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J. P. Naik Path, 128/2, Kothrud, Pune-411 038

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GENDER BASED ON PROACTIVE ATTITUDE OF ORPHANAGE-REARED AND HOME-REARED ADOLESCENTS - A COMPARATIVE STUDY

*Mr S. Rajamanickavasagan Ph.D Scholar St. Xavier's College of Education (Autonomous)
Palayamkottai – 627002

**Dr. A. Punitha Mary Assistant Professor of Education St. Xavier's College of Education
(Autonomous) Palayamkottai – 627002

Abstract

This comparative study examines the proactive attitude of orphanage-reared and home-reared adolescent based on gender. The aim of the study was (i) To find the level of proactive attitude and its dimensions of orphanage-reared and home-reared adolescents with regard to gender. (ii) To find out whether there is any significant difference between orphanage-reared and home-reared adolescents in their proactive attitude and its dimension with reference to gender. Survey method was used for the study. Simple random sampling technique was used for selecting 264 adolescents from Tuticorin, Tirunelveli, and Kanyakumari districts from Tamilnadu. Descriptive and inferential statistical techniques were used for analyzing data. It was found that orphanage-reared and home-reared male and female adolescents are having the moderate level of proactive attitude and its dimensions. Moreover it was found that the home-reared male and female adolescents are better than the orphanage-reared male and female adolescents in their proactive attitude and its dimension.

Key word:

Proactive attitude, Orphanage-reared adolescents and Home-reared adolescents

INTRODUCTION

A proactive attitude mindset starts with realizing that not a product of circumstances, but decisions. One of the most important characteristics of a proactive mindset is focusing on things that are in one control. Sometimes things that happen to us aren't our fault, but they are always our responsibility, and proactive attitude person realize that. The proactive attitude mindset is often intertwined with the growth mindset. The growth mindset, of an individual helps him or her to face challenges, stay persistent; they don't see failures as a bad thing, but the opportunity to grow; and are inspired by the success of others instead of envious. Proactive attitude is a goal to continuously grow and improve (Dunja, 2022).

SIGNIFICANCE OF THE STUDY

The present adolescents are waiting for ideas and guidance to complete any activity successfully. They are very reluctant to follow such ideas and guidance even when they get such ideas and guidance. The reasons for this reluctance among adolescents are that they do not have the mental capacity to act proactive attitude. A proactive attitude is a mindset to act in advance of a future situation. Proactive attitude is a personality characteristic which has implications for motivation and action, it is a belief in the rich potential of changes that can be made to improve oneself and one's environment and includes various facets such as resourcefulness, responsibility, values, and vision. This mentality is not even among home-reared adolescents. Similarly, it is by no means impossible that such a proactive attitude exists among orphanage-reared adolescents. A proactive attitude will help one to complete any task efficiently and effectively. Therefore, a comparative study was conducted to develop proactive attitudes among orphanage-reared adolescents with home-reared adolescents.

OBJECTIVE OF THE STUDY

- (i) To find the level of proactive attitude and its dimensions of orphanage-reared and home-reared adolescents with regard to gender.

- (ii) To find out whether there is any significant difference between orphanage-reared and home-reared adolescents in their proactive attitude and its dimension with reference to gender.

HYPOTHESIS OF THE STUDY

- (i) There is no significant difference between orphanage-reared and home-reared male adolescents in their proactive attitude and its dimension
(ii) There is no significant difference between orphanage-reared and home-reared female adolescents in their proactive attitude and its dimension

METHODOLOGY OF THE STUDY

Survey method is used for the study. The sample of the study has been selected using Simple random sampling technique. Investigator selected 264 adolescents from three districts. Proactive attitude questionnaire was constructed and validated by the investigator and the research supervisor (2020). The investigator has used to descriptive and inferential statistical techniques analysis.

DATA ANALYSIS OF THE STUDY

Objective (i)

To find out the level of proactive attitude and its dimensions of orphanage-reared adolescents with reference to gender.

Table 1 LEVEL OF PROACTIVE ATTITUDE OF ORPHANAGE-REARED ADOLESCENTS WITH REFERENCE TO GENDER

Dimensions	Male (N=168)						Female (N=96)					
	Low		Moderate		High		Low		Moderate		High	
	N	%	N	%	N	%	N	%	N	%	N	%
Prediction	42	25.0	98	58.3	28	16.7	28	29.2	50	52.1	18	18.7
Prevention	32	19.0	107	63.7	29	17.3	17	17.7	66	68.8	13	13.5
Planning	30	17.9	109	64.8	29	17.3	18	18.8	61	63.5	17	17.7
Participation	29	17.3	98	58.3	41	24.4	18	18.7	52	54.2	26	27.1
Performance	42	25.0	98	58.3	28	16.7	28	29.2	51	53.1	17	17.7
Proactive attitude	33	19.6	105	62.5	30	17.9	10	10.4	76	79.2	10	10.4

It is inferred from the above table that among the male orphanage-reared adolescents, 25.0% of them have low, 58.3% of them have moderate and 16.7% of them have high level of prediction.

Among the female orphanage-reared adolescents, 29.2% of them have low, 52.1% of them have moderate and 18.7% of them have high level of prediction.

Among the male orphanage-reared adolescents, 19.0% of them have low, 63.7% of them have moderate and 17.3% of them have high level of prevention.

Among the female orphanage-reared adolescents, 17.7% of them have low, 68.8% of them have moderate and 13.5% of them have high level of prevention.

Among the male orphanage-reared adolescents, 17.9% of them have low, 64.8% of them have moderate and 17.3% of them have high level of planning.

Among the female orphanage-reared adolescents, 18.8% of them have low, 63.5% of them have moderate and 17.7% of them have high level of planning.

Among the male orphanage-reared adolescents, 17.7% of them have low, 58.3% of them have moderate and 16.7% of them have high level of participation.
 Among the female orphanage-reared adolescents, 18.7% of them have low, 54.3% of them have moderate and 27.1% of them have high level of participation.
 Among the male orphanage-reared adolescents, 25.0% of them have low, 58.3% of them have moderate and 16.7% of them have high level of performance.
 Among the female orphanage-reared adolescents, 29.2% of them have low, 53.1% of them have moderate and 17.7% of them have high level of performance.
 Among the male orphanage-reared adolescents, 19.6% of them have low, 62.5% of them have moderate and 17.9% of them have high level of proactive attitude.
 Among the female orphanage-reared adolescents, 10.4% of them have low, 79.2% of them have moderate and 10.4% of them have high level of proactive attitude.

Objective (ii)

To find out the level of proactive attitude and its dimensions of home-reared adolescents with reference to gender.

Table 2 LEVEL OF PROACTIVE ATTITUDE OF HOME-REARED ADOLESCENTS WITH REFERENCE TO GENDER

Dimensions	Male (N=132)						Female (N=132)					
	Low		Moderate		High		Low		Moderate		High	
	N	%	N	%	N	%	N	%	N	%	N	%
Prediction	16	12.1	84	63.6	32	24.3	25	18.9	81	61.4	26	19.7
Prevention	27	20.4	78	59.1	27	20.5	31	23.5	76	57.6	25	18.9
Planning	32	24.2	69	52.3	31	23.5	28	21.2	68	51.5	36	27.3
Participation	32	24.2	74	56.1	26	19.7	26	19.7	80	60.6	26	19.7
Performance	17	12.9	84	63.6	31	23.5	24	18.1	81	61.4	27	20.5
Proactive attitude	21	15.9	89	67.4	22	16.7	22	16.7	87	65.9	23	17.4

It is inferred from the above table that among the male home-reared adolescents, 12.1% of them have low, 63.6% of them have moderate and 24.3% of them have high level of prediction.

Among the female home-reared adolescents, 18.9% of them have low, 61.4% of them have moderate and 19.7% of them have high level of prediction.

Among the male home-reared adolescents, 20.4% of them have low, 59.1% of them have moderate and 20.5% of them have high level of prevention.

Among the female home-reared adolescents, 23.5% of them have low, 57.6% of them have moderate and 18.9% of them have high level of prevention.

Among the male home-reared adolescents, 24.2% of them have low, 52.3% of them have moderate and 23.5% of them have high level of planning.

Among the female home-reared adolescents, 21.2% of them have low, 51.5% of them have moderate and 27.3% of them have high level of planning.

Among the male home-reared adolescents, 24.2% of them have low, 56.1% of them have moderate and 19.7% of them have high level of participation.

Among the female home-reared adolescents, 19.7% of them have low, 60.6% of them have moderate and 19.7% of them have high level of participation.

Among the male home-reared adolescents, 12.9% of them have low, 63.6% of them have moderate and 23.5% of them have high level of performance.

Among the female home-reared adolescents, 18.1% of them have low, 61.4% of them have moderate and 20.5% of them have high level of performance.
Among the male home-reared adolescents, 15.9% of them have low, 67.4% of them have moderate and 16.7% of them have high level of proactive attitude.
Among the female home-reared adolescents, 16.7% of them have low, 65.9% of them have moderate and 17.4% of them have high level of proactive attitude.

Null Hypothesis (i)

There is no significant difference between orphanage-reared and home-reared male adolescents in their proactive attitude and its dimension.

Table 3 DIFFERENCE BETWEEN ORPHANAGE-REARED AND HOME-REARED MALE ADOLESCENTS IN THEIR PROACTIVE ATTITUDE AND ITS DIMENSION

Dimension	Adolescents	N	Mean	SD	Calculated 't' value	Remark at 5% level
Prediction	Orphanage	168	08.72	2.397	29.584	S
	Home	132	17.99	2.907	31.427	S
Prevention	Orphanage	168	15.44	3.665		
	Home	132	34.82	6.295		
Planning	Orphanage	168	12.01	3.116	30.320	S
	Home	132	25.98	5.729		
Participation	Orphanage	168	15.35	3.454	29.819	S
	Home	132	34.20	6.454		
Performing	Orphanage	168	08.75	2.392	65.147	S
	Home	132	17.98	2.854		
Proactive attitude	Orphanage	168	60.26	8.288	10.074	
	Home	132	130.96	10.074		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is significant difference between orphanage-reared and home-reared male adolescents in their proactive attitude and its dimension as the calculated 't' value is greater than the table value. Hence the null hypothesis is rejected.

While comparing the mean scores of orphanage-reared (08.72, 15.44, 12.01, 15.35, 08.75 & 60.26) and home-reared (17.99, 34.82, 25.98, 34.20, 17.98 & 130.96) male adolescents, the home-reared male adolescents are better than the orphanage-reared male adolescents in their proactive attitude and its dimension.

Null Hypothesis (ii)

There is no significant difference between orphanage-reared and home-reared female adolescents in their proactive attitude and its dimensions.

Table 4 DIFFERENCE BETWEEN ORPHANAGE-REARED AND HOME-REARED FEMALE ADOLESCENTS IN THEIR PROACTIVE ATTITUDE AND ITS DIMENSION

Dimension	Adolescents	N	Mean	SD	Calculated 't' value	Remark at 5% level
Prediction	Orphanage	96	08.72	2.503	23.968	S
	Home	132	17.33	2.899		
Prevention	Orphanage	96	15.39	3.468	28.795	S
	Home	132	34.49	6.448		
Planning	Orphanage	96	12.02	3.225	24.682	S
	Home	132	26.58	5.626		
Participation	Orphanage	96	15.47	3.630	29.815	S
	Home	132	35.11	6.260		

Performing	Orphanage	96	08.65	2.492	24.040	S
	Home	132	17.34	2.955		
Proactive attitude	Orphanage	96	60.24	6.215	63.239	S
	Home	132	130.86	10.559		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is significant difference between orphanage-reared and home-reared female adolescents in their proactive attitude and its dimension as the calculated 't' value is greater than the table value. Hence the null hypothesis is rejected.

While comparing the mean scores of orphanage-reared (08.72, 15.39, 12.02, 15.47, 08.65 & 60.24) and home-reared (17.33, 34.49, 26.58, 35.11, 17.34 & 130.86) female adolescents, the home-reared female adolescents are better than the orphanage-reared female adolescents in their proactive attitude and its dimension.

FINDINGS OF THE STUDY

1. Orphanage-reared male and female adolescents have the moderate level of proactive attitude and its dimensions.
2. Home-reared male and female adolescents have the moderate level of proactive attitude and its dimensions.
3. Significant difference exists between orphanage-reared and home-reared male adolescents in their proactive attitude and its dimension. While comparing the mean scores, the home-reared male adolescents are better than the orphanage-reared male adolescents in their proactive attitude and its dimension.
4. Significant difference exists between orphanage-reared and home-reared female adolescents in their proactive attitude and its dimension. While comparing the mean scores, the home-reared female adolescents are better than the orphanage-reared female adolescents in their proactive attitude and its dimension.

INTERPRETATION OF THE STUDY

1. Orphanage-reared and home-reared male and female adolescents have the moderate level of proactive attitude and its dimensions. This may be because adolescents don't wait for things to get achieved they want, they make a low conscious effort to take the right set of slow actions and get what they want.
2. A significant difference exists between orphanage-reared and home-reared male adolescents in their proactive attitude and its dimension. While comparing the mean scores, the home-reared male adolescents are better than the orphanage-reared male adolescents in their proactive attitude and dimension. This may be because,
 - i. Proactive attitude in the dimension of prediction, male adolescents see parenting behaviours and styles of activities.
 - ii. Proactive attitude in the dimension of prevention, some parents may use a prevention-oriented style.
 - iii. Proactive attitude in the dimension of planning their parents use a planning, and anticipatory guidance tools.
 - iv. Proactive attitude in the dimension of participation, the participation of male adolescents was voluntary and anonymous.
 - v. Proactive attitude in the dimension of performance, in terms of higher expectations of family members, and the support of parents, male adolescents perform well in their activities.
3. A significant difference exists between orphanage-reared and home-reared female adolescents in their proactive attitude and its dimension. While comparing the mean scores, the home-reared

female adolescents are better than the orphanage-reared female adolescents in their proactive attitude and dimension. This may be because,

- i. The proactive attitude in the dimension of prediction, this difference is bridged by the increase in the perceived level of support, and the female adolescents at home show a higher level of work involvement.
- ii. Proactive attitude in the dimension of prevention, there is a sense that the family prevented the female adolescents from starting down a "wrong" path; it can help them from having that choice leading to good consequences.
- iii. Proactive attitude in the dimensions of planning, parental monitoring in adolescence likewise reflects elements of anticipation and planning in terms of structured rules and regulations and in "behaviour tracking".
- iv. Proactive attitude in the dimension of participation found that with the increase in social support, the level of active involvement of home-reared female adolescent's increases slowly.
- v. Proactive attitude in the dimension of performance female adolescents perform on the type of parental practice received.

RECOMMENDATION OF THE STUDY

To help orphanage-reared adolescents to concrete connections between past and future events; teacher should also follow-up questions with an explanation. Ask them to point out clues that support their prediction, or see if they can connect a past event to a present one. Moreover, orphanage-reared adolescents should model different ways to make predictions, invite students to explain their predictions, encourage students to comment on each other's ideas and help children to decide what to try and to make a plan.

Orphanage-reared adolescents should break the academic task down step-by-step that is big projects can seem overwhelming at first. Break academic tasks into smaller steps and divide steps over time. This makes academic tasks that seem large become more manageable. Moreover plan down that is whether orphanage adolescent's students use a wall calendar, a school agenda, or a phone app, write down the plan. Writing an academic task down relieves stress because no longer need to hold the details in mind. Plus, writing a task out helps the mind better remember that information.

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