



Child's Attitude Towards Father And Child's Attitude Towards Mother: A Comparative Analysis Between Children In Residential School And Non- Residential School

KEYWORDS

Child's attitude, father and mother, Residential and Non- residential school

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ABSTRACT

The research study was conducted among high school children (9th and 10th std), in residential school at Arakonam and in a non – residential school at Madurai, to know the child's attitude towards father and child's attitude towards mother. Then, to comparatively analyse the attitude of high school children in residential school and a non – residential school, using the scale on 'Child's attitude towards father and Child's attitude towards mother' (Walter W. Hudson, 1992). Absence of positive attitude results in the presence of clinically significant problem or severe stress. From the study, it is revealed that 72% of children in residential school do not have positive attitude towards their father or mother when compared to 60% of children in non-residential school. Majority have clinically significant problem. It is significant that children in residential school did not experience severe stress comparative to 4% of non-residential children who are under severe stress. This research study will help school counsellors, parent, and children to better understand themselves and help improve their relationships to reduce stress and other related problems.

INTRODUCTION

A boarding school is a residential private school. The word 'boarding' is used in the sense of "bed and board", i.e., lodging and meals. Many independent (private) schools are boarding schools. In residential school, parents leave their children under somebody's care who will be raising their children. In reality, parenting has great impact on a child's life. In residential school, she will miss her family and her things. Sooner, she will be off to college in a few years.

Residential School has pros and cons. In the private residential school, students live in dormitories on the school campus. Being away from home and learning to cope gives a child confidence and independence. It offers everything in one neat package: the academics, the athletics, the social life and 24/7 supervision. That's huge plus for busy parents.

Whether Indian residential schools are seen as an attempt at benevolence or a plan to annihilate a culture, many native people who attended the schools present with symptoms similar to those of post-traumatic stress disorder as found in DSM IV, 4th edition. This constellation of symptoms has come to be known as residential school syndrome. Of 96 individuals interviewed by Nuuchah-nulth interviewees, 30% to 83% indicate that they were victims of abuse in some form, and more than half indicate that they continue to have need of counseling, therapy, or healing. There is often a significant detachment from others, and relationship difficulties are common. There is often diminished interest and participation in aboriginal cultural activities and markedly deficient knowledge of traditional culture and skills. Often there is markedly increased arousal including sleep difficulties, anger management difficulties, and impaired concentration. As might be the case for anyone attending a boarding school with inadequate parenting, parenting skills are often deficient.

RESEARCH METHODOLOGY

Objectives

- To describe the educational status of the respondents
- To study the child's attitude towards father and child's attitude towards mother in both residential school and Non- Residential School

3. To comparatively analyze the child's attitude towards father and child's attitude towards mother between children in residential school and in Non- Residential School

4. To suggest intervention for the problems of the children

RESEARCH DESIGN

Descriptive research design was adopted by the researcher, since the researcher was interested to describe various characteristics of the respondents

Selection of Study area

The study was carried out in 'Kings and Queens Residential High School' at Arakonam, Vellore District that is affiliated to CBSE, New Delhi and among Non- Residential School children in 'Noyes matriculation Higher Secondary School' at Madurai.

Sample design

Sl. No.	Type of School	Universe	Std	Sample selected
1	Residential School	70	IX and X std	25
2	Non – Residential School	70	IX and X std	25
Total (n)				50

Table 1 – Stratification of samples

For the purpose of the study, the stratification of the samples was based on the type of school as residential school and Non – residential school. Hence, the researcher applied stratified proportionate random sampling technique, in order to get reliable and detailed information. The sample consisted of 25 high school students of IX and X std from residential school. Another 25 high school students of IX and X std were selected from Non – residential School.

Tool for Data collection

The main tool used for data collection was "Child's attitude towards father and mother" scale - (Walter W. Hudson, 1992). Child's Attitude towards father (CAF) and Child's attitude towards mother (CAM) are 25-item instruments designed to measure the extent, degree, or severity of problems a child has with his or her father or mother. The scale has reliability (.96) for Child's attitude towards father and (.95) for Child's attitude towards mother and validity.

RESULTS

1. EDUCATIONAL STATUS OF THE RESPONDENTS

Type of School	Residential School (n=25)		Non – Residential School (n=25)		Total (n=50)
	Boys	Girls	Boys	Girls	
IX std	5 (10%)	6 (12%)	3 (6%)	4 (8%)	18 (36%)
X STD	10 (20%)	4 (8%)	8 (16%)	10 (20%)	32 (64%)
Total	15 (30%)	10 (20%)	11 (22%)	14 (28%)	50 (100%)

Table 2 – Educational Status of the respondents

The above table-2 shows that majority of the respondents (64%) were in X std Only 36% of the respondents were in IX std.

2.1 CHILD'S ATTITUDE TOWARDS FATHER

Type of School	Normal / positive attitude	Has Clinically Significant problem	Under Severe Stress
Residential School	11 (44%)	14 (56%)	Nil
Non – residential School	10 (40%)	15 (60%)	Nil
Total	21 (42%)	29 (58%)	Nil

Table 3– Child's attitude towards Father in Residential and Non – residential Schools

The above table-3 shows that, with regard to the child's attitude towards father, Majority (60%) of the respondents in Non - residential School have clinically significant problem. The reason may be the less time a father spends with a child. In a study by Nancy Van Pelt (2009), among the group of 369

secondary school boys and 415 girls were asked to list the 10 more desirable qualities of fathers. The quality that received the most votes was 'spending time with his kids'. The absent or frequent absent father can produce mental illness or juvenile delinquency in children. In another study by Dr Stanley Yules, Director of the US National Institute of Mental Health states that, a father has the power to reduce delinquency and has desirable influence on his Child's Mental Health and IQ. In another similar study done by a psychologist on 312 boys of 14 years, it was found that a typical father and son were about 7 minute per day. The kind of time the father spends with his child is important. Dr William Glaciers book on Reality Therapy, all through the life there should be feel that someone cares for us. If that is absent, we loose touch with reality and become mentally ill or will die.

56% of the respondents in Residential School have clinically significant problem. The clinically significant problem was in another study finding by Charles Brasfield (2001) refers it as 'residential school syndrome' that has similar symptoms as seen in Posttraumatic Stress Disorder (PTSD) under DSM IV.

2.2 CHILD'S ATTITUDE TOWARDS MOTHER

Type of School	Normal / Positive attitude	Has Clinically significant problem	Under Severe Stress
Residential School	9 (36%)	16 (64%)	0 (Nil)
Non – Residential School	12 (48%)	12 (48%)	1 (4%)
Total	21 (42%)	28 (56%)	1 (2%)

Table 4- Child's attitude towards Mother in residential and Non – residential Schools

The above table – 4 shows that with regard to the child's attitude towards mother, Majority (64%) of the respondents in Residential School have clinically significant problem. Children in the residential school lack emotional bond with mothers.

In Non – residential School, 48% of their respondents have positive attitude, another 48% of the respondents have clinically significant problem. It is notable that 4% of the respondent in Non- residential School is found to be under severe stress.

In a study by Priya Bhargar and Tara Chand (2005) on 'Child Care', the mother's lap has great emotional features of human life and society. The lap is obviously, the origin of the womb represents the bonds of affection, loyalty, dependence that bind the family. If this emotional relationship with mother is good and if he feels secure, he will develop stable personality and strong self-concept.

3.1 CHILD'S ATTITUDE TOWARDS FATHER AND MOTHER: A COMPARATIVE ANALYSIS BETWEEN CHILDREN FROM RESIDENTIAL SCHOOL AND NON – RESIDENTIAL SCHOOL

Type of School	Child's attitude towards father (n=25)			Child's attitude towards mother (n=25)		
	Normal / Positive Attitude	Has clinically significant problem	Under severe stress	Normal / Positive attitude	Has clinically Significant Problem	Under Severe Stress
Residential School	11 (44%)	14 (56%)	Nil	9 (36%)	16 (64%)	Nil (0%)
Non – residential School	10 (40%)	15 (60%)	Nil	12 (48%)	12 (48%)	1 (4%)

Table -5:Child's attitude towards father and mother in residential school and Non – residential School

The above-mentioned table -5 shows,

Normal / Positive attitude:

With regard to the child's attitude towards father, majority of the respondents (44%) from residential school have positive attitude when compared to 40% of the respondents from non-residential school.

With regard to the child's attitude towards mother, majority of the respondents (48%) from non - residential school have positive attitude when compared to only 36% of respondents from residential school.

Presence of clinically significant problem:

With regard to the child's attitude towards father, majority of the respondents (60%) from non - residential school have clinically significant problem when compared to only 56% of the respondents from residential School.

With regard to the child's attitude towards mother, majority of the respondents (64%) in residential school have clinically significant problem when compared to 48% of the respondents from non – residential school that have clinically significant problem.

Under Severe Stress:

It is notable that 4% of the respondent in non – residential school experiences severe stress with regard to child's attitude towards his mother when compared to none of the respondents from residential School under severe stress. The child experiencing severe stress is in X std and the parental expectation and pressure might have led him to be under severe stress.

In a research study done by Sarla Grover (1987), on 'Parental aspiration and school achievement of boys', if the aspirations of the parent are appropriate, they can certainly give good direction to the achievement of the child but unrealistic aspiration or misplaced aspirations on child, affects the achievement and personality in most of the cases.

3.2 CHILD'S ATTITUDE TOWARDS FATHER OR MOTHER: A COMPARATIVE ANALYSIS BETWEEN CHILDREN FROM RESIDENTIAL SCHOOL AND NON – RESIDENTIAL SCHOOL

Type of School	Normal / Positive attitude	Has clinically significant problem	Under severe stress
Residential School	7 (28%)	18 (72%)	Nil (0%)
Non – residential School	9 (36%)	15 (60%)	1 (4%)
Total	16 (32%)	33 (66%)	1(2%)

Table 6 – Child's attitude towards father or mother in residential and Non – residential schools

The above mentioned table -6 shows, with regard to the child's attitude toward father or mother, majority of the respondents (72%) in residential school have clinically significant problem when compared to 60% of the respondents from non-residential school.

SALIENT FINDINGS

- With regard to the child's attitude towards father, majority of the respondents (60%) in Non-residential school have clinically significant problem
- With regard to the child's attitude towards mother, majority of the respondents (64%) in Residential school have clinically significant problem
- With regard to the child's attitude towards father or mother, majority of the respondents (72%) from Residential school have clinically significant problem.

4. SUGGESTION

The study findings has created disturbance in the mind of the researcher. Hence the researcher suggests the following measures for residential school and non – residential school

For Residential School:

1. The care program by the childcare officer can be enhanced in order to reduce clinically significant problem. This is similar to the suggestion of Pugh. E (1968) in her study of working with child in residential care.
2. Periodical Counseling sessions with children and faculty in residential school by the Psychiatric Social Worker can be advocated. Similar suggestion was given by Bhattacharya.S (2008) in his book 'Social Work: Intervention and Management'
3. It is suggested to appoint a counselor for children to share their grievance and take help that reduce the Psychological problem.

For Non – residential School:

1. Periodical parent – teacher meeting to enhance Parent – child relationship can be conducted by the Psychiatric Social Worker with the help of the School management.
2. It is suggested to appoint a counselor for children to share their grievance and take help that reduce the Psychological problem.

CONCLUSION

The study can be concluded that, with regard to the child's attitude towards father or mother, more number of respondents in residential school have clinically significant problem while comparing with the respondents of the non – residential school.

As Charles Brasfield (2001) had done research and found, the residential school syndrome, which is similar to the symptoms of Posttraumatic stress disorder (PTSD) found in DSM IV, his study highlights the possible deficit of parenting skills.

Overall, with regard to the child's attitude towards father or mother, majority of the respondents (66%) irrespective of being in residential school or non – residential school, they have clinically significant problem that highlights the need for the intervention of the Psychiatric Social Worker in minimizing the stress and other related problems.

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