

# AN ANALYTICAL STUDY ON THE TEACHING STRATEGIES FOR ORPHANS

By

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## Abstract

*This study was conducted to analyze the teaching strategies at primary and secondary level in an Orphanage Educational Institute, Rawalpindi. The objectives of the study were to observe the problems faced by orphan students in the academics and non-academic activities in the school, to understand their socio-emotional needs, and to analyze whether the teaching strategies meet their psycho-social, emotional and learning needs or not. The research statement was that the psycho-social requirements of the orphan students were different from the students having their parents alive. Therefore, they required different socio-emotional environment and special classroom strategies. The survey-design-approach was used. The population comprised the teachers and students of 5<sup>th</sup> and 9<sup>th</sup> class. A sample of 30 students from 5<sup>th</sup> class and 30 students from 9<sup>th</sup> class were selected. For this purpose the data was collected through questionnaires, interviews and observation checklists. The survey was conducted in the duration of one month. The target groups for the said interviews and questionnaires were the students, the teachers, principals and the caretakers in the hostel of the residential institute. During the survey it was observed that the orphan students did not want to openly discuss their problems. It revealed their sense of insecurity that was understandable in their special circumstances. It was only after assurance of strict confidentiality that they were able to respond. It was concluded that the parent's death and the after consequences, i.e., neglect from the family, economic and social problems and disdain of the relatives had created psychological problems for them. It was a challenge for the teachers to teach and also to control their behavior problems. In this regard, the teachers tried their best. However, they required more in-service training. Recommendations were given at the end of the study for introducing more appropriate teaching strategies for emotionally disturbed orphan students.*

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## **Introduction**

This study was aimed to analyze the teaching strategies at primary and secondary level in a private Orphanage Educational/Residential Institute of Rawalpindi. It is a reform oriented social welfare and educational body which aims at providing necessities of life and educational facilities to the orphans. The educational institute has five branches and being run with help of donations from different donors.

The purpose of the study was to analyze the teaching strategies used by the teachers at primary and secondary levels in the institute; to analyze the problems faced by the students in their studies; as well as to understand the socio-emotional needs of the orphans. The study was significant as it related to the socio-emotional problems of the orphans with their learning difficulties. The existing teaching strategies were analyzed, and the suggestions were provided for further effective teaching strategies for the orphan students to help them to become effective members of the society.

## **Literature Review**

In many languages the word "orphans" also represents the vulnerability of such children because after the death of their parents they face emotional loss and it is difficult for them to accept this reality. This incident adversely affects their personality and behaviors. They also face economic problems because the loss of parents results in child access to basic necessities, such as shelter, food, clothing, health and education. The lack of income puts extra pressure on orphans to contribute financially to the household. It has adverse effects on children and in some cases they start beggary to fulfil their financial needs.

The orphans and other vulnerable children require special psycho-social support. The support of community organizations can yield significant sustainable results for children and youth who are subjected to chronic trauma stemming from the death of their parents, and sometimes their siblings. The impact of parental death on children is so complex that it can profoundly affect the development of healthy emotional intelligence, adequate life skills, and self-esteem. Orphans and vulnerable children face enormous challenges in meeting their needs for love, protection, personal identity, and social connectedness.

When the bereavement occurs due to parent's death, the children are often mentally, emotionally and physically unprepared to deal with the consequences. It heightens their distress and creates a sense of uncertainty for their future. After the death of the parents orphans have lack of emotional

support due to which, aggression, anxiety, depression, post traumatic stress, sleep and psychological disorders develop in their behavior.

The term "emotion" refers to the feeling factor. Emotions have three components, i.e., somatic, behavioral, and feeling. So, the term "emotion" has two different meanings. In a wider sense it is applied to bitter conditions which involve the whole being in a somatic, its feeling and its behavioral aspects (Corr, Nabe and Corr, 2000). The orphans face emotional distress after the loss of parents, because they continuously think about the dead parent at least several times a week. This emotional distress appears with a considerable number of symptoms. The major symptoms include doing poorly in school, experiencing unkind remarks from their peers, more intense preoccupation with thoughts of the dead parent, feeling less control over different happening, and physical problems (haggerty, *et al*, 1994).

The orphan students with depression may become withdrawn or irritable. They might walk more slowly or with rounded shoulders, or they might seem persistently anxious and overwhelmed. The older children often fail to respond to anything, including obviously funny or disruptive moments in the class. This depression also changes their behavior, that's why they deserve extra-attention in the school.

There is a connection between parental loss in childhood and the development of panic or anxiety disorders. The orphans face severe anxiety-disorders after the death of their parents. It has different forms, e.g., "separation anxiety-disorder", (including severe panic and anxiety from the separation of home or family surroundings); "overanxious disorder" (consisting of extreme distressing and fearful behavior that is not focused on specific situation or objects); and the "avoidant disorder" (showing the lack of social communication and avoids peer relationship). (Bhatia, 2004)

Post traumatic stress is a severe reaction, especially after a violent death of parent. In such cases the surviving parent sometimes does not disseminate complete information to the child. That's why the child may get ambiguous and distorted information from other relatives and neighbours. It develops chronic confusion among the orphans. They are unable to comprehend the nature of death. (Haggerty, *et al*, 1994) Some children do not even accept this loss. They are highly vulnerable to manifest serious behavioral problems. The traumatic children sometimes experience bad dreams, images and sounds related to the parent's death. Children also show physiological reactions, a sense of detachment from others, avoidance of thoughts, feelings or conversations of traumatic event, lack of interest in significant activities, sleep disturbance,

irritability, or lack of concentration and physically violent threats or behaviour. (Panda, 1999)

After the death of a parent the society often neglects the orphans. They also face numerous economic problems. As a consequence, at an early age they need to get some odd job. They do not find white-collar job due to lack of education and training. Often there is no guardian and even if there is one, the orphans are not attended to properly. (Farlex, 2007) Most of the children are admitted in residential institutions or orphanages after the death of their parents. Often, they are not motivated to build social relationships with their caretakers and even the peers. Consequently, many institutionalized children show social deficiencies, such as aggression, compulsivity, and antisocial behavior. It also affects intellectual behavior, language development in terms of deficiencies in abstract thinking and conceptual abilities as well. However, it rarely effects the motor development. (Parke and Hetherington, 1979)

The orphans may manifest severe behavioral problems or behavioral disorders. It affects their studies badly and restricts their ability to perform effectively. It is also a very challenging task for the teacher to teach these students. Behavioral disorders become obvious when the orphans exhibit a repetitive and persistent pattern of behavior that interrupts other students. Such disturbances may cause significant impairments in academic, social, and occupational functioning. The characteristics of behavioral disorders among children and adolescents include aggressive behavior or aggressive reaction towards others. This includes bullying and threatening, physical abuse to others, blaming others for their own misdeeds, and showing cruel and callow behavior towards others. (Lange, Lange and Cabaltica, 2000)

### **Teaching Orphan Students**

Teachers are role models and their knowledge and skills determine the quality of education. In traditional societies, teaching the orphans presents special problems. Teachers need to acquire specific skills to fulfil this role effectively. Overall, teachers require institutional support to respond to this challenge and this may include access to care and treatment. While considering all behavioral, psychological and social problems of orphans, special teaching strategies should be adopted keeping in mind their anormous plight.

### **Teaching Strategies for Depressive Orphan Students**

Children and adolescents who suffer from depression, encounter more academic and social problems. They often fail to progress and mature and may

experience a multitude of coexisting psychological problems (Farlex, 2007). Teachers and administrators should watch for signs of depressive moods and sadness in the students. A depressed student may participate in class for discussions when there is a minimal chance for embarrassment, so the teacher needs to be careful not to increase the already mounting anxiety of the orphan students. The teacher can enhance the students' self esteem by encouraging the student to support the younger or less able students. Using effective teaching strategies will promote student's academic and social behavioral success.

Anxiety disorders affect students' ability to learn effectively in the class. These disorders cause the student to feel frightened, distressed and uneasy due to non- apparent reason. The symptoms of anxiety disorders include panic attacks, obsessive thoughts, flashbacks of traumatic events, nightmares, or countless frightening physical symptoms. Teachers should avoid focusing on students' inappropriate behavior and, instead, focus on desirable replacement behaviors. It is necessary to target specific behaviors and adopt appropriate instructions and strategies. (Keller, 2002)

However, without adopting effective teaching strategies, according to the needs of the students, this goal cannot be achieved. There should be proper training programme for the teachers to learn to teach and deal with the orphans. It is not necessary that each child would suffer from all behavioral psychological disorders. Some children may have one to two mild problems; some may have severe problems. One specific strategy cannot be appropriate and useful for every student. These methods should be adopted on case to case basis.

### **The Research Methodology**

The survey method was used for this study. The purposive sampling technique was used during the study. The participants of the study included the teachers and students of 5<sup>th</sup> and 9<sup>th</sup> classes of the institute. The students of 10<sup>th</sup> classes were not available due to their final examinations. Thirty students from 5<sup>th</sup> class, and an equal number of students from 10<sup>th</sup> class were selected through systematic random sampling. All the students were boys since the orphanage was meant for the male students. All the teachers of the 5<sup>th</sup> and 9<sup>th</sup> class were interviewed.

The research tools included a questionnaire, a classroom observation checklist, and the interviews. The questionnaire was meant to assess the academic, non-academic and psycho-social problems of the students. The questionnaire was divided into five categories. The classroom observation checklist was meant to check the teaching strategies, pedagogical skills,

classroom management, student's behavior and class participation of the students. The interviews were conducted from the teachers, the care taker and the principal of the institute, in order to obtain the detailed information about student's psycho-social problems.

### **The Demographic Profile**

During the present research project, the demographic profiles of the students revealed that most of the primary school students were 12-13 years old (50%). However, the students of 16-17 years were also sitting in the same classrooms. There was no strict age limit, and there were multiage classes. The majority of the secondary school students were in 16-17 years age group. The minimum ages were 14-15 years (26.67 %) with a maximum age group of 20-21 years (6.67 %). Frequency and percentages of the students orphaned by mother or orphaned by father were also taken in order to ascertain any difference in their behavior. About sixty percent students were orphaned by father. At secondary level most of the students were also orphaned by father (53.34%). Orphaned by mother were also found at secondary level (3.34%). Due to limited research time we could not investigate the reasons for such a small number of students orphaned by mother. We can conjecture a number of reasons, including negligence towards education of those students whose mother had died, or lack of paternal and home support to such students. About ten percent had both parents died, while 33.34 % had both parents alive. However, they were poor and could not afford the education of their children. Therefore, they had admitted their children in the residential institute. The demographic profile of the teacher's qualifications and their years of teaching experience were also recorded, as this indicator had significant effect on the education of the orphan children. The data indicated that most of the teachers were highly qualified (75%). However, most of them had MA degrees without professional degrees, e.g., B. Ed and M. Ed. About 62.5 % teachers had professional degree. In any case, most of the teachers were experienced and some teachers also had the experience of ten years or more than that.

### **Analysis of the Questionnaire of Psycho-Social and Academic Problems of the Students:**

- Thirty students were selected from the 5<sup>th</sup> class in primary section and thirty students were selected from 9<sup>th</sup> class in the secondary section by the systematic random sampling technique. The five-point scale was used in the questionnaire. The questions were divided into different categories, i.e., the depressive illness, sleeping disorders, anxiety disorders, physical ailments, phobias,

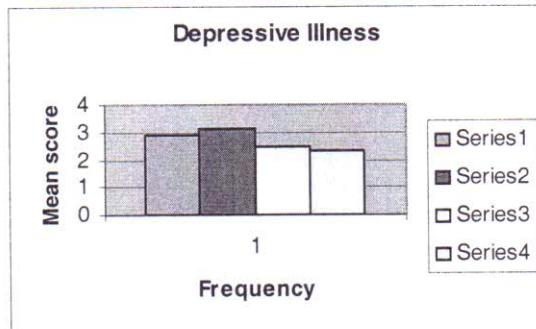
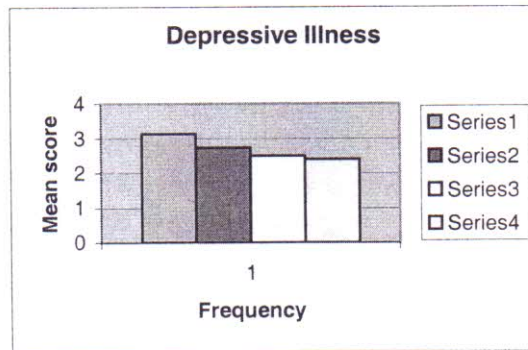
social adjustment, reading problems, writing problems and calculation problems

A quantitative analysis of the questionnaire is given below.

**Table - 1**  
**Depressive Illness**

Primary level			Secondary level		
Sr. No.	Questions	Mean score	Sr. No.	Questions	Mean score
1.	Avoiding other people	3.14	1.	Avoiding other people	2.93
2.	Loss of interest in activities.	2.73	2.	Loss of interest in activities.	2.13
3.	Concentrating and Making decisions.	2.5	3.	Concentrating and Making decisions.	2.5
4.	Helplessness	2.4	4.	Helplessness	2.33
<b>Total mean score</b>		<b>10.77</b>	<b>Total mean score</b>		<b>9.89</b>

**Graph 1**



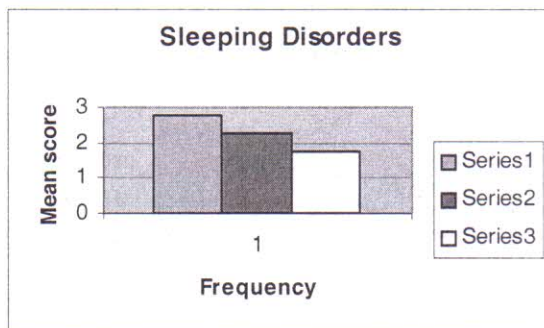
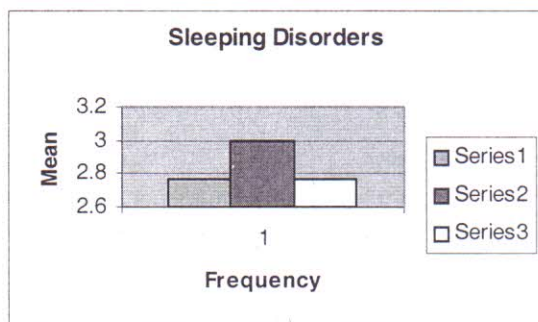
Key: Series1: avoiding other people; Series 2: loss of interest in activities  
Series 3: concentrating and making decisions; Series 4: helplessness

The mean score of 5<sup>th</sup> class was more than the score of 9<sup>th</sup> class. It means that younger orphans suffered more from depression than the adult orphans. They avoided/hesitated to meet people, and showed less interest in playing or talking with their friends. Both of them faced the same difficulties in decision making, but younger orphans felt more helplessness than the adult ones.

Table – 2  
Sleeping Disorders

Primary level			Secondary level		
Sr. No.	Questions	Mean score	Sr. No.	Questions	Mean score
1.	Night mares	2.76	1.	Night mares	2.8
2.	In adequate sleep	3	2.	In adequate sleep	2.26
3.	Insomnia	2.76	3.	Insomnia	1.76
Total mean score		8.52	Total mean score		6.82

Figure – 2



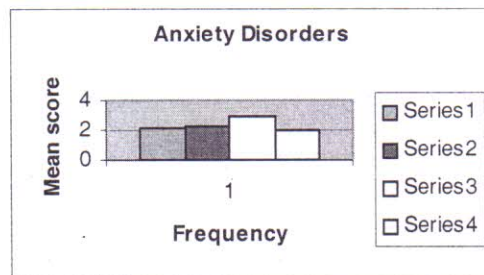
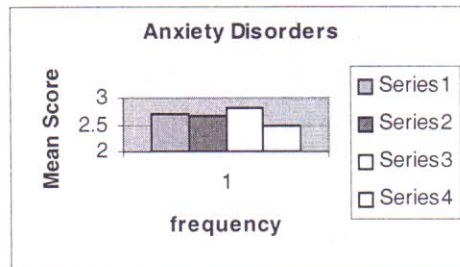
Key: Series 1: Night mares; Series 2: In adequate sleep; Series 3: Insomnia

There was a marked difference in the scores of the primary and secondary levels because young students suffered more from sleep disorders than the students of the secondary school. In the early years of death trauma the children missed their parents more than the latter years. They were disturbed and this disturbance affected their sleep. Some times they had frightening nightmares. Young children could not express their feelings clearly, that's why grief caused sleep disorders among them. Although secondary level students also faced sleep disorders, but this ratio was less than that of the primary level students.

**Table - 3**  
**Anxiety Disorders**

Primary level			Secondary level		
Sr. No.	Questions	Mean score	Sr. No.	Questions	Mean score
1.	Frightened	2.7	1.	Frightened	2.13
2.	Distressed	2.67	2.	Distressed	2.33
3.	Obsessive thoughts	2.8	3.	Obsessive thoughts	2.96
4.	Frightening physical symptoms	2.5	4.	Frightening physical symptoms	2.03
<b>Total mean score</b>		<b>10.67</b>	<b>Total mean score</b>		<b>9.45</b>

**Figure - 3**



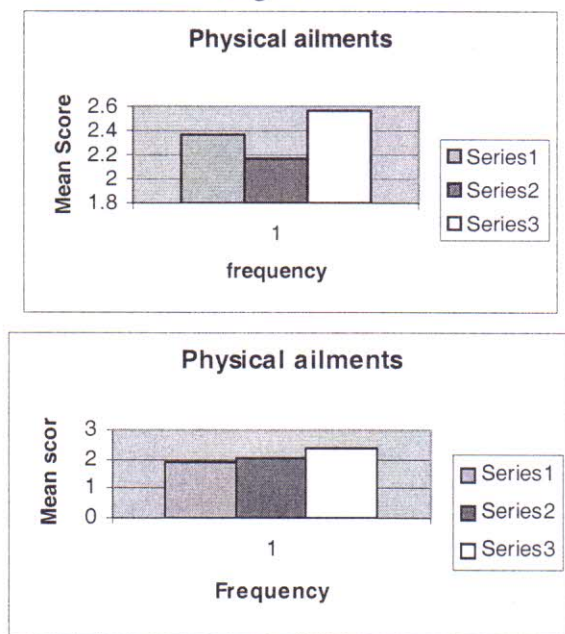
Key: Series1: Frightened; Series 2: Distressed ; Series 3: Obsessive thoughts;  
Series 4: Frightening physical symptoms

The mean score of anxiety disorders among the primary school students was higher than the secondary school students. It means that younger orphans faced more distress and remembered the time which they passed with the dead parent. They could not express their feelings verbally, but their physical symptoms duly appeared thereon, e.g., trembling of body.

**Table – 4**  
**Physical Ailments**

Primary level			Secondary level		
Sr. No.	Questions	Mean score	Sr. No.	Questions	Mean score
1.	Frequent stomach disorders	2.36	1.	Frequent stomach disorders	1.9
2.	Pain in different parts of body	2.16	2.	Pain in different parts of body	2.06
3.	Frequent headache	2.56	3.	Frequent headache	2.36
<b>Total mean score</b>		<b>7.08</b>	<b>Total mean score</b>		<b>6.32</b>

**Figure – 4**



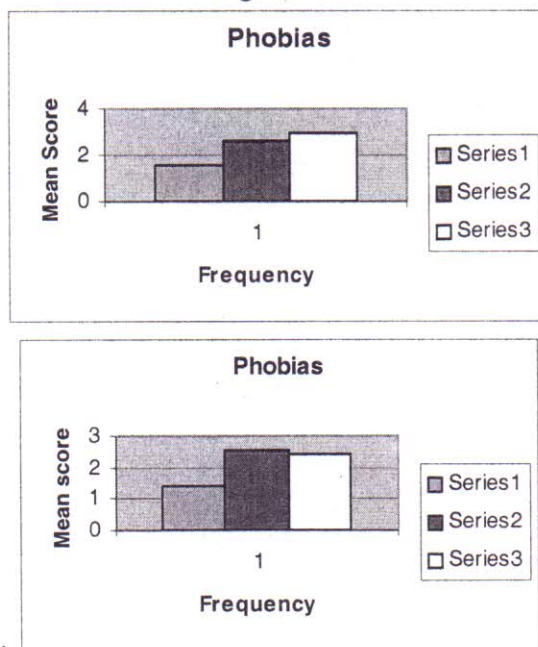
Key: Series 1: Frequent stomach disorders; Series 2: Pain in different parts of body;  
Series 3: Frequent headache

The mean score of physical ailments among the primary school students was more than the secondary school students. The complaints of headaches were found to be more prevalent than any other problem. Moreover, the younger children had more stomach disorders and pain in body than the older students.

**Table – 5**  
**Phobias**

Primary level			Secondary level		
Sr. No.	Questions	Mean score	Sr. No	Questions	Mean score
1.	School phobia	1.56	1.	School phobia	1.43
2.	Persistent fear of being embarrassed in social situations.	2.56	2.	Persistent fear of being embarrassed in social situations.	2.53
3.	Fear from water, height, storm.	3	3.	Fear from water, height, storm.	2.43
Total mean score		7.12	Total mean score		6.39

**Figure – 5**



Key: Series 1: school phobia; Series 2: persistent fear of being embarrassed in social situations;  
Series 3: fear with water, height, storm

As noted in the previous categories, the mean score of phobias was higher in primary school students. Nonetheless, the ratio of school phobia was less than any other factor in the students of both levels. This probably suggests that the orphans had already accepted school as centre of their socio-academic life.

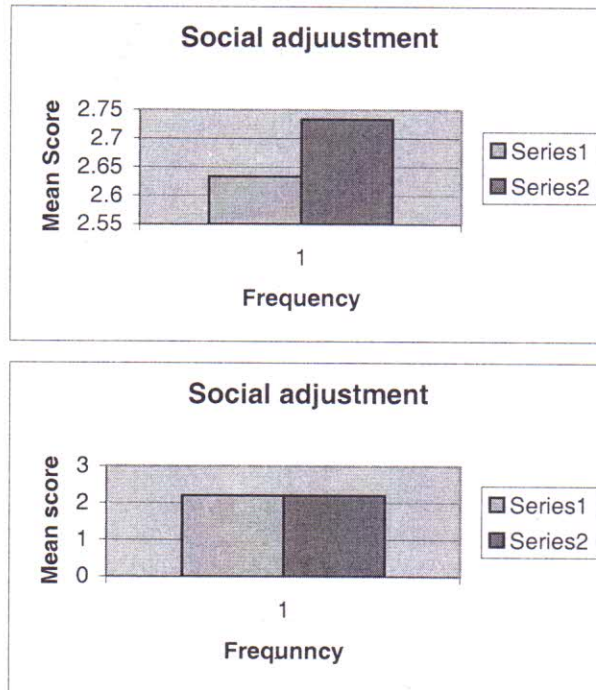
**Table – 6**  
**Social Adjustment**

Primary level

Secondary level

Sr. No.	Questions	Mean score	Sr. No.	Questions	Mean score
1.	Self-confidence.	2.63	1.	Self confidence	2.2
2.	Easily communicate with others.	2.73	2.	Easily communicate with others	2.2
<b>Total mean score</b>		<b>5.36</b>	<b>Total mean score</b>		<b>4.4</b>

**Figure – 6**



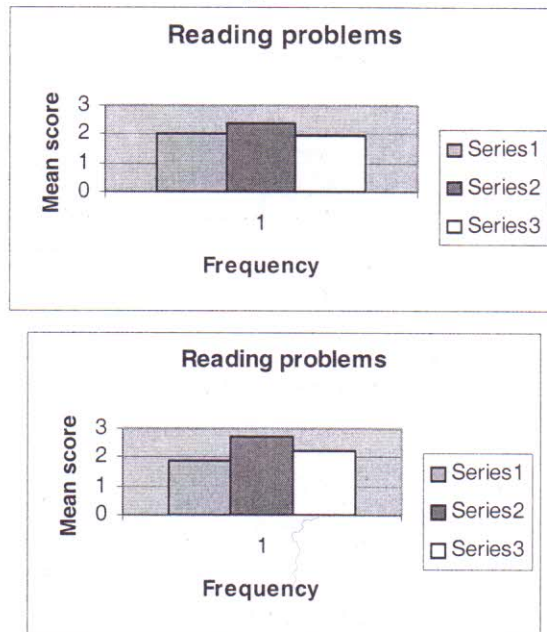
Key: Series 1: self-confidence; Series 2: easily communicate with others

The mean score of social adjustment was higher among the primary school students than the secondary school students. The results were a bit bewildering, because primary school students had also marked high on all socio-academic problems. Possibly, the younger students had difficulty in understanding the questions, or they purposefully hid their personal facts.

**Table - 7**  
**Reading Problems**

Primary level			Secondary level		
Sr. No.	Questions	Mean score	Sr. No.	Questions	Mean score
1.	Oral reading	2	1.	Oral reading	1.89
2.	Pronunciation	2.4	2.	Pronunciation	2.70
3.	Fluency in reading	1.93	3.	Fluency in reading	2.21
Total mean score		6.33	Total mean score		6.8

**Figure - 7**



Key: Series 1: Oral reading; Series 2: Pronunciation; Series 3: Fluency in reading

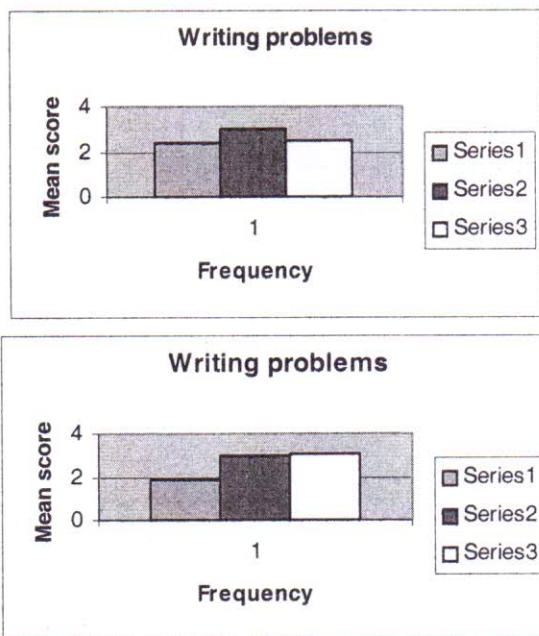
The mean score of reading problems in the secondary school students was a bit higher than the primary school students. They had difficulty in pronunciation and reading with fluency in both English and Urdu. Moreover, the reading ability of the primary and secondary school students in English and

Urdu were assessed by the researcher herself. So the findings were based on concrete facts.

**Table – 8**  
**Writing Problems**

Primary level			Secondary level		
Sr. No.	Questions	Mean score	Sr no	Questions	Mean score
1.	Handwriting	2.4	1.	Handwriting	1.9
2.	Spelling	3	2.	Spelling	2.93
3.	Sentence making/essay writing	2.46	3.	Sentence making/essay writing	3.1
<b>Total mean score</b>		<b>7.86</b>	<b>Total mean score</b>		<b>7.93</b>

**Figure – 8**



Key: Series 1: hand writing; Series 2: spelling; Series 3: sentence making/essay writing

The secondary school students faced little more problems in writing than the primary school students. Both the primary and secondary school students had almost similar problems in correct sentence structures, essay writing and

creative writing. In addition to the information provided by the questionnaire, the researcher checked the notebooks of primary and the secondary school students to assess their handwriting and spellings, sentence structure and essay writing. The ratio of spelling mistakes was higher in the primary level students.

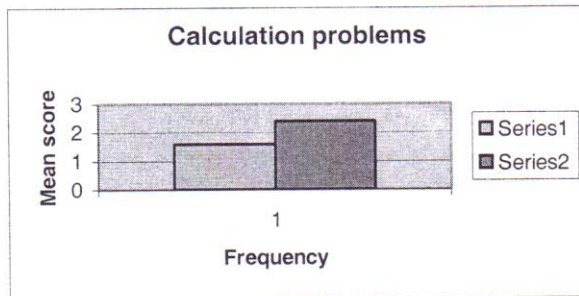
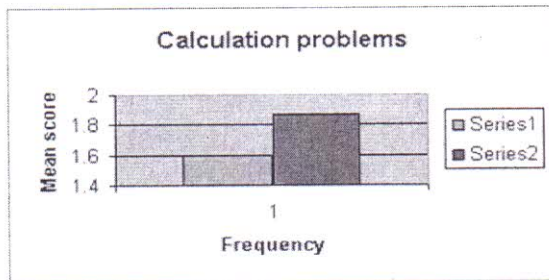
**Table - 9**  
**Calculation Problems**

Primary level

Secondary level

Sr. No.	Questions	Mean score	Sr. No	Questions	Mean score
1.	Computation	1.6	1.	Computation	1.6
2.	Decimal fraction	1.86	2.	Decimal fraction	2.4
Total mean score		3.46	Total mean score		4

**Figure - 9**



Key: Series 1: computation; Series 2: decimal fraction

The mean score of calculation/mathematical problems of the secondary school students was somewhat higher than the primary school students. Further probing revealed that all the students of 5<sup>th</sup> class liked the mathematics teacher.

They even requested her to teach this subject for a whole day. The researcher examined their mid term results and noted that the students had got high marks in the examination. The secondary school students faced more problems in decimal fractions than primary school students.

## Discussion

The results of student's questionnaire indicated that majority of the younger students were still traumatized after several years of death of their father (or mother). The loss or death of the parent had changed their lives. Different psychological disorders had developed among them, e.g., depression, anxiety disorders, physical ailments and behavioral problems. All these adversities were reflected in their studies.

There was little difference found among the problems of primary and secondary level students. The literature review supports the research findings that such problems occur due to the loss of single or both parents. Poverty was an additional contributing factor in increasing these problems.

Data manifested that depressive and anxiety disorders were more commonly found among the primary and secondary level students than other disorders. The depression caused a feeling of helplessness and loss of interest in school activities and studies. They seemed bold, but actually they were frightened children. After the loss of father/mother, they suffered from obsessive thoughts, fear, and economic problems. All these problems affected the children's personality.

During the study it was observed that the students were intelligent, but they had a careless attitude towards their studies. The teachers of the institute were hardworking, dedicated and passionate in their profession. Although students had psychological and behavioral disorders, the teachers tried their best to teach them effectively. They strived to make their future bright. They provided them ample time to improve their school performance. The credit goes to the teachers that despite all these problems and disorders, they were generally good in their studies and showed optimum performance in reading, writing and calculation.

The results of classroom observation checklist showed that all the teachers were honest and serious in their profession. They took their classes regularly and gave proper time and attention to their students. They also gave them extra time to prepare for the examination. They assessed the students by giving written test or oral questioning of the previous lecture and then moved

towards the next topic or lesson. It showed that teachers were responsible and understood that the students had no extra support in their studies. There was positive classroom environment and students actively participated in the class activities.

The female teachers constituted majority of the primary school teaching staff. They were sympathetic and understanding towards the young students. However, the secondary school students had created discipline problems. Therefore, the teachers had to be firm, assertive and to some extent strict where the discipline matters were concerned.

All the teachers were experienced in their subjects. They used different examples and explanations in their lecture. However, only blackboard was used in the classroom. There was a scarcity of audiovisual aids. Such aids play a pivotal role in the academic learning of the emotionally disturbed children. They did not use any audio visual aids; they used only the blackboard. Although their pedagogical skills were fine, however and improvement could be suggested in the following aspects of their classroom teaching:

- They did not greet the students upon entering the classroom.
- They did not use any activity, material or audio visual aids in teaching.
- Only the lecture method was used in teaching.
- They did not have any training on management skills. They used verbal mode in management, and were not aware of the types and significance of the nonverbal cues in the classroom management.
- The teachers may be trained in behavior management of the students.
- Lack of training to deal with the orphan was apparent at times.
- Lack of training about what special teaching strategies should be adopted to teach effectively.

The caretaker's interview revealed that some children were different from normal children because they were deprived of a healthy family life. As a result, they were careless, sometimes ill mannered and aggressive. It was not an easy job to satisfy them. They belonged to different ethnic and cultural backgrounds. They posed discipline problems in the hostel. Sometimes, corporal punishment was also adopted for them. However, some children were cooperative and also discussed their problems with the caretaker. He assigned them responsibilities and used the group leader methods to motivate and encourage the students.

According to the principal of the institute, the children demanded more attention than other children who had their parents alive. It was quite a challenging job to teach the orphans. Their job included not only teaching them, but also behavior management and counseling to the students.

Sometimes, these students had unacceptable habits, e.g., telling lies, petty theft, calling names and getting out of control. Only the administration committee had the student's history records. If the need arose it counseled the students. Corporal punishments as well as the reward system were used for the students. The principal commented that these children will learn more social skills if they are placed in the mainstream schools. There, they will have more chance to interact, learn and compete with all types of children.

An analysis of the teachers' interview showed that they found a substantial difference between the orphans and the normal children. According to the teachers, these children were more vulnerable because they belonged to a deprived segment of the society. The trauma of their single or both parents' death had a severe impact on their personal and social life. After the death of the father, the whole responsibility shifted to the mother. The mother was traumatized and it was a challenge for her to fulfil their basic needs. Due to these economic problems, the mother could not give due attention to children's behavior or character building. As a result, the children adopted bad habits due to economic problems and the negligence of the family members. Many children were drop-outs from the school.

Sometimes, families got them admitted in an orphanage residential institute. They sometimes joined the institute after two to three years lapse from the school life. It created the problems of multi age classrooms in the institute. A majority of these children belonged to rural and far-flung areas, with a low literacy level. Sometimes, the surviving parent did not visit the children. In any case, most of the parents were least concerned about school performance of their children. That's why these children remained careless and less motivated towards their studies. In addition, they had serious behavior problems. The teacher had to strike a balance between paying attention towards their studies and modifying their personality and behavior.

All these life experiences made them sensitive and overtly mature than their ages. These orphans suffered lack of love and attention. They had high expectations from their teachers. Teachers were the only source of guidance and gratitude in their life. Every student demanded the full attention of the teacher. It was not possible for the teachers to give their full attention to every child. This

type of behavior was commonly found among the primary level students. Some students were inclined to cling to their lady teachers. The caring for affection was evident in their behaviorism. Age limit for a particular grade was not exercised. The students of all ages studied and lived together. This led to developing adult behaviors and undesirable habits among the children. Some children also started romantic poetry. Others collected pictures of film actors and actresses.

Generally speaking, the lady teachers had caring attitude towards young children and they tried to improve the traumatized condition of the students. They counseled and discussed their problems with them. They were making enormous efforts to encourage the students towards their studies. Although they were good in their discipline, but unfortunately they had little training to teach the orphans. Sometimes it became difficult for them to control their disruptive behavior. They failed to develop strategies according to the nature and needs of the orphans. At times they felt they could not change their attitude. The teachers needed training in behavior modification of the students.

## **Conclusion**

At the end, while considering all teachers' point of view, it can be said that the orphans have behavioral problems. Although the parent's death itself has affected their behavior, but the after death circumstances, e.g. poverty, negligence from family, adopting bad habits, etc, are the major reasons of the behavioral problems. All these factors make their life imbalance and create a gap in their personality. If these problems are not handled at an early stage, then they cannot be recovered throughout the life.

We can conclude this particular section by commenting that the orphan children are not like the normal children, because these children have psychological problems, i.e., depression, anxiety, social adjustment problems and sleeping disorders. These psycho-social problems affect their school performance in particular and their personality in general. These disorders were more prevalent in younger children as compared to the older children. While considering all their psychological disorders, it is necessary to arrange proper counseling sessions for each child to make them able for studies.

## **Recommendations**

- The teachers may use different innovative activities to teach the students and not always resort to the lecture method.
- The teachers face many challenges while conducting the class. The first challenge is that of children's behavioral problem. There may

be two teachers in one class for effective teaching and classroom management.

- There may be training workshops through which educationist and experts should train the teachers as to how control the student's behavior, and how to devise special strategies to teach the orphans practically.
- The main challenge while teaching the children is that these orphans lack moral values and mannerisms. Female caretakers may be appointed at primary level in the hostels so as to properly groom their personality and teach them etiquettes and moral values.
- There may be a limited number of children under one caretaker so that he could give individual attention to each child and help him in his studies.
- The school may occasionally arrange for parent-teachers meetings where the guardian or parent can attend to discuss the student's progress or problems.
- Guest speakers may be invited to speak on different aspects of life.
- There may be regular counseling sessions by a psychologist on daily or weekly bases for the students, in order to overcome their behavioral problems.
- There may be psychologists to train teachers for counseling sessions with the students to remove their bad habits, personality conflicts and to build their character.
- There may be separate classes for over aged students.
- The existing co curricular activities may be organized to help build the strong and positive character of the orphan students.

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