Socialization Pattern of Orphans in Orphan Houses of Rawalakot and its Impact on their Lives

Nighat Younus  Dr. Saima Aftab*  Isbah Nisar

1. Lecturer, Department of Political Science, University of Poonch, Rawlakot, Pakistan
2. Assistant Professor, Department of Pakistan Studies, University of Poonch, Rawlakot, Pakistan
3. Lecturer, Department of Sociology, University of Poonch, Rawlakot, Pakistan

ABSTRACT

Socialization are the transfer and exchange of norms, values, beliefs, and behaviors to next generation. When growing age is passing some nutrition from society in form of behavior, love, care and affection needed to make its valuable personality. The psychological and mental problems of orphans can cause social disorders unnecessary anxiety, tensions and in later feeling of unhappiness. The majority public opinion is of that mostly the orphans show anti-social behaviour but this is not valid or true perception because only few of them may get involve into antisocial activities. In this study, I have conducted a quantitative research by using sample study through questionnaire survey method from 60 orphan children as sample to analyze the behavior and role of orphans in society. The present research was conducted in read foundation school khrick near Rawalakot which is run by a humanitarian organization Aghosa Al-Khidmat Foundation Pakistan. To explore the orphans’ challenges in Rawalakot and to introduce the orphanage conditions in Rawalakot. The results and findings show that the things are very much disturbed in orphan life that are directly affects their personality, life style and behavior.

Keywords: Orphan House, Socialization Pattern, Society

*Corresponding Author:
drsaima aftab@gmail.com

Introduction

A child who has lost one or both parents is known as an orphan. In this way a child who has only parent is also considering as an orphan. There is a great proverb, 'Child shows the man as morning shows that day'. A child may be as maternal orphan or paternal orphan. Those children who have lost their lost both parents called double orphan. In this way we may describe half-orphan children who have lost their only one parent. It shows the sensitivity of orphan children. The requirements of children must be understood in a proper manner and from a proper viewpoint. The family should be educated, and the orphan child, on the other hand, must be re-educated in order to undo what he has previously learned as an orphan. Children are today’s buds that will blossom tomorrow, yet there are hundreds of orphan children in our society who do not receive any compassion or love from others, nor do these people learn anything from an orphan’s innocent grin. The social behaviour of orphans are different from normal due to lack of confidence and attention. Actually the socialization pattern in growing age is different that is the reason of their behaviours and emotions.

The family itself is the most necessary and most important component of socialization of any child because it is basic element of the child’s life; infants cannot do anything by their own they totally depend on others. The most important and profound effect which is very common is socialization of gender; furthermore the family not only own an important task for the learning of the children to teach them social norms, attitudes,
cultural traits and values towards others. Children continuously learn from the adults created environment. Children at a very early age become aware of social class and also accordingly assign different values to each class.

**Literature Review**

In developed countries we may find that Orphans are relatively rare but we can a bit higher number of such orphans exists in war-torn Countries like Afghanistan and others, N. Z. (2011). Different definitions, N. Z. (2011) are being used to identify orphans by different groups. The United States has given a different definition that is “disappearance or death of, desertion or abandonment by, any separation or may be in the form of any other lose, both of the parents”. Particularly in children’s and imaginary literature the characters of orphans are extremely very common. The absence of parents surely deprived the basic personality characters to pursue adventurous and careless lives, by providing them opportunities to freeing them from not only the social controls but also the familial obligations. Most importantly many children deprived from many basic responsibilities and benefits. Orphans some time metaphorically can search for self-understanding by trying to know their actual roots. Parents in a way can be sources of aid and allies for their children, but absence the one’s parents from his life can definitely makes the difficulties and problems more severs for any child.

Orphans are even most important part in many fairy stories, such as in the form of Cinderella’s character. A large number of very reputed and famous authors have written many books describing the problems of orphans. Examples include such as Tom Sawyer, Charlotte Bronte’s, Charles Dickens’s Jane Eyre Oliver Twist, M. Montgomery’s Anne of Green Gables, Thomas Hardy’s Jude the Obscure, Mark Twain’s and The Lord of the Rings. By J. R. Olkien’s. among more recent authors, A. F. Coingly, Roald Dahl A. J. Cronin, Lemony Snicket, and J.K. Rowling, or even less famous authors of famous orphans like Little Orphan Annie have also used orphans as one of major characters (Ismail et al., 2012). Orphan’s characters especially are very common in some comic books. Almost many or most of the popular actors are orphans: such as Batman, Superman, Spider-Man and Robin, Even orphans are also very common in negative rolls of villains, such as Magneto, Cat woman and Bame are some examples of orphans. Deadpool, Lex Luther and Carnage also be the part of this list; through they killed one of their parents or both (Braitstein et al., 2013).

The term socialization has associated and connected with many psychological and sociological theories. The theory of Klaus Hurrelmann is also one example of this connection. In his book "Personality Development and Social Structure" he introduces the “Model of Production and Processing of Reality (PPR)”. The actual idea of socialization infect refers to the personality development of an individual. It appears in the form of a result of the productivity of processing of exterior and interior realities. The inner reality of a person is constituted by mental qualities, body and traits and the physical environment and social circumstances embody the external reality. The success of any such process depends on the availability of resources those can be social or personal (Carroll, L. et al., 2002; Muzaffar & Javaid, 2018)

According to Prasad "children are always the most vulnerable and important group in any population and of course in need of the greatest social and societal care as they can be exploited, ill-treated and directed into unfavorable and undesirable channels by anti-social element found in the society. The government or state should have the duty to protect and provide intensive care to children by all means and at all times.

Weisberg gave the concepts of rights of the child alleged. He said that it is not necessarily true that parents enjoy on the absolute right to dominate and control their children. Many children are neglected, abused, beaten, and sold to others for slavery, or
even killed during times of hunger, severe problems or other difficulty. These courses would help them to have insight and sound knowledge about the present study (Carroll, L. et al., 2002). Lawrence Kohlberg' (1981) in the theory of moral development explained the challenges of moral reasoning. Every stage of growing from infant to adulthood, a child learn small and new things but with great challenges.

Famous orphans, including most of the world leaders such as Andrew Jackson; Nelson Mandela the Hebrew and above all the great personality of Hazrat Muhammad (S.A.W). The psychological development of an orphan may often become disturbed and his attitude towards his parents and the society or even towards himself becomes more negative. Unwanted child for a society due to absence of his identity/parents. Society snatches innocent smiles of orphans which melts you to forget the moment, feeling which had risen into your heart, if only that emotional feeling could be kept remember that the orphans of Rawalakot would find a new life.

**Material and Methods**

Social research is systematic and scientific in nature. It is not just hypothetical imaginative work. Guesswork, intuition and common sense all have an important part in social research. There is commonly two types of research Quantitative Research and Qualitative Research.

Quantitative research is a structured technique to the investigation that deals with hard facts in numerical and digit form, such as age, education, height, weight etc. Data are presented in this research in the form of tables and graphs according to questionnaire result. Its concepts are in the form of a hypothesis. So, I used a quantitative methodology for my research project.

There are some basic kinds of quantitative research. Survey, correlation and experimental, but first we must need to know that how quantitative research works. The variables are the central idea of the quantitative researches, this type of research uses a language of variables and relationship among variables. A Quantitative research was used in the present study to identify the socialization pattern of orphan children. A comprehensive questionnaire was designed by researcher to get the data from these children.

**Study Area and Size**

The study area is Aghosh Al-Khidmat orphanage present in Rawalakot, Azad Jammu & Kashmir. A sampling methodology used and 60 orphans were selected from the four centers of Al Agosh center.

**Results and Discussion**

A questionnaire according to Socialization pattern of orphans in orphanage houses of Rawalakot and its impact on their lives. The statements along their factors explain their results are given below:
These are the results in tabular form that express the results about the orphanage environment, orphans behavior towards these particular variables. There are two options YES or NO in form of questionnaire that shows percentage of frequencies.

### Table 1

| Sr. No | Factors                                                                 | Options | Frequencies | Percentage |
|--------|-------------------------------------------------------------------------|---------|-------------|------------|
| 01     | Frequency Destruction According to the wish of children to come to the center | Yes     | 60          | 100%       |
| 02     |                                                                         | No      | 0           | 0%         |
|        | Total                                                                   |         | 60          | 100%       |
| 01     | Frequency Distribution between Children whether their relatives come to see them or not | Yes     | 48          | 80%        |
| 02     |                                                                         | NO      | 12          | 20%        |
|        | Total                                                                   |         | 60          | 100%       |
| 01     | Frequency Distribution Whether Institute Fulfill every desire of children or not | Yes     | 06          | 10%        |
| 02     |                                                                         | No      | 54          | 90%        |
|        | Total                                                                   |         | 60          | 100%       |
| 01     | Frequency Distribution according to the Happiness of Children with Their lives: | Yes     | 24          | 40%        |
| 02     |                                                                         | No      | 36          | 60%        |
|        | Total                                                                   |         | 60          | 100%       |
| 01     | Frequency Distribution according to anxiety, feeling of children:       | Yes     | 60          | 60%        |
| 02     |                                                                         | No      | 0           | 0%         |
|        | Total                                                                   |         | 60          | 100%       |
| 01     | Frequency Distribution whether children wish to get an education or not | Yes     | 60          | 60%        |
| 02     |                                                                         | No      | 0           | 0%         |
|        | Total                                                                   |         | 60          | 100%       |
| 01     | Frequency Distribution according to the interest of orphans in playing: | Yes     | 54          | 90%        |
| 02     |                                                                         | No      | 06          | 10%        |
|        | Total                                                                   |         | 60          | 100%       |
| 01     | Frequency Distribution according to the interest of orphans in studies: | Yes     | 60          | 100%       |
| 02     |                                                                         | No      | 0           | 0%         |
|        | Total                                                                   |         | 60          | 100%       |
| 01     | Frequency Distribution according to the change in personality of orphans | Yes     | 42          | 70%        |
| 02     |                                                                         | No      | 18          | 30%        |
|        | Total                                                                   |         | 60          | 100%       |

### Table 2

| Sr. No | Option | Frequency | %  |
|--------|--------|-----------|----|
| 01     | Good   | 60        | 60 |
| 02     | Normal | 0         | 40 |
| 03     | Harsh  | 0         | 0  |
|        | Total  | 60        | 100%|

### Table 3

| Sr. No | Behavior | Frequency | Percentage |
|--------|----------|-----------|------------|
| 01     | Good     | 48        | 80%        |
| 02     | Normal   | 12        | 20%        |
| 03     | Harsh    | 0         | 0          |
|        | Total    | 30        | 100%       |
| Table 4 | Frequency Distribution According to the Environment of the Institute |
|---------|---------------------------------------------------------------|
| Sr.No   | Environment | Frequency | Percentage |
| 1       | Good        | 60        | 100%       |
| 2       | Bad         | 0         | 0          |
| 3       | Restricted  | 0         | 0          |
| **Total** |            | **60**    | **100%**   |

| Table 5 | Frequency Distribution according to the behavior of orphans with other children |
|---------|--------------------------------------------------------------------------------|
| Sr. No | Behavior | Frequency | Percentage |
| 1      | Good     | 06        | 10%        |
| 2      | Normal   | 54        | 90%        |
| 3      | Harsh    | 0         | 0          |
| **Total** |         | **60**    | **100%**   |

| Table 6 | Frequency Distribution according to the behavior of orphans with their teachers |
|---------|--------------------------------------------------------------------------------|
| Sr. No | Behavior | Frequency | Percentage |
| 1      | Good     | 42        | 70%        |
| 2      | Normal   | 48        | 30%        |
| 3      | Harsh    | 0         | 0          |
| **Total** |         | **90**    | **100%**   |

| Table 7 | Frequency Distribution according to the Social level of orphans |
|---------|---------------------------------------------------------------|
| Sr. No | Behavior | Frequency | Percentage |
| 1      | High      | 0         | 0%         |
| 2      | Middle    | 42        | 70%        |
| 3      | Low       | 18        | 30%        |
| **Total** |         | **60**    | **100%**   |

| Table 8 | Frequency Distribution according to the confidence level of orphans: |
|---------|---------------------------------------------------------------------|
| Sr.No   | Options  | Frequency | Percentage |
| 1       | High     | 18        | 30%        |
| 2       | Middle   | 12        | 20%        |
| 3       | Satisfactory | 30    | 50%        |
| **Total** |         | **60**    | **100%**   |

| Table 9 | Frequency Distribution according to behavior of orphans with other people |
|---------|---------------------------------------------------------------------------|
| Sr.No   | Options | Frequency | %  |
| 1       | Good    | 60        | 100% |
| 2       | Bad     | 0         | 0%   |
| 3       | Harsh   | 0         | 0%   |
| **Total** |         | **60**    | **100%** |
Findings

This research work is an effort to identify the problems and sufferings which orphans and particularly paternal orphans have to bear for spending their lives in society. Along with that this piece of work also emphasizes the way these orphans are treated by the society. This questionnaire comprised of questions about their personal information, their desire of education, society behavior towards them, environment of institutions etc. the respondents were much confident and they provided all information which was asked in a positive manner. Social hesitation is observed but in orphanage children feels secure without the presence of their parents. The results and findings shows that the things are very much disturbed in orphan life that are directly effects their personality, life style and behavior.

Recommendation

1. Orphanage should be maintained by government equipped with proper basic needs.
2. For the sake of counselling and personality grooming healthy and fresh environment should be provided.
3. Opportunities should provide to orphans to socialize in society.
References

Belewu, M. A., & Adewole, A. M. (2009). Goat milk: A feasible dietary based approach to improve the nutrition of orphan and vulnerable children. Pakistan Journal of Nutrition, 8(10), 1711-1714.

Bhutta, Z. A. (2002). Children of war: the real casualties of the Afghan conflict. BMJ, 324(7333), 349-352.

Carroll, L. (1998). Orphaned Grandchildren in Islamic Law of Succession: Reform and Islamization in Pakistan. Islamic Law and Society, 5(3), 409-447.

Carroll, L. (2002). The Pakistan Federal Shariat Court, Section 4 of the Muslim Family Laws Ordinance, and the Orphaned Grandchild. Islamic Law and Society, 9(1), 70-82.

DAVIDSON, L. L., DURKIN, M. S., & KHAN, N. Z. (2003). Studies of children in developing countries. How soon can we prevent neurodisability in childhood? Developmental Medicine & Child Neurology, 45(s96), 18-24.

Farooqi, Y. N., & Intezar, M. (2009). Differences in self-esteem of orphan children and children living with their parents. Journal of the Research Society of Pakistan, 46(2), 115-130

Muzaffar, M. & Javid, M. A. (2018). Curriculum and Political Socialization: a Case Study of Secondary Schools in Pakistan, Journal of Political Science and International Relations, 4(2), 21-31.

Rahman, W., Mullick, M. S. I., Pathan, M. A. S., Chowdhury, N. F., Shahidullah, M., Ahmed, H., ... & Rahman, F. (2012). Prevalence of behavioral and emotional disorders among the orphans and factors associated with these disorders. Bangabandhu Sheikh Mujib Medical University Journal, 5(1), 29-34.

Retherford, R. D., & Mirza, G. M. (1982). Evidence of age exaggeration in demographic estimates for Pakistan. Population Studies, 36(2), 257-270.