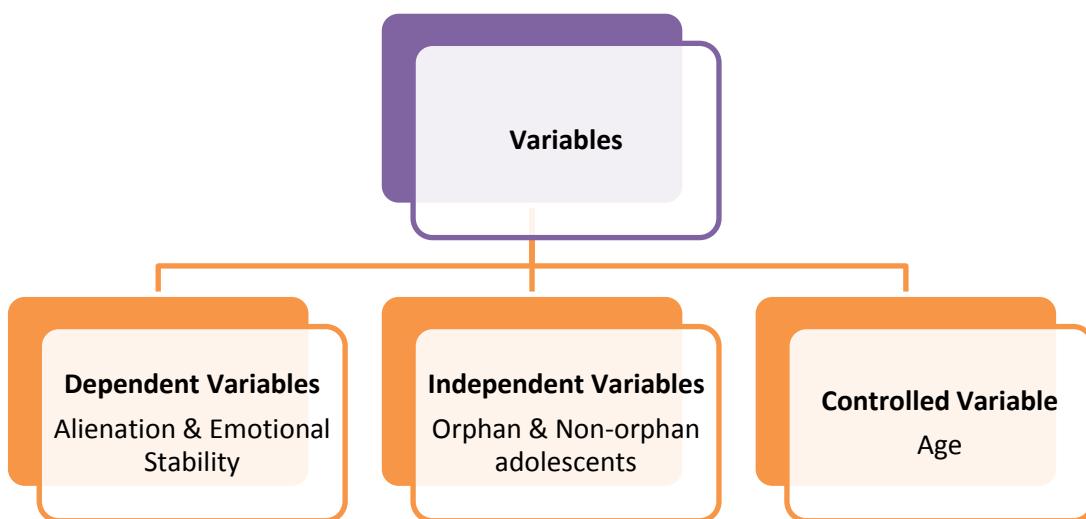
STATEMENT OF PROBLEM

This present study also starts with a problem which generates a curiosity in researcher mind. The proposed research was carried out through following two formal research questions: (1) Is there any relationship of alienation among orphan and non-orphan adolescents? (2) Is there any relationship of emotional stability among orphan and non-orphan adolescents?

AIM & OBJECTIVES

(1) To find out the relationship of alienation among orphan and non-orphan adolescents. (2) To find out the relationship of emotional stability among orphan and non-orphan adolescents.

VARIABLES OF THE PRESENT STUDY



HYPOTHESIS

H_{0.1}: There is no significant relationship of emotional stability among orphan and non-orphan adolescents.

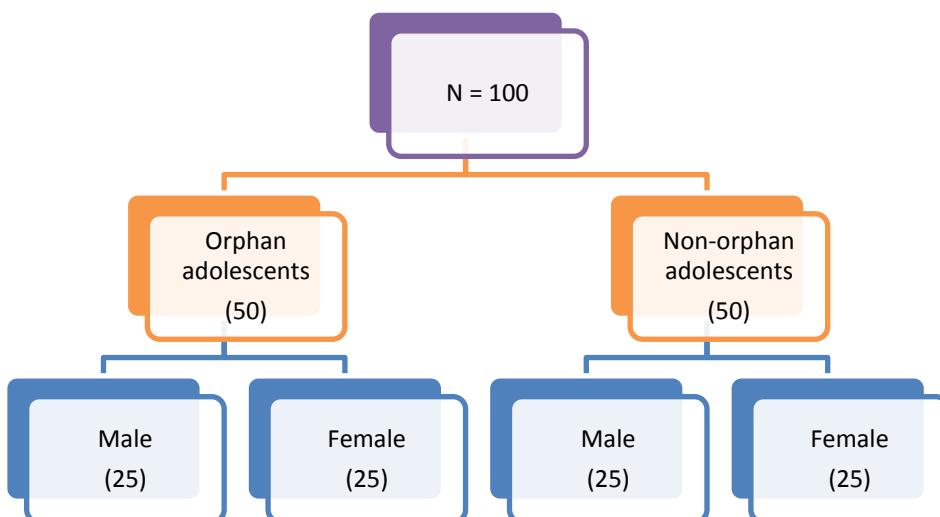
H_{0.2}: There is no significant relationship of emotional stability among orphan girls and orphan boys

H_{0.3}: There is no significant relationship of alienation among orphan and non-orphan adolescents.

H_{0.4}: There is no significant relationship of alienation among orphan girls and orphan boys.

Sample & Sampling

A sample of 100 subjects has been selected through quota sampling. The sample consists of 50 orphan adolescents (Ave. age 16.34 yrs) were selected from *Matra Anchal Sanskar Kendra, Khadkhadi, Haridwar, Uttarakhand*. Another set of 50 Non-orphans adolescents (Ave. age 16.47 yrs) were selected from *Gayatri Vidyapeeth, Shantikunj ,Haridwar, Uttarakhand*. Every group has divided into two groups i.e. male and female to fulfill the objectives of the present study, Quota sampling method was used for selection of sample in the present study.



TOOLS DESCRIPTION

Researcher used following tools for this research work: (1) Student Alienation Scale constructed by Dr. R. R. Sharma (1988). (2) Emotional Stability Test for Children constructed by Dr. (Miss) A. Sen. Gupta and Dr. A. K. Singh (1985).

STATISTICAL TECHNIQUES

Data were analyzed using Graph-Pad Quick-Calcs: t test calculator. The statistical analyses of the data were statistically analyzed by Chi-square to test the hypothesis in this study.

RESULTS

H₀₋₁: There is no significant relationship of emotional stability among orphan and non-orphan adolescents.

TABLE – 01: Percentage Table of Emotional Stability

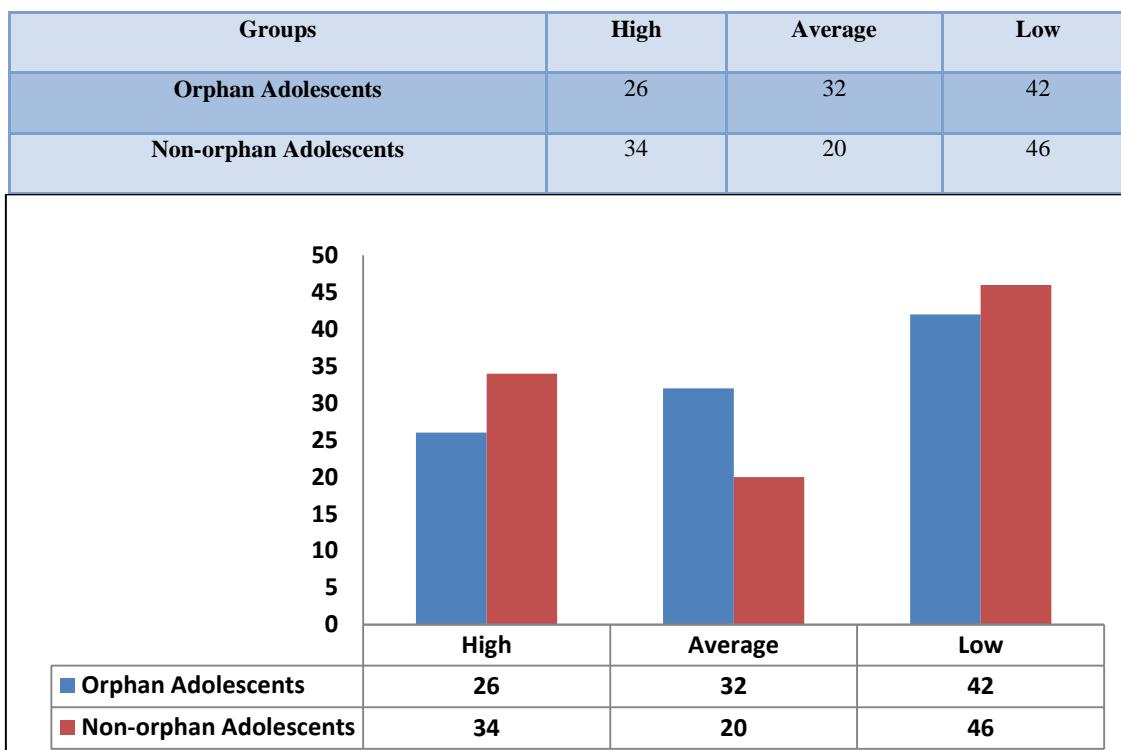


TABLE – 02: Contingency Table of Emotional Stability

Groups	High	Average	Low	Total
Orphan Adolescents	(15)	(13)	(22)	50
	13	16	21	
Non-orphan Adolescents	(15)	(13)	(22)	50
	17	10	23	
Total	30	26	44	100

df=2

$\chi^2 = 2.92$

So it is clear from our results that value is 2.92 which are not significant at 0.05 level of confidence which indicates that there is no significant relationship of Emotional χ^2 Stability among orphan and non-orphan adolescents.

H_{0.2}: There is no significant relationship of emotional stability among orphan girls and orphan boy Top of Form

TABLE – 03: Percentage Table of Emotional Stability

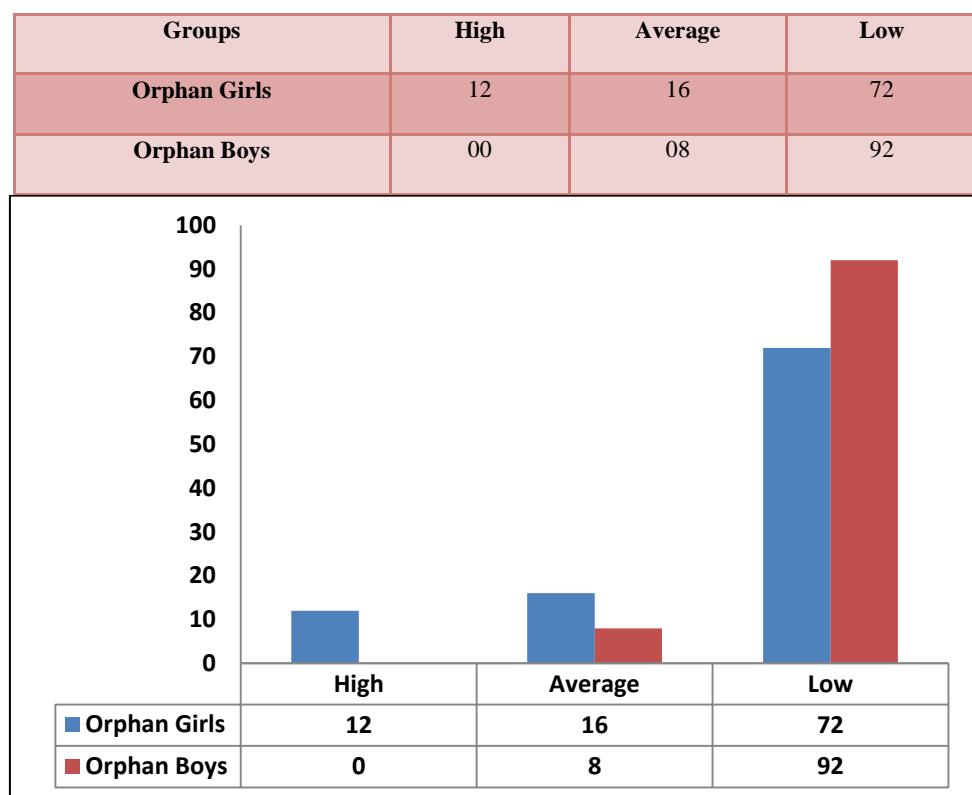


TABLE – 04: Contingency Table of Emotional Stability

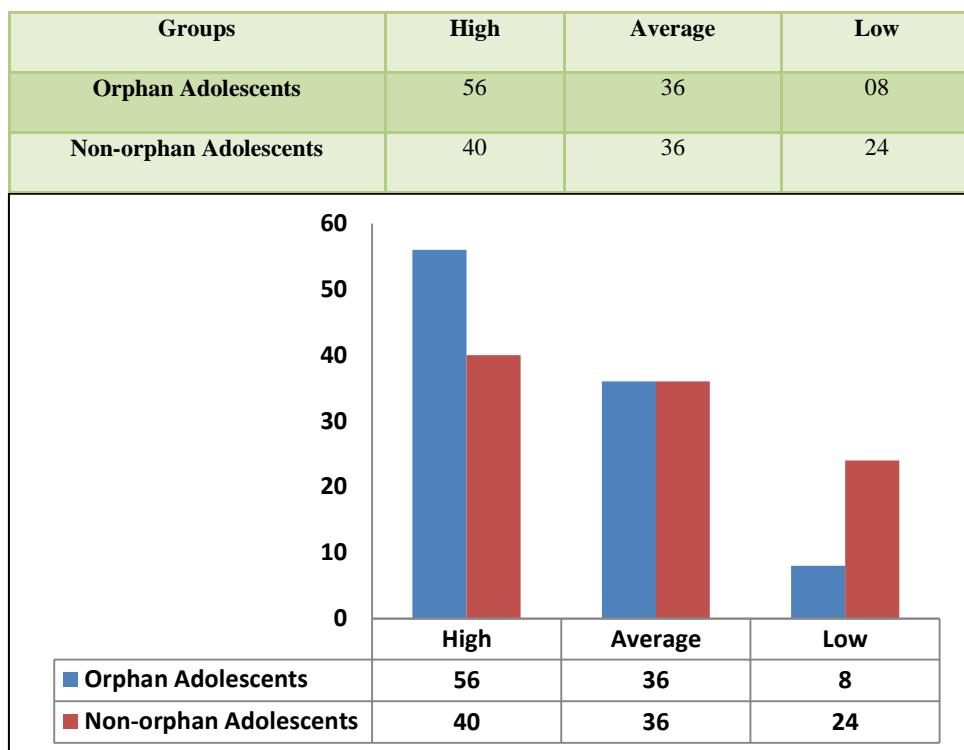
Groups	High	Average	Low	Total
Orphan Girls	(1.5)	(3)	(20.5)	25
	3	4	18	
Orphan Boys	(1.5)	(3)	(20.5)	25
	0	2	23	
Total	3	6	41	50

$df=2$

$\chi^2 = 4.26$

So it is clear from our results that value is 4.26 which are not significant at 0.05 level of confidence which indicates that there is no significant relationship of χ^2 Emotional Stability among orphan girls and orphan boys.

H_{0.3}: There is no significant relationship of alienation among orphan and non-orphan adolescent.

TABLE – 05: Percentage Table of Alienation

TABLE – 06: Contingency Table of Alienation

Groups	High	Average	Low	Total
Orphan Adolescents	(24)	(18)	(16)	50
	28	18	4	
Non-orphan Adolescents	(24)	(18)	(16)	50
	20	18	12	
Total	48	36	16	100

df=2
 $\chi^2 = 5.32$

So it is clear from our results that χ^2 value is 5.32 which are not significant at 0.05 level of confidence which indicates that there is no significant relationship of alienation among orphan and non-orphan adolescents.

H_{0.4}: There is no significant relationship of alienation among orphan girls and orphan boys.

TABLE – 07: Percentage Table of Alienation

Groups	High	Average	Low
Orphan Girls	48	40	12
Orphan Boys	60	16	24

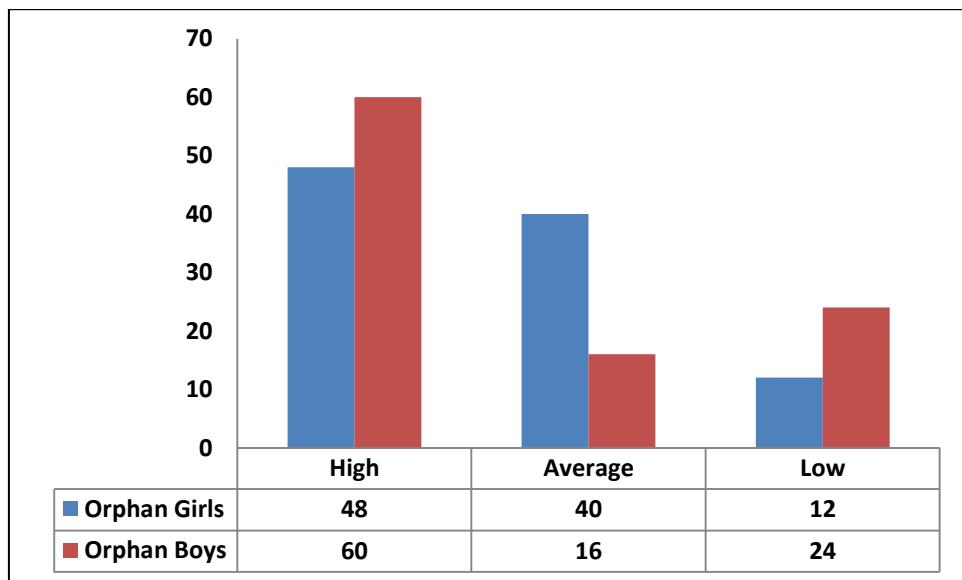


TABLE – 08: Contingency Table of Alienation

Groups	High	Average	Low	Total
Orphan Girls	(8.5) 12	(7) 10	(4.5) 3	25
Orphan Boys	(8.5) 15	(7) 4	(4.5) 6	25
Total	27	14	9	50

df=2

$\chi^2 = 9.99$

So it is clear from our results that χ^2 value is 9.99 which are significant at 0.01 level of confidence. It shows that a large difference of alienation among orphan girls and orphan boys. The null hypothesis is rejected at 0.01 level of confidence.

DISCUSSION AND INTERPRETATION

On the basis of Table: 02 value of χ^2 is not significant at 0.05 level of confidence. This shows that null hypothesis is not rejected at 0.05 level of confidence. But our percentage table shows that non-orphan adolescents have high emotional stability than orphan adolescents because from the childhood they live with their parents and share their feelings but orphan children live alone, so they become sad in negative situations.

On the basis of Table: 04 value of χ^2 is not significant at 0.05 level of confidence. Results show that null hypothesis is not rejected. This proves that there is no significant relationship among orphan girls and orphan boys. According to percentage table we can see that orphan girls have high emotional stability and boys have low emotional stability. This means that girls can easily tolerate all the situations without getting emotional very soon and can control their emotions in both negative and positive situations.

On the basis of Table: 06 value of χ^2 is not significant at 0.05 level of confidence. This shows that the null hypothesis is not rejected. Results show that there is no significant relationship of alienation among orphan and non-orphan adolescents. But according to percentage table of alienation we can prove that orphan adolescents have more alienation and non-orphan adolescents have low alienation. Due to the reason that orphan live alone in the orphanage without their parents, relatives and friends from the childhood and cannot able to share feeling and feel alone

On the basis of Table: 08 value of χ^2 is significant at 0.01 level of confidence. This shows that the null hypothesis is rejected at 0.01 level of confidence. Percentage table shows that orphan boys have more alienation than girls. As they feel more loneliness without their friends, parents and relatives and do not able to become friendly with anyone.

CONCLUSION

The result of this research shows that emotional stability is high in non-orphan children which show the better emotional development of non-orphans than orphan children. Factors behind which influence the emotional development of children are school environment early childhood experiences and early emotional experiences and the biological changes parental love, and care home environment opportunity to given education from which the orphan children are deprive off. As we look on the environment of orphanage children do not get parental love and home environment which influence adversely their emotional development.

In this research the experimenter also investigated that the emotional stability of orphan girls is higher than orphan boys. This shows that sex is also a determining factor of the emotional stability.

The second dependent variable is alienation which is tested here among orphan and non-orphan adolescents. The result shows that powerlessness in non-orphan adolescents is higher than orphan, the factors behind this might be that the non-orphan adolescents live in home and they are totally dependency on their parents. On the other hand orphan adolescents are not depending on others; therefore they do not have this feeling in them as much as in non-orphan adolescents.

After this conclusion we can say that the lack of home and parents effect adversely on orphan adolescents.

SUGGESTIONS FOR FURTHER RESEARCHES

There are few suggestions for the future researches who want to work on the same topic:

- ☞ Researcher suggested that a larger sample may take for further study so that the results may be generalized more effective.
- ☞ The alienation level is related to many factors. The present study is confined to orphan and non-orphan children.
- ☞ Researcher suggested that other variables may be taken which causes alienation among people.
- ☞ The researcher proposes that the various components of alienation may be explored individually in relation to selected variable.

☞ Future researchers may work with different sample; instead of choosing the orphan adolescents as sample other people may be select to reveal more results.

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