



# Personality and Skill Development Programs under Family Based Care and Role of Media among SOS Children

Jasdeep Kaur

**Abstract:** *SOS children's village helps to enlarge their children's individual abilities, interests, recognition and talents. The aim of SOS village is to focus on the provision of quality care to children in villages and to prevent abandonment of children in the community. Under its roof, children enjoy a real sense of security and belonging and use all the facilities provided by SOS Children's Villages such as food, shelter, clothing, health services and media needs television, newspapers, radio, internet and computer lab etc. In every house one newspaper, one television is available for SOS children and mobile phone for those children who are studying in under- graduation and post-graduation courses. Here, we can say that the journey of mankind started expansion of vocal chords, development of spoken language and then the written language. Finally, when we experimented with printing machines, we set ourselves on the path of progress through mass media. Eventually we got audio – visual expression of our ideas and thoughts through electronic media. Today we are in the midst of new media which has led us to the virtual space. This study is an attempt to understand and explain how the personality development programs and vocational training courses along with the media exposure have been contributing in their capacity building.*

**Key Words:** *personality, skill, development, media, SOS children.*

## I. INTRODUCTION

SOS village is based on four principles i.e. the SOS mother, the sisters and brothers, the family house and the framework of the concept of their work at the SOS children's villages. Every SOS mother builds a close relationship with her child who is assigned to her. SOS mother lives together with her children, guides their development and runs her household independently. Girls and boys of different ages live together as brothers and sisters, with natural brothers and sisters always staying within the same SOS family. In every house is the family's home, with its own unique feeling, rhythm and routine. SOS children's village provide the facility to access the media; can attend vocational training courses, recreational activities, achievements in various fields being attended by the SOS children.

### Significance of the problem

This study "**Personality and skill development programs under family based care and role of media among SOS children**" is based on a survey conducted on SOS Children's Village.

All the children who are living in SOS families have access to quality education from kindergarten through university or vocational training. SOS Children's Villages also provide children and young people with access to non-formal education through child group activities, play, tutoring and stimulating informal education environments that support a child's development.

SOS Vocational Training Centers offer courses and apprenticeships in trades, industries and various service branches such as car mechanics, carpentry, printing, plumbing, electrical engineering, home economics, commerce, agriculture, and information technology. Thus, this research paper deals with explaining how frequently SOS children are using media, vocational training and personality development skills.

### Objective of the study

1. To study the SOS village focuses on personality and skill development.
2. To evaluate the satisfaction levels in terms of basic facilities and amenities in SOS Village.
3. To study the media literacy among SOS children.

### Methodology

**Research Design:** For this research study descriptive research is used.

**Method:** A survey is carried out to provide both quantitative and qualitative approach to the research.

**Tool:** questionnaire is best suitable tool to for data collection.

### Sample Size:

The sample size of 100 children i.e. 50 boys and 50 girls selected for this study. The researcher had selected SOS Children's Village Rajpura is a non- government organization to carry out the research. It includes 14 family houses for 217 children, a Kindergarten which takes care of pre-school education and prepares children for formal schooling, library, computer lab, workshop, dispensary and sports facilities which are all a part of the Village facility. ([www.sos-children-s-village-rajpura](http://www.sos-children-s-village-rajpura))

### Sampling:

The researcher has used the stratified random sample i.e. population has divided into two groups boys and girls, allocation of equal quota to the state was done to ensure that the findings could be generalized for the whole of SOS children's villages of India.

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II. DATA ANALYSIS & INTERPRETATION

Vocational training courses being attended by the SOS children.

Table No. 1

Vocational training courses	Boys	Girls
Painting	20%	80%
Home Economics	24%	76%
Agriculture	84%	16%
Car Mechanics	90%	10%
Plumbing	90%	10%
Printing	70%	30%
Electrical Engineering	90%	10%
Sewing	10%	90%

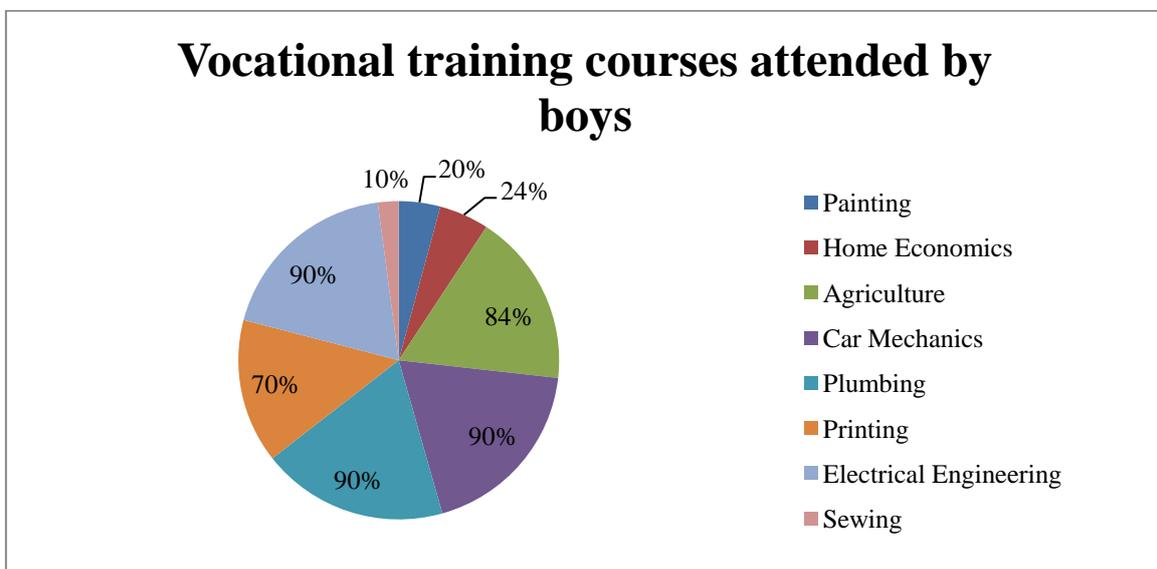


Figure 1.1

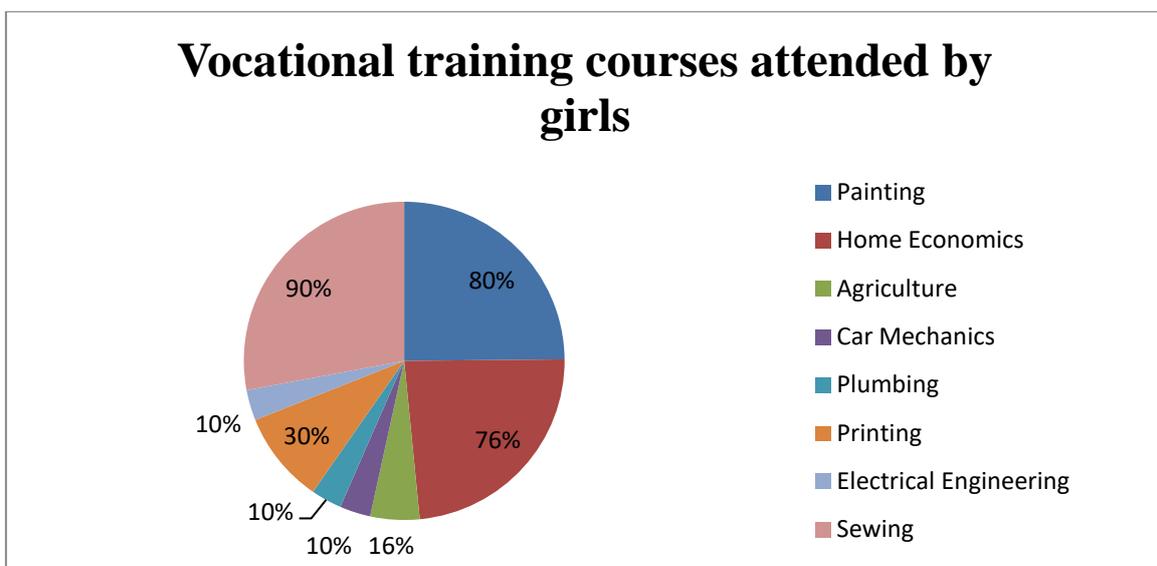


Figure 1.2

In the table above only those courses have been included which are mentioned by SOS websites. Majority of the boys said that they have attended agriculture, plumbing, electrical engineering and car mechanics as vocational training courses in SOS Children’s Village. Similarly, maximum girl respondents have attended sewing, painting and home economics as vocational training course. Therefore it can be said that most of children in SOS village are well aware of attending vocational training courses. According to Benjamin Mbeba (2015) in his research paper “Provision of Vocational Skills Education to Orphans: Lessons from Orphanage Centres in Dar es Salaam City, Tanzania” analyses the data a from a study that investigated the SOS children achievements in various fields.

efficacy of vocational skills training provided to orphans from three orphanages in Temeke District, Dar es Salaam. The three orphanage centers that were studied are Kurasini National Children Home, Saudia and Don Bosco Vocational Centre. The sample comprised of 45 orphans, an official from the Department of Social Welfare in Temeke District, and two officials from the orphanage centers. The type of actors involved in providing vocational skills training to orphans, type of vocational skills training provided and the effectiveness of vocational skills training were explored. Vocational skills training that are offered at the orphanages centers are tailoring, carpentry, driving, welding and fine and performing arts.

Table No. 2

Areas	Participated but not get any Award/Scholarship		Received Award/Scholarship	
	Boys	Girls	Boys	Girls
Education	18%	24%	26%	32%
Literature	34%	34%	16%	16%
Sports	8%	10%	42%	40%
General Knowledge	30%	38%	20%	12%
Extra-Curricular activities	40%	30%	10%	20%

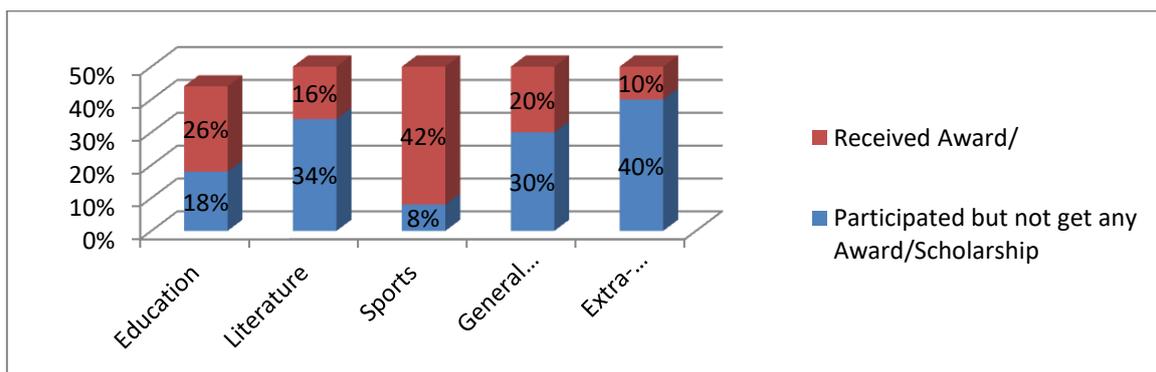


Figure 2.1 represents the achievements of SOS boys

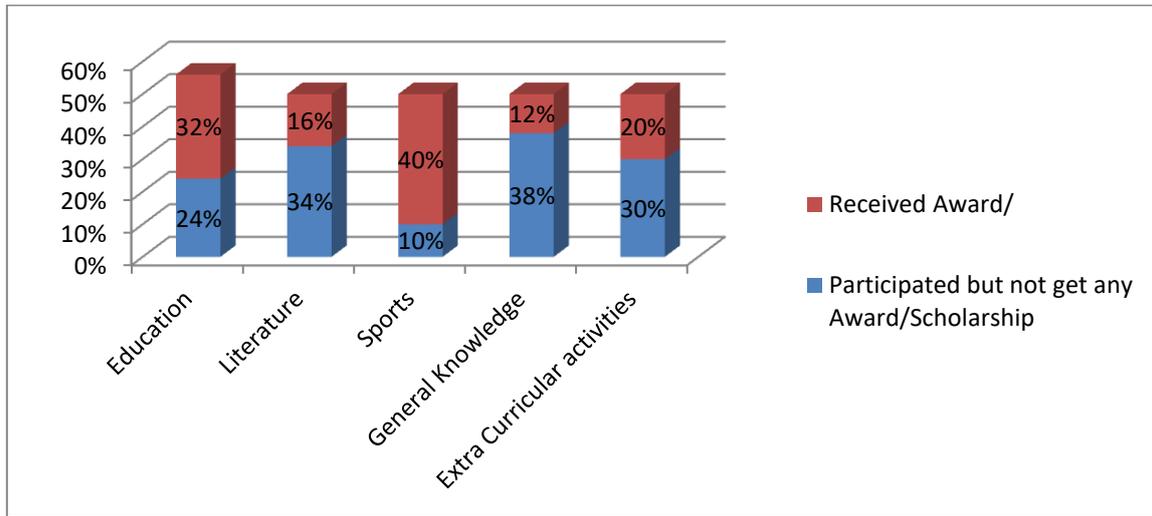


Figure 2.2 represents the achievements of SOS girls

The maximum respondents received scholarships and awards in sports activities. The researcher observed that three special children namely Dolly, Shruti and Vijay participated in Los Angeles 2015. In this tournament Dolly won Silver medal in 5kms and Bronze medal in 10kms time trail. It is surprising to know that she also won two Gold and two Silver medals at national level in cycling. The deaf and dumb child Shruti won Gold medal in special match at LA 2015. Moreover, the third candidate Vijay stood fourth in Football tournament. 32% girls received the scholarship for education. The researcher also found that a Girl named as Reema received the scholarship of 80,000 from Gujarat Education Board. 40% boys have participated in poems and essay writing but they did not get any award/scholarship in literature activities. Only 10% boys have participated and received award for poems and essay writing in literature activities. Whereas 40% boys and 30% girls participated in extra- curricular activities such as Yoga, dancing, painting and drawings competitions and won awards.

According to Daniela Rodrigues, Cristina Padez1 and Aristides M Machado-Rodrigues (2017) in their research paper “Active parents, active children: The importance of parental organized physical activity in children’s extracurricular sport participation” analyses the parental participation in organized and unorganized physical activity was associated with children’s participation in extracurricular sport. The sample comprised 834 parents and their children, living in central Portugal. Having both parents active was significantly associated with frequent participation in more sports both in girls and boys but a strong relation according to gender was found. The odds of boys practicing more than one sport and more times per week were higher if they had an active father. Girls with physically active mothers, particularly with mothers practicing organized

Satisfaction levels of SOS children

Table No. 3

List of basic facilities	Excellent		Very good		Good		Satisfactory	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1.Clean & Fresh water	70%	80%	16%	8%	8%	6%	6%	6%
2.Healthy & Nutritious food to eat	70%	80%	20%	8%	6%	6%	4%	6%
3.Peaceful shelter	44%	60%	12%	20%	30%	10%	14%	10%

4.Good clothes to wear	64%	72%	16%	18%	10%	6%	10%	4%
5.Sanitation facilities	66%	82%	20%	8%	10%	6%	4%	4%
6.Health & Medical facilities	74%	80%	22%	4%	2%	6%	2%	10%

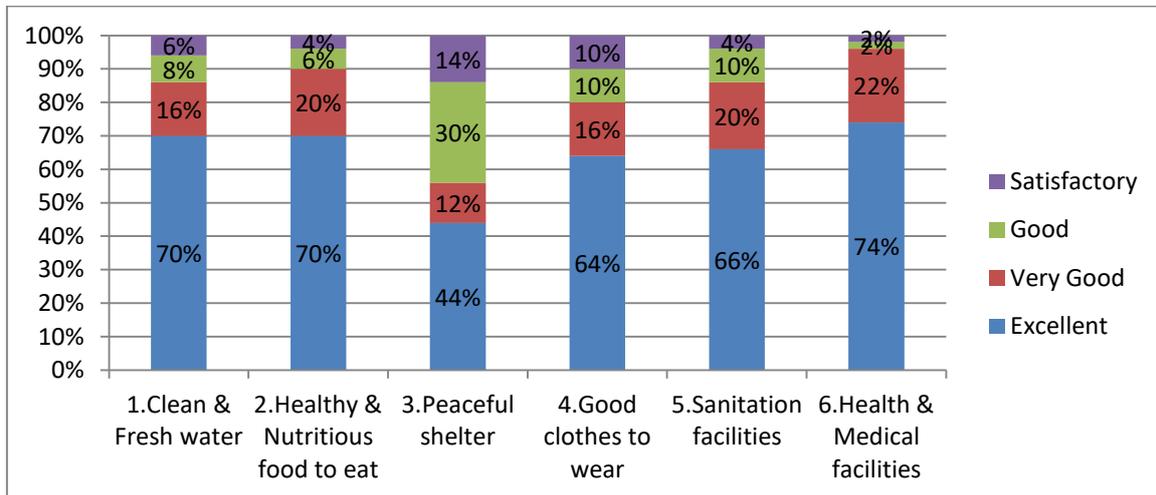


Figure 3.1 represents the response of SOS boys

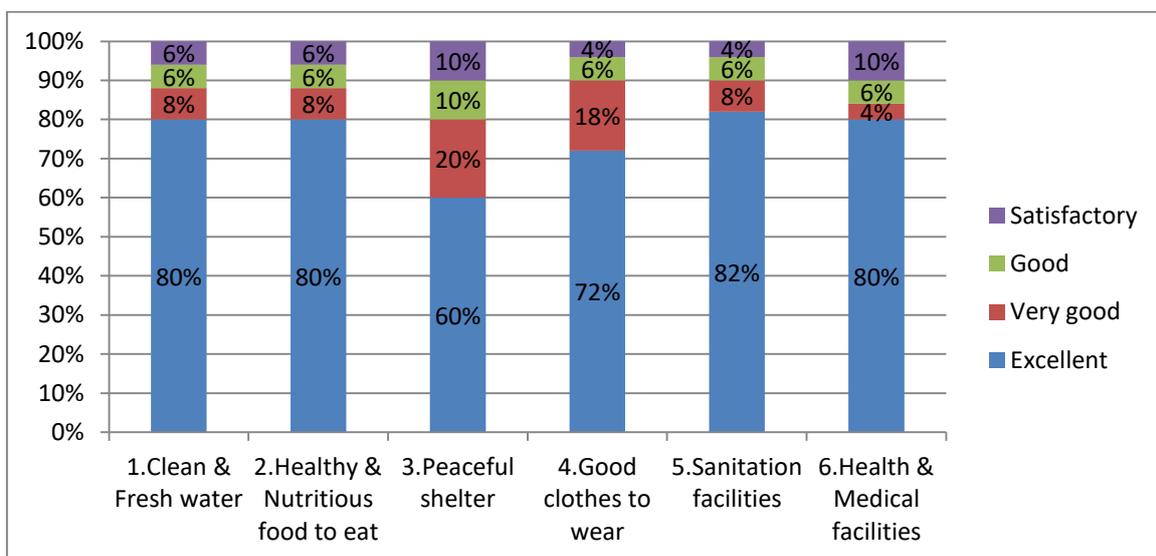


Figure 3.2 represents the response of SOS girls

More than 70% SOS children have rated their basic facilities such as Health & Medical facilities, clean & fresh water and healthy & nutritious food to eat, good clothes to wear and sanitation facilities as Excellent provided by SOS Children’s Village. These all basic facilities are becoming helpful in social psychological development of the children. According to **John Stover, Lori Bollinger, Neff Walker and Roland Monasch (2007)** in their research paper “**Resource needs to support orphans and vulnerable children in sub-Saharan Africa**” mentioned that children need various types of support ranging from those things necessary for survival,

such as food and health care, to those interventions that will provide a better quality of life in the future such as education, psychosocial support and economic self-sufficiency.

In the first step they discuss about food and clean water which are most basic needs for all children. In the second step, they focus on the need of health care services which includes childhood immunizations and vitamin supplements for children under five,



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routine health care for all and reproductive health services for older children aged 10–17. In some countries health care is free for all children or for the youngest children. In the third step they mention the requirement of education which also includes school fees where they exist, funds required for uniforms, books and other supplies, and special fees. In the fourth step, they noticed the family/home support which

includes clothes, shoes and economic self-sufficiency. In the fifth step they focus on the community support which provide the identification of vulnerable children and funding for community workers who can assess needs, organize support and provide some counselling and individual support.

### Social responsibility goals of the respondents

Table No. 4

Want to do for the society	Boys	Girls
Give shelter to poor people	78%	22%
Provide awareness to avoid Alcohol consumption	84%	16%
Stop discrimination	66%	34%
Grow more trees	72%	28%
Social Service	30%	70%
Make old age ashrams	50%	50%
Follow the Swachh Bharat Abhiyan	78%	22%

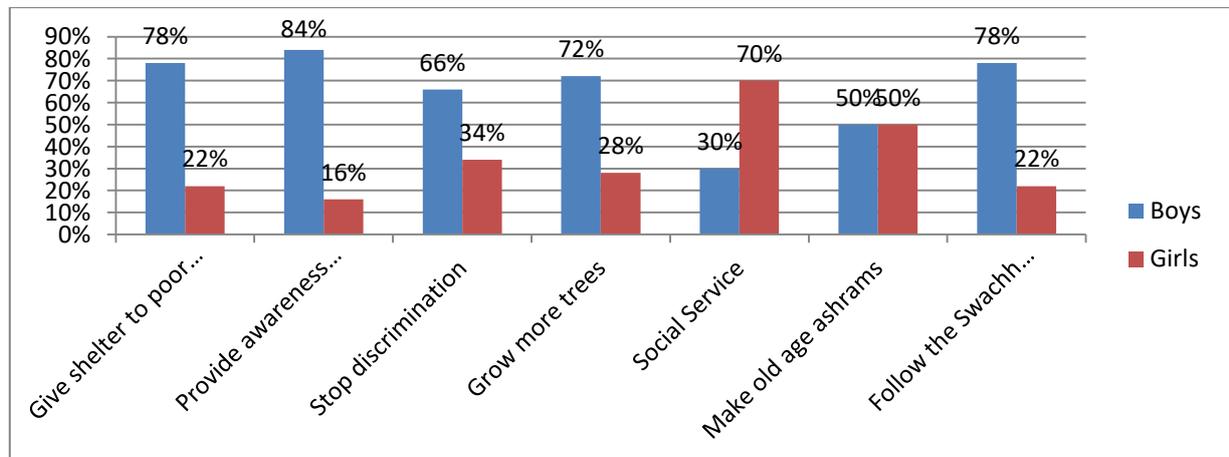


Figure 4.1

84% boys said that they want to aware the people to avoid alcohol consumption as their social responsibility goal. Moreover, 78% boys think that they will provide home to poor people and follow the cleanliness awareness campaigns such as Swatchh Bharat Abhiyan as their social responsibility goal in case they get capable for that. More than 70% boys love to grow more trees. However, 70% girls want to do work for the welfare of the societies. The researcher further explains that half of the girls were interested in making old age ashrams for the old age persons.

Self-assessment by the SOS children regarding their stronger points.

Table No. 5

Strength	Boys	Girls
Cricket	88%	12%
Football	84%	16%
Basketball	90%	10%
General Knowledge	30%	70%
Painting	36%	64%
Weight Lifting	90%	10%
Singing	50%	50%
Dancing	40%	60%
Self- Confidence	82%	18%

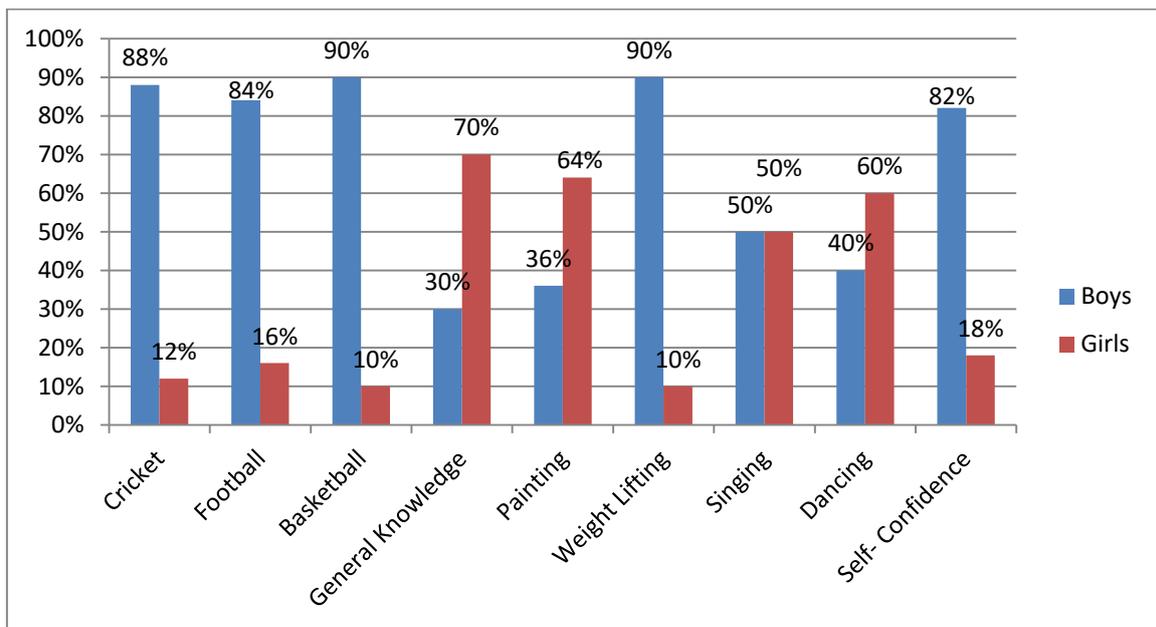


Figure 5.1

More than 80% of the SOS boys love to play sports games such as Basketball, Football and Cricket as their hobby. 90% of the boys' respondents do weight lifting. Besides, some of the boys also consider self – confidence as their strong point. Therefore it can be said that boys of SOS Children's Village are very fond of sports as well as conscious about their physical fitness. However 70% of the girls consider

general knowledge as their strength. The researcher also observed that the girls of SOS children's village are securing more than 90% marks in their classes and stood first, second and Third positions. More than 60% girls like to do dancing and painting. It is interesting to know that girls of SOS village are also participated in the Dance Talent Hunt shows as well as many painting competitions every year.

The fear factors / weaker points of SOS respondents.

Table No. 6

Weakness	Boys	Girls
Study	72%	28%
Short Temper	40%	60%
Can't stay away from their SOS mother	80%	20%
Lack of punctuality	90%	10%

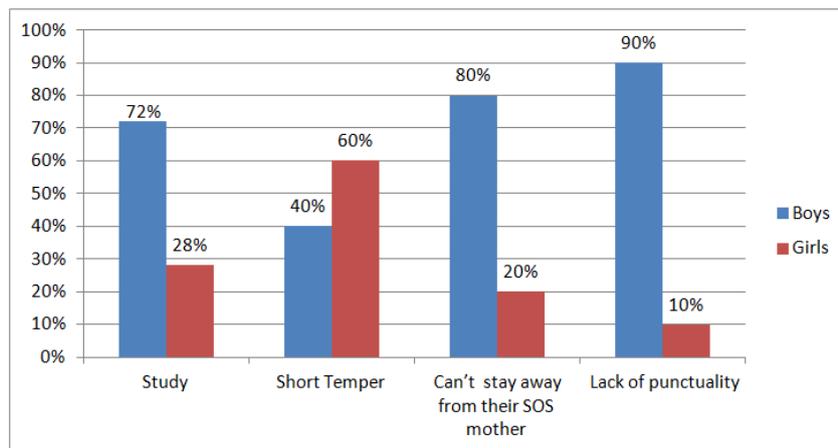


Figure 6.1

90% of the SOS boys admit that they are not punctual in their daily routine activities. 80% boys say that they are just afraid of the thought that one day they would have to go away from their SOS mother. Moreover More than 70% boys feel that they are weak in some subjects. The researcher observed that SOS Children village is providing the facilities of tuitions for weak students. Surely this provision will become helpful in improving their weak points from the subjects by taking tuitions from brilliant

tutors. 60% of the girls feel that they are very emotional and get easily hurt by others. **Ravneet Kaur, Archana Vinnakota, Sanjibani Panigrahi & RV Manasa (2018)** in their research paper “ **A descriptive study on behavioral and emotional problems in orphans and other vulnerable children staying in institutional homes**” explore that emotional and behavioral problems can present as sadness, having difficulty in forming friendships with many children, frequent lying, crying, shouting and stealing etc.

Time spent on media by SOS children.

Table No. 7

Media	1-3 hour		3-5 hour		More than 5 hours	
	Boys	Girls	Boys	Girls	Boys	Girls
Television	24%	54%	6%	4%	8%	4%
Newspaper	34%	20%	10%	16%	8%	12%

Radio	44%	18%	12%	10%	8%	8%
Internet	22%	18%	32%	12%	10%	6%

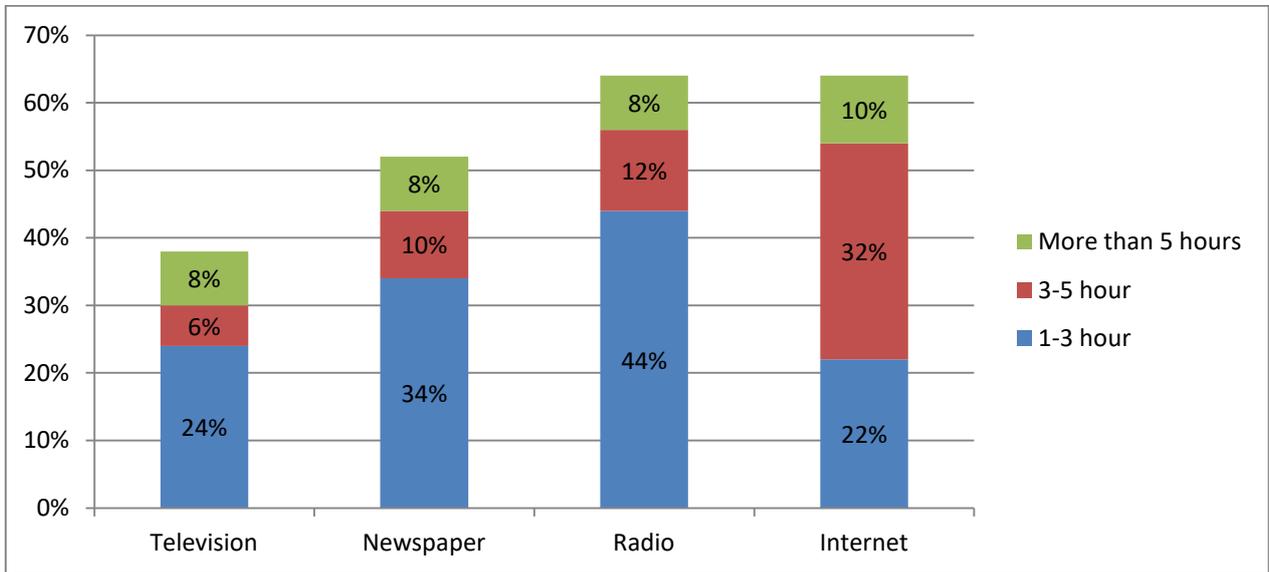


Figure 7.1 represents the time spent on media by SOS boys

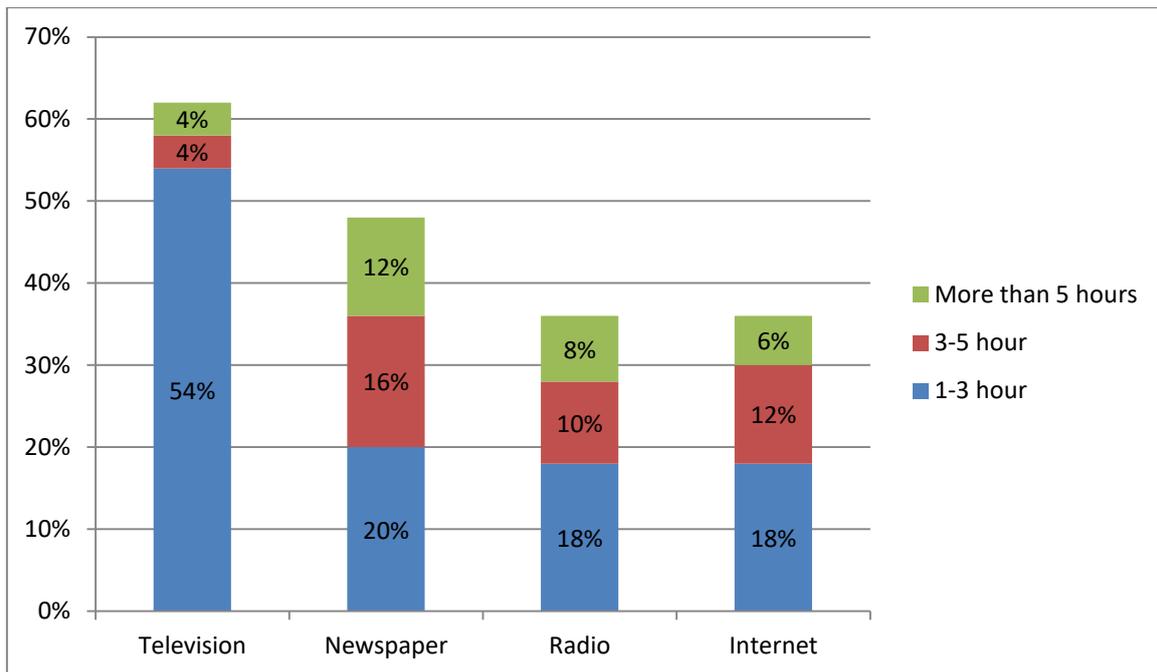


Figure 7.2 represents the time spent on media by SOS girls

44% boys listen FM radio for news and entertainment purposes. 34% boys spent 1- 3 hour on reading the newspapers. The SOS Children’s village organization provided the facilities of various newspapers such as The Tribune, The times of India, Ajit and Hindustan Times etc. in different language for the SOS students. The researcher observed that every house contain 4- 5 newspapers in English, Punjabi and Hindi language. As compare to boys

girls are spending more time on Television. They watch television for 1-3 hour regularly. Thus the data clearly shows that girls in SOS Children’s Village spend a significant amount of time in watching Television. It shows the importance that media has a great hold in the lives of boys in SOS Children’s village.

The media which the SOS children consider more informative and educative.

Table no. 8

Media	Boys	Girls
Radio	60%	40%
Newspaper	40%	60%
Television	34%	66%
Internet	50%	50%

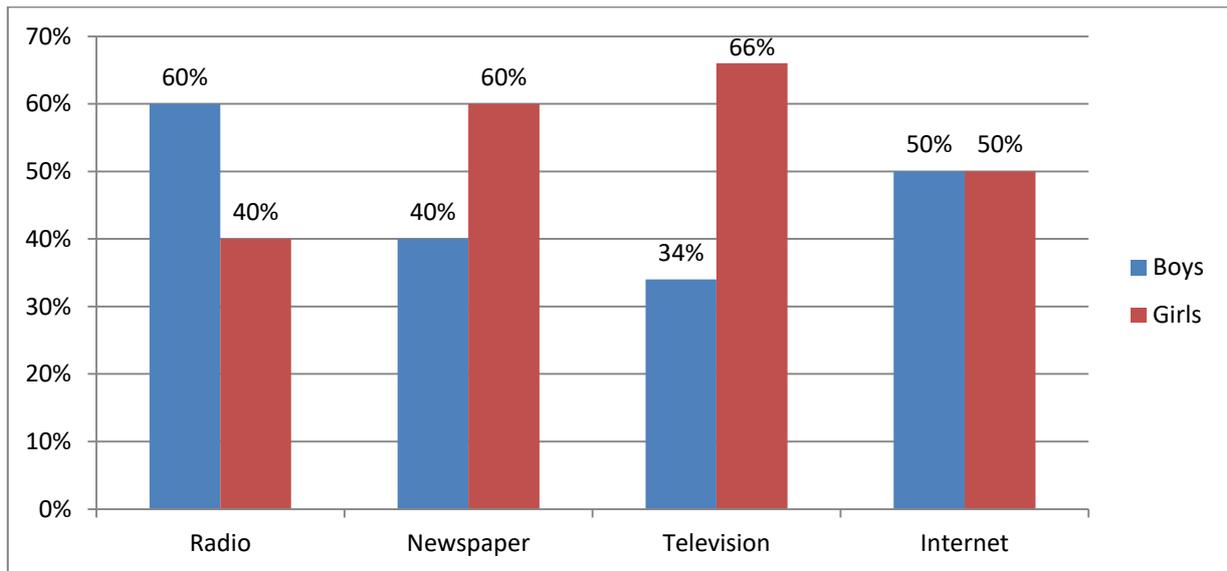


Figure 8.1

The data in Table No.8 and Figure 8.1 indicates that 66% girl respondents consider Television as the most informative and educative media. On the other hand, 60% boys believe that Newspapers are the most inspiring media because newspapers provide the children vast knowledge through its latest news, editorials and op-ed page. 50% boys and girls find Internet as most entertaining medium i.e. provides songs, video games and social networking sites etc. Thus the data clearly shows that Television is the most inspiring media among male and female of SOS Children.

III. CONCLUSION

SOS helps children to recognise and express their individual abilities, interests, and talents and also ensure that children receive the education and skills training that need to be successful and contributing members of the society. The findings here justifies that SOS villages are taking good care of the needs of these parentless children.

All these children are connected to the rest of world through mass media. This data has been collected to find out the role of mass media in the lives of SOS children. Harold Lass well (1948) argued that the media has three major functions i.e. surveillance of the environment, correlation of the parts of the society and transmission of the culture. Communication experts say that individual use mass communication for surveillance, decision- making, social and cultural interaction, diversion and self-understanding.

The mass media includes Radio, Television, Books, Films, Magazines and Internet. This implies that both boys and girls spend significant amount of time to spend on television. A good number of boys and girls when asked about the usage of Internet they were too spontaneous in denying that as if it was something wrong to access the Internet, but when enquired by the researcher about social networking sites they replied that “Facebook”. Facebook is not possible without Internet. Children were not ready to reveal that they had mobile phones but surely they did know about all the functions of mobile phones. All the boys and girls of SOS Children’s Village are allowed to buy mobile phone after the completion of 12<sup>th</sup> class. All these findings that media has prominent place in the lives of these children. This is their window to reach of the world. Media is playing a key role in information, education and entertainment. Media can play an important role in their personality development.

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