

THE EFFECT OF PARENTAL DEPRIVATION ON THE ADJUSTMENT OF CHILDREN IN MID PUNJAB

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ABSTRACT

Children are pillar of the nation and they must be reared up under suitable home environment. Children can be mould good or bad according to the training they received from their parents right in their early days. From the findings of the present study it is clear that for proper development of children it is necessary that both parents must be present but due to service or some other reason one parent has to remain absent from the home and it effects the adjustment of the children.

KEYWORDS: Deprived, Non Deprived, Frustration, deprivation

Man lives in complex and multifaceted environments and his adjustment largely depends upon the degree of his competence in biological and psychological needs within the frame work of environmental facilities and constraints. This competence is really an outgrowth of organism environment interaction the sensory equipment, through which experiences are deprived from environment, is at birth, neither fully developed nor adequate for initiating these experiences that are necessary to generate complete set of adjective reactions.

A number of psychologists have studied the effect of varying amounts and types of experiential impoverishment or deprivation on psychological processes of the members of various ethnic and cultural groups. (Mishra RC 1990) examined the impact of experience and training on perceptual cognitive task performance by children of socio culturally deprived group.

These studies have been initiated as a consequence of growing awareness that there is need for improving the lot of deprived people on one hand and as an outcome of growing curiosity among social scientists for understanding the effects of derivational environment on behavioral and social processes. (Whiteman and Deutsch 1967) have considered social deprivation may be related with environmental factors.

Deprivation

The term deprivation has been used in a variety of ways. From etymological point of view the term deprivation steps from the verb 'to deprive' which means dispossess or strip (a person or an object) and it implies a

felt loss. It also stands for certain deficiencies in the environment. In psychological literature deprivation has been frequently used as an explanatory construct as well as an empirical variable to account for a variety of behavioral characteristics observed in controlled laboratory studies in natural settings. It has been extensively used by animal psychologists as a source of motivation. Many types of deprivation are there like Cultural, Paternal, Maternal, Economic, Environmental, Emotional, Social and Educational deprivation. Any of these types could, with various degree of precision be used to denote 'deprivation'. These type have labeled a large area of behavioral and social interest and represent negative conditions which impose severe restrictions on availability of Pre-requisites for the growth and development of human potentials. (Ojha 1987) studied that achievement score of the students belonging to economically disadvantaged children were found lower than the score of those belonging to rich families.

A child become a deprived child when deprived of certain essential features of home life, some degree of what might be called 'Deprived Complex' becomes manifest, lack of hope, is the basic feature of the deprived child who of course is not all the time being antisocial. In the period of hope the child manifest an antisocial tendency.

FRUSTRATION

The term 'Frustration' refers to the blocking of behavior directed towards a goal. It is classification of adjustive demands or stress and is closely inter related with conflicts and pressure. Frustration tends to elicit anger, anger accompanied by a tendency to attack and

remove the obstacles to ones goals. Its continuation leads to feelings of wanting to hurt or destroy the person viewed as a source of same.

The disadvantaged children have been shown to have significantly lowered self esteem as compared to the advantaged group. Some of the studies reviewed earlier provide evidence that prolonged deprivation retard development of intellectual ability. (Bredley et at 1984) expressed their view of that mother’s education showed a higher association with infants IQ in single parent family.

The maternal and paternal influence is very important for the better adjustment of the child.(Byles John 1980)A Studied 120 girls who were removed temporarily from their parental care during early adolescence. Thus the studies like the present one are necessary to search the factor which can help proper and healthy development of children with following objective.

The present study is aimed at with objectives to measure the effect of deprivation on the adjustment of children and reaction given by them to the frustrating situations

MATERIALS AND METHODS

Ludhiana is the largest city in the Punjab state. Its population is about 3.5 million. Its latitude is 30⁰55’North and Longitude is 75⁰54’ East. Its elevation is 252 m. it is a commercial and cultural center of state with great number of educational establishment, sports and recreational facilities. It is also called a mini Manchester of Punjab.

By using sampling technique subjects were selected from Ludhiana district. The children of age group 8 to 12 were selected. The main criteria was their father should be truck drivers travelling from one place to another. Though all subjects were school going so first the permission was granted from authorities.

Total Sample - Deprived Girls – 10 Non Deprived Girls – 16

Deprived Boys – 15 Non Deprived Boys – 19

The 60 subjects treated as the effective sample of the present study were divided into four classified groups namely A₁B₁, A₁B₂, A₂B₁, A₂B₂. This was done following a 2x2 balanced factorial design. The x and SD obtained by the four classified groups on different measures of reactions given to frustration and adjustment are displayed in Table 1.1

Tools Used

Adjustment inventory and Picture Frustration Test were used. Each of the tools used was administered individually on the subject.

Variable under study

The two main variable Sex difference and deprivation were treated as independent variable where as obstacle dominance and Ego dominance these categories treated as dependent variable.

Table 1.1: The Mean and SD

Groups	A ₁ B ₁	A ₁ B ₂	A ₂ B ₁	A ₂ B ₂
OD x	4.40	2.80	3.30	4.90
S	2.06	1.61	1.33	1.72
ED x	9.30	11.00	10.70	9.70
S	2.31	1.24	1.70	2.40

Table 1.2 Complete summary of 2x2 factorial design for OD responses

Source of variation	SS	Df	MSS	F
A	2.50	1	2.50	0.85
B	0	1	0	
AxB	25.60	1	25.60	8.76

With in	105.00	36	2.92	
Total	133.10			

Table 1.3: Complete summary of 2x2 factorial design for ED responses

Source of variation	SS	Df	MSS	F
A	0	1	0	
B	1.2	1	1.20	0.30
AxB	18.30	1	18.30	4.70
With in	140.3	36	3.89	
Total	159.8			

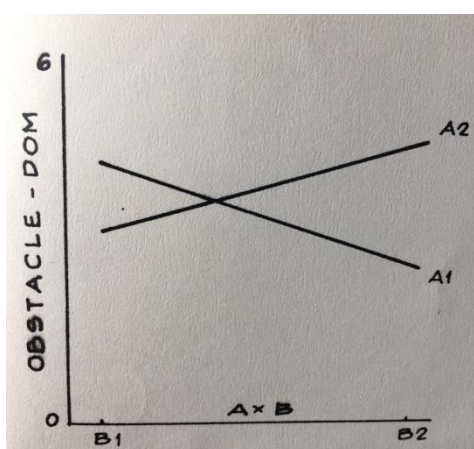


Figure 1.1: The OD responses given to the frustrating situations do increase

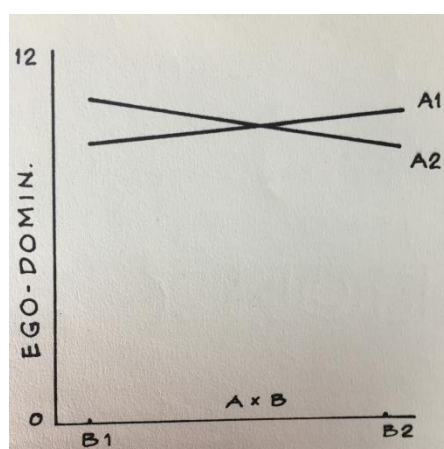


Figure 1.2: Influencing the ED responses

RESULT AND DISCUSSION

Table 1.1 the first characteristic of behavior was exhibition of obstacle dominance (OD) response given to frustration situations. If the four means are arranged hierarchically then it is seen that the girls who were non-deprived of their parents had given maximum number of OD responses ($x=4.90, SD=1.72$). The poorest OD responses were given by boys who were not deprived of their parents ($x=3.30, SD=1.33$). Though the x difference is large the data is subjected to the analysis of variance. It is varied at two levels that is deprived versus Non Deprived. The finding of summary reveal on interesting fact when they are intersecting each other. They do have highly significant influence. This could be seen from AxB interaction effect. MSS of 25.60 ($f=8.76$ df 36 $P>.01$). It means that when the factor of deprivation inter acts with

the factor of Sex. The OD responses given to the frustrating situations do increase. It is presented graphically in Fig 1.1.

Second characteristic of behavior was Ego dominance responses(ED). The Mean and SD is also given in Table 1.1. The A_1B_2 group is the group of girls who were deprived parently were seen having highest ED responses. ($x=11.00, SD =1.42$) More or less equal \times Score was obtained by A_2B_1 group of Non Deprived boys. ($x=10.70,SD=1.70$). Difference in mean is not very large in all four groups. Then the data put to 2 way analysis of variance in Table 1.3

It was observed that neither the sex difference nor the degree of deprivation influenced the frequency of ED responses. However for influencing the ED responses the two factors were found interdependent on each other.

It becomes clear when we observed Fig1.2. Here means of A_1 and A_2 are plotted against the 2 levels of B to demonstrate the interaction effect of $A \times B$. The lines drawn can be seen intersecting each other. Obviously the $A \times B$ interaction effect is significant.

From the finding of the present study it is clear that for the development of the child both the parents are necessary. Behavioral development depends on many

Healthy children both physically as well as mentally are the inevitable part of any culture and nation. Hence large numbers of studies need to be concentrated on children for their better development. Studies like the present one can be carried out to search the factors which can help proper and healthy development of children because it has very wide scope.

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factors on which interaction with parents is an important one. So it is recommended that parents should spend ample time with their children for their proper growth and development. And more extensive studies like the present one must be carried out to reveal the other factor that are responsible for developing healthy reactions given to the frustration situations like nature of family, educational standard of parents, home atmosphere, cultural and social conditions.