CHAPTER –III

INTERPRETATION AND DISCUSSION OF RESULTS
“A childhood spent in institution does not prepare the child for a meaningful life outside it, no matter how good or well run the institution is. Social workers and nurses can never replace or substitute the warmth and sense of belonging which only a family can give.”

Verman (1999)

Children from difficult circumstances have deficit of emotional supplies, care and protection. Lack of adequate care and protection predisposes them to greater exploitation, abuse and abandonment, as well as, neglect. These marginalized children are at times institutionalized and at other times left to fend for themselves. Institutionalization and after care homes although have specific purpose of rehabilitating and facilitating the mainstreaming of these children yet to what extent they are able to fulfill the special needs of these children is a question to be answered. At some places the rigidity of personality and or inability to change appropriately has emerged as a result of institutionalization while in some other studies feelings of isolation, emptiness, no one cares for me, one has to fight for surviving are the mind sets which have emerged as typical mindsets in people with long history of institutionalization.

Any attempt to bring about better supply of psychosocial support to these children in children home would in the first place require the state of art to be understood. The present research is a step in this direction. An effort to get an idea about the felt well-being and relational comfort has resulted in this research. The purpose of the study was to explore the mental health, self image and self -other relatedness of children living in Protective Homes. Hence the results are being discussed in three sections-

- **Section one – Mental Health**
- **Section two – Self image**
- **Section three – Self – other relatedness**
SECTION ONE – MENTAL HEALTH

Childhood is a period of rapid pace of growth at all developmental levels. Many theorist be it Freud, Mahler, Erickson, Piaget have emphasized that the first few years of life are the most crucial years of life. Care, nurturance, emotional warmth, encouragement, security and support from parents or significant others during this period is detrimental to development later in life. Contrary to this, maltreatment by significant others, deprivation of basic necessities, exposure to violence and abuse, absence of parents and significant others, poverty, broken relationships and other adverse circumstances during this period can have long lasting effects not only on the child’s physical development but also on his or her Mental Health. It is widely accepted that most of the mental health problems have childhood antecedents. Therefore in the present research an attempt has been made to explore the Mental Health of these children living in Protective Homes. In the present research mental health has been measured at two levels. First, in terms of felt states and perceptions measured through Interview Schedule and second, in terms of intellectual functioning measured through Standard Progressive Matrices. First of all results pertaining to felt states and perceptions obtained through interview schedule are being discussed.

1. **Felt states and perceptions**-

   Interview schedule used to explore the felt states and perceptions was divided in the following three sections-

   - **SECTION – I**  
     Life at one’s own Home
   - **SECTION – II**  
     Life at Protective Home
   - **SECTION – III**  
     Mental Health

SECTION – I - LIFE AT ONE’S OWN HOME

Life spent by these children in their own home is of significant importance in understanding the present state of reality and mental health of these children. In this section information has been sought for the issues like – experience of parents, perception of family, awareness of the parent’s present status and significant others
sought for in the family. The results obtained pertaining to each are being discussed here-

I-A) EXPERIENCE OF PARENTS

Parents play a very detrimental role in the child’s overall development. Nurturance and care provided by the parents in the child’s formative years act as a buffer throughout his or her life. The questions asked here were-

-“क्या आप ने अपनी मां को देखा है ?”

-“क्या आप ने अपने पापा को देखा है ?”

The content analysis of the obtained responses brought forth four response categories (appendix –A, table-1). Figure 3.1, clearly shows that predominantly 77.45% of the sample had experience of mother and father both, viz.-
This finds support by Shukla (2007) and Shukla (2006). Further similar results were found in terms of gender too.

I-B) **PERCEPTION OF FAMILY**

Perception of parents, perception of home environment, dominant feeling at home, comfort and discomfort zones in family were explored under this.

i) **Perception of parents**

How a child perceives his or her parents reflects the child’s relationship and emotional bonding with them. Hence the questions asked were-

-“मां कैसी लगती हैं?”

-“पिता जी कैसे लगते हैं?”

![Figure 3.2(i) Perception of Parents](image-url)

**FIGURE- 3.2 (i) PERCEPTION OF PARENTS**
The content analysis of the obtained responses brought forth five response categories (appendix –A, table -2-i). Figure however highlights the most dominant response categories. Results obtained clearly show that **59.80% of the children reported that they liked their father and 74.50% of the children reported that they liked their mothers**, viz.-

-“वाप अच्छे लगते हैं।”
-“मैं अच्छी लगती हैं।”

The findings get empirical support from Shukla (2007) and Shukla (2006). Across gender similar trend of findings was observed. However more girls (74%) than boys (46.15%) reported their liking for their fathers. The difference was found significant at .01 level.

**ii) Perception of home environment**-

Security, emotional warmth, care, strength provided by the family members helps in building the relationship with self and others later in life. On the other hand, if this support is missing from the child’s family environment then that can lead to serious conflicts and disorders. The question asked was-

-“घर का माहौल कैसा था ?”
The content analysis of the obtained responses brought forth four response categories (appendix – A, table -2-ii) 50% of the sample reported that their home environment was good, viz.-

"अच्छा था।"

Similar results were found on the researches done on orphans (Shukla, 2007 and Shukla, 2006). With reference to gender girls predominantly perceived it as good and boys predominantly perceived it as bad. It is important to note here that in comparison to a mere 6% of A2, 36.53% of A1 reported that their home environment was bad. The difference being significant at .01 level.

iii) Dominant feeling at home-
How a child feels at home is a direct reflection of his or her relationship with his or her significant others. The question asked here was-

"घर में कैसा लगता था ?"
When the responses were content analyzed it brought forth four response categories (appendix – A, table -2-iii). As is evident from the figure majority of the children (69.60%) reported that they felt good at home, viz.

- “अच्छा लगता था”

Findings of Shukla (2007) support this. Further in terms of gender similar results were found.

iv) Comfort zone-

Comfort zone provide an insight about things with which the child is positively associated and feels comfortable. The question asked was-

- “घर में क्या अच्छा लगता था?”

<table>
<thead>
<tr>
<th>Response category</th>
<th>Total</th>
<th>A1 (Boys)</th>
<th>A2 (Girls)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities</td>
<td>33.13%</td>
<td>36.36%</td>
<td>30.33%</td>
</tr>
<tr>
<td>Persons</td>
<td>12.65%</td>
<td>6.49%</td>
<td>17.97%</td>
</tr>
<tr>
<td>Everything</td>
<td>16.86%</td>
<td>15.58%</td>
<td>17.97%</td>
</tr>
</tbody>
</table>

FIGURE- 3.2 (iv) COMFORT ZONE
The content analysis of the obtained responses brought forth sparsely distributed nine response categories (appendix –A, table -2-iv). The most dominant ones however are being depicted in the figure 3.2 (iv).

Figure clearly shows that 33.13% of the children liked activities like playing, roaming, etc., viz.

-“खेलना अच्छा लगता था !”

“घूमना अच्छा लगता था !”

With reference to gender similar results were obtained. In comparison to A1 (6.49%) more A2 (17.97%) included persons in their comfort zone (the difference being significant at .02 level). Absolute mindset reflected marginally as liking for everything in both A1 and A2, the latter being slightly ahead of the former. In addition more boys (16.88%) were unaware of what they liked in their families than their counterparts (4.49%). This difference was found significant at .01 level.

v) Discomfort zone-
Discomfort zone in the family elucidates areas in which the child feels uncomfortable and association with which arouses negative emotions in the child. The question asked was-

-“घर में क्या अच्छा नहीं लगता था ?”

<table>
<thead>
<tr>
<th>Response category</th>
<th>Total</th>
<th>A1 (Boys)</th>
<th>A2 (Girls)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic violence</td>
<td>30.47%</td>
<td>34.54%</td>
<td>26%</td>
</tr>
<tr>
<td>Nothing</td>
<td>24.76%</td>
<td>10.90%</td>
<td>40%</td>
</tr>
<tr>
<td>Do not know</td>
<td>16.19%</td>
<td>25.45%</td>
<td>6%</td>
</tr>
</tbody>
</table>

FIGURE- 3.2 (v) DISCOMFORT ZONE
The obtained responses were sparsely distributed over ten response categories (appendix –A, table -2-v). As is evident from the figure, 30.47% of the children disliked the violence in their families, viz.:

-“लड़के झगड़ा खराब लगता था।”
-“दरु फिरे मारकर खराब लगता था।”

Surprisingly 24.76% of children denied having disliked anything, viz.:

-“कुछ भी खराब नहीं लगता था।”

With reference to gender, more girls (16%) disliked persons in their families than their counterparts (1.81%). Difference was found significant at 0.01 level. In addition to this more A2 (40%) denied having disliked anything than their counterparts (10.90%). This difference was also found significant at 0.01 level.

I-C) AWARENESS OF THE PARENT’S PRESENT STATUS

Present residing place of parents and their occupation were explored here.

i) Present residing place of parents-
Knowledge about the present residing place of parents of these children help us in understanding the background of these children in greater depth. The question asked was:

-“वह वहाँ कहाँ हैं?”
The content analysis of the obtained responses brought forth five response categories (appendix –A, table -3-i). As is evident from the figure 42% to 43% of children reported that their parents were at home, viz. -“घरेलू मे हूँ ।”

In addition to this almost 32% to 34% of children were unaware of the whereabouts of their father and mother, viz. -

“पता नहीं कहीं रहते होंगे ।”

Similar trend emerged with reference to gender too.

ii) Parent’s occupation

Information related to the parent’s occupation provides more insight into the context of these children. Therefore the question asked was-
When the responses obtained on this dimension were content analyzed, it brought forth five response categories (appendix –A, table -3-ii). Figure however highlights only the dominant response categories. It is clearly evident that 58.82% of the children’s father are semi skilled labourers or are employed in farms, viz.-

-“क्या करते हैं वे (मां/बाप) ?”

-“खेती करते हैं”

-“लेखा लगाते हैं”

Surprisingly 57.84% of the sample reported that they were unaware of their mother’s occupation, viz.-

-“लड़की पता क्या करती हैं”
On analyzing the data in terms of gender similar picture emerged.

I-D) SIGNIFICANT OTHERS SOUGHT IN FAMILY

Reaching out to others particularly elders reflect the emotional proximity of the child. Therefore the issues probed here were the persons approached for physical supplies and various emotional states while living in the family. The results obtained have been subsumed in the figure 3.4, highlighting the most dominant response categories for eight issues-

a) “जब कोई चीज चाहिए होती थी तो किससे मांगते थे ?”
b) “जब कोई परेशानी होती थी तो किससे कहते थे ?”
c) “जब छोटे थे तो रात में किसके साथ सोते थे?”
d) “जब उदास होते थे तब किसके पास जाते थे ?”
e) “जब खुश होते थे तब किसके पास जाते थे ?”
f) “ठर लगने पर किसके पास जाते थे ?”
g) “मुस्सा आने पर किससे कहते थे?”
h) “बिना पढने पर किसके पास जाते थे ?”

The detail tables for all the eight issues are given in appendix –A, table – 4(a,b,c,d,e,f,g,h).
When asked about the person approached when in need of something, during problem, for sleeping with and when sick, children predominantly reached out to their mothers (24.54%, 31.25%, 43.92% and 24.50% respectively), viz. -

-“अम्मी से 1”
-“अम्मा के पास 1”

FIGURE- 3.4 SIGNIFICANT OTHERS SOUGHT IN THE FAMILY
This gets empirical support from Singh (2000). With reference to gender similar picture emerged. However **more boys appeared to deny**, viz.-

- “नहीं पता किसके पास जाते थे I”

When inquired about the persons approached in various emotional states, children predominantly approached their mothers when unhappy (21.62%) and scared (24.46%) whereas when angry children predominantly approached no one (27.27%). It is interesting to note here that when happy, majority of children (28.82%) approach others, viz.-

- “पड़े ने जाते थे I”
- “दोस्त लोगों के पास जाते थे I”

In terms of gender for various mood states, **girls largely approached their mothers whereas boys approached no one.**

**SECTION – II  LIFE AT PROTECTIVE HOME**

Life of children at Protective Home not only throws light on the state of children at present but also shows the effect of past on the present of these children. **Entry point details, perception of Protective Home, emotional and social support in terms of persons sought in protective home, home sickness and felt loneliness** were explored here.

**II-A) ENTRY POINT DETAILS**

An effort was made not only to explore the triggering events for entry into Protective home but also the details of the person who brought them.

i) **Triggering events behind entry into Protective Home**

Knowledge about the reasons behind entry into protective home help us in gaining an in-depth understanding of the role of their context for their present state. The question asked was-

- “क्या हुआ था जिसकी वजह से यहाँ आना पड़ा ?”
Since in the section of sample characteristics it has already been discussed that 71.56% of the children were brought from other protective homes and other rehabilitation units, it clearly indicated that something was amiss in their lives, that served as a cause for their being placed in protective homes. The content analysis of the obtained responses brought forth six response categories (appendix –A, table -5-i), figure 3.5 (i) however highlights only the most dominant response categories. The most painful finding is the inadequate rearing and disrupted family patterns comprising of poverty, deprivation, single and broken families and emotional climate full of quarrels, beatings, exploitation and rejection, viz.-

-“मैं बाप नाहीं शेर तो भाग आया।”

-“मेरा बाप जेल में बन्द है और मैं खत्म।”
29.49% of the sample reported that they ran away from home and 17.98% said that they were lost, viz.-

Surprisingly more girls (23.88%) were lost than boys (12.5%). The difference being significant at .05 level.

Further, more boys (34.72%) resorted to running away from their homes than their counterparts (23.88%). This difference was significant at .10 level.

ii) **Person who brought the child to the Protective Home**

Information on this dimension throws light on the fact that whether the children were brought to the protective home by their own parents or by other people. The question asked here was-

-“आपको यहाँ लेकर कौन आया ?”
On content analyzing the obtained responses five response categories emerged (appendix–A, table -5-ii). As is evident from the figure, **52.94% of the children brought to protective home by the persons from other rehabilitation unit**.

Across gender also similar results emerged. However **more A2 (42%) in comparison to A1 (25%) were brought by police and other law officials** (the difference being significant at .05 level).

**II-B) PERCEPTION OF PROTECTIVE HOME**

The way a person perceives a particular place, its environment and people living there not only reflects his or her experiences but also his or her views about that place and people living there. Therefore issues pertaining to perception of people, children and elder people and environment were sought. Further affective plane was explored by
dominant feelings, comfort zone and discomfort zone in protective home. The obtained results have been subsumed in the figure 3.6, highlighting the most dominant response categories for the following seven issues-

a) “वहाँ के सब लोग कैसे लगते हैं ?”
b) “वहाँ वड़े लोग कैसे लगते हैं ?”
c) “वहाँ के बच्चे कैसे लगते हैं ?”
d) “वहाँ का माहील कैसा हैं ?”
e) “वहाँ कैसा लगता हैं ?”
f) “वहाँ क्या-क्या अच्छा लगता हैं ?”
g) “वहाँ क्या-क्या अच्छा नहीं लगता हैं ?”

The detail tables for all the seven issues are given in appendix –A, table – 6 (a,b,c,d,e,f,g).
As is evident from the figure children predominantly perceive people, elder people and children in protective home as good (46.07%, 55.88% and 39.21% respectively), viz.-

-“अच्छे हैं 1”

“अच्छे हैं सब 1”
In researches on orphans similar findings were reported by Shulka (2007) and Shukla (2006). With reference to gender more girls perceive people, elder people and children at protective home as good.

On the issue related to the perception of environment, 49.01% of the sample perceived it as good, viz. -“अच्छा है ।”

This again finds empirical support by Shulka (2007). In terms of gender boys (42.30%) predominantly perceived the environment as bad whereas girls (62%) predominantly perceived it as good.

When asked about their dominant feeling at protective home, predominantly children (46.07%) reported that they do not feel good at protective home, viz. -“खराब लगता है ।”

Similar findings were reported by Singh (2000) in her study on delinquents. This corroborates with the findings on the dimension of felt loneliness. With reference to gender girls (46%) predominantly reported feeling good at protective home whereas boys (50%) predominantly did not feel good at protective home.

On the issue related to comfort zone, 31.13% of the children reported fun activities like singing, dancing, playing etc., in their comfort zone, viz. -“खेलना अच्छा लगता है ।”

-“गाना गाना ।”

In terms of gender similar picture emerged. However A1 (34.69%) predominantly reported ‘fun activities’ in their comfort zone and A2 predominantly reported ‘studies’ and ‘fun activities’ in their comfort zone (26.08% each).

When inquired about the discomfort zone at protective home, majority of the sample (36.36%) reported abuse in their discomfort zone, viz.- “मार खाना ।”
On analyzing the data gender wise similar trend emerged.

II-C) EMOTIONAL AND SOCIAL SUPPORT IN TERMS OF PERSONS SOUGHT IN PROTECTIVE HOME

Adults fulfill their needs on their own whereas children by and large are dependent and reach out to others for fulfilling their needs. This significant other sought is the one with whom child associates positively. The issues probed here were person approached for sleeping with, when in need of something and persons approached in various negative emotional states. The results obtained have been subsumed in the figure showing the most dominant response categories for five issues-

a) "जब कोई चीज़ चाहिए होती है तब किससे कहते हैं ?"
b) "किसके साथ चाहते हैं ?"
c) "जब दुःखी होते हों तो किसके पास जाते हैं ?"
d) "दर लगने पर किसके पास जाते हैं ?"
e) "गुस्सा आने पर किसके पास जाते हैं ?"

The detail tables for all the eight issues are given in appendix –A, table – 7 (a,b,c,d,e).
**FIGURE- 3.7 PERSONS APPROACHED IN PROTECTIVE HOME**

<table>
<thead>
<tr>
<th>Constructs</th>
<th>Categories</th>
<th>Total</th>
<th>A1 (Boys)</th>
<th>A2 (Girls)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a) WHEN IN NEED OF SOMETHING</strong></td>
<td>Inmates</td>
<td>44.76%</td>
<td>28.84%</td>
<td>60.37%</td>
</tr>
<tr>
<td></td>
<td>Staff/teachers</td>
<td>25.71%</td>
<td>36.53%</td>
<td>15.09%</td>
</tr>
<tr>
<td><strong>b) FOR SLEEPING WITH</strong></td>
<td>With other inmates</td>
<td>69.60%</td>
<td>65.38%</td>
<td>74%</td>
</tr>
<tr>
<td><strong>c) WHEN UNHAPPY</strong></td>
<td>No one</td>
<td>55.88%</td>
<td>65.38%</td>
<td>46%</td>
</tr>
<tr>
<td></td>
<td>Inmates</td>
<td>37.25%</td>
<td>25%</td>
<td>50%</td>
</tr>
<tr>
<td><strong>d) WHEN SCARED</strong></td>
<td>Inmates</td>
<td>51.28%</td>
<td>27.27%</td>
<td>68.88%</td>
</tr>
<tr>
<td></td>
<td>No one</td>
<td>37.17%</td>
<td>54.54%</td>
<td>24.44%</td>
</tr>
<tr>
<td><strong>e) WHEN ANGRY</strong></td>
<td>No one</td>
<td>59%</td>
<td>61.53%</td>
<td>56.25%</td>
</tr>
<tr>
<td></td>
<td>Inmates</td>
<td>32%</td>
<td>26.92%</td>
<td>37.5%</td>
</tr>
</tbody>
</table>

It is very clearly evident from the figure that for the satisfaction of physical needs, children predominantly reach out to other children or inmates at protective home (44.76%) followed by the staff of the protective home (25.71%), viz. -

"छोटी दीवार से कहलें 1"

"मिसनजी से कहलें 1"

Interestingly more boys (36.53%) approached the adult authorities than their counterparts (15.09%). On the other hand girls showed a preference for reaching out to other children (60.37%).
On the issue related to person approached for sleeping with, majority of the sample (69.60%) reported sleeping with other children or inmate, viz.-

-“दूसरे बच्चों के साथ 1"

-“कूलन के साथ 1"

Similar picture emerged with reference to gender also.

In the situation of aroused negative emotions, children predominantly do not reach out to other people except when they are scared. When scared largely children (51.28%) reported reaching out to other children, viz.-

-“दूसरे बच्चों के साथ जाते हूँ 1"

-“दूसरे बच्चों के साथ बेहद जाता हूँ 1"

In terms of gender boys predominantly handle their negative emotions by moving self away from others and by not approaching anyone. On the other hand girls when angry show similar pattern but when fearful and unhappy they reach out to other children.

II-D) HOME SICKNESS AND FELT LONELINESS

Parents and significant others provide emotional warmth, care and security to the child. In formative years when the child gets separated from his or her significant others, this separation creates a vacuum in the child’s life and deprives him of this security net. Hence, issues related to home sickness and felt loneliness were probed here, which is a link between one’s own home and protective home. The questions asked here were-

a) “क्या घर की याद आती है ?"

b) “क्या कभी अपने आप को अकेला महसूस किया ?"

c) “कब-कब अपने आप को अकेला महसूस किया ?"

The detail tables pertaining to these three issues are given in appendix –A, table – 8 (a,b,c).
From the figure it is very clearly evident that majority of the children (82.35%) miss their homes, unanimously felt by both A1 and A2. This gets empirical
support from Shukla (2006). Further more girls miss their homes than boys (difference is significant at .10 level).

When inquired about the felt loneliness half of the sample (50.98%) denied feeling lonely (similar results were reported by Shukla (2007) and Shukla (2006) in their research on orphans) whereas 48.03% of the sample reported felt loneliness. Once again the findings have same trend across gender.

On the issue of occasions of loneliness, predominantly children (44.26%) felt lonely when they were left out, followed by on being rejected by others (22.95%), viz.-

-“जब सब साथ छोड़ देते हैं ।”
-“जब कोई गुज़रसे नहीं बोलता ।”
-“जब कोई खिलाता नहीं हैं ।”

Here it is worth observing that more girls felt lonely when rejected (29.03%) and left out (48.38%).

SECTION – III- MENTAL HEALTH

Negative experiences early in childhood coupled with separation from family increases the risk of developing mental health problems in these children. Therefore issues related to mental health semantics, copings, perception of self and people, person like to stay with, memory work with emotions, sleep and dreams, appetite, crying spells, childhood fears, leisure time activity, daily routine, rebirth, wishes and fun and fantasy were explored here.

III-A) MENTAL HEALTH SEMANTICS

Emotions are a vital part of our lives. On certain occasions it fills us with new energy and positivity and on the other occasions it makes us feel sad, lonely, and withdrawn. Emotion is also an important indicator of the mental health of a person. Therefore the semantics of four emotions namely happiness, sadness, fear and anger were explored here. The questions asked were-
The dominant findings of these four issues have been subsumed in the figure 3.9.

**FIGURE- 3.9 MENTAL HEALTH SEMANTICS**
When asked about the semantic of happiness, the content analysis brought forth sparsely distributed eleven response categories (appendix –A, table- 9-a). Most of the children (25.21%) understood happiness in terms of synonyms, viz.-

-“अच्छा है”
-“खुश होना है”
-“हैसना है”

Surprisingly **24.34% of the children were unaware of the meaning of happiness.** In terms of gender **more girls (33.92%) than boys (15.25%) were unaware of the semantic of happiness** (the difference being significant at .02 level).

On the issue related to the meaning of sadness, the content analysis of the obtained responses brought forth eight response categories (appendix–A, table- 9-b). As is evident from the **figure largely children (33.33%) were unaware of the meaning of sadness followed by equal percentage of children (33.33%) who understood sadness in terms of negative states like loneliness, low feeling etc.,** viz.-

-“बब अकेले रहते हैं तब दुख होता है”
-“बब अच्छा नहीं लगता”

In terms of gender, boys (36.20%) predominantly understood sadness in terms of negative states and girls (41.50%) were predominantly unaware. Again **more A2 (41.50%) were unaware of the semantics than A1 (25.86%).** The difference being significant at .10 level.

On the issue related to the semantic of fear and anger, the content analysis brought forth eight and eleven response categories respectively (appendix–A, table- 9-c, d). **Predominantly children reported that they do not know what fear and anger mean** (28.84% and 33.64% respectively). **Again more girls were unaware of the semantics than their counterparts.** Further 27.87% of children reported specific fears as semantic of fear and 14.95% of children understood anger in terms of reaction to anger, viz.-

-“बब गुस्सा आता है तो मार देता हूँ”
III-B) COPINGS

Children’s copings for various emotional states and situations have been obtained for the coping at home and in Protective home.

i) Coping at home

How a person copes with different emotions and in the situation of physical ailments reflects his or her primary ways of coping. The issues probed here give an idea about the coping mechanisms of these children when they were in family. The questions asked were-

a) “जब बड़े लोगों में झण्डा होता था तब क्या-क्या करते थे ?”
b) “बड़े आले के पहले जब उदास होते थे तब क्या करते थे ?”
c) “बड़े आले के पहले खुश होने पर क्या करते थे ?”
d) “हर लगले पर क्या करते थे ?”
e) “गुस्सा आले पर क्या करते थे ?”
f) “बिनार पड़ने पर क्या करते थे ?”

The detail tables corresponding to these six issues are given in appendix –A, table – 10-i (a,b,c,e,f).
The obtained results have been subsumed in figure 3.10 (i), highlighting the most dominant response categories for the six issues. Figure clearly shows that when faced with aroused emotions most of the children use negative passive coping except when they are happy. In addition more boys reported lack of awareness about their coping.
On the issues related to conflict between elders, when unhappy, and when fearful children predominantly used negative passive ways of coping (33.65%, 42.85%, and 28.97% respectively), viz.

- “उन्हीं बेटे रहते थे और रहते थे 1”
- “लो जाते थे बिस्तर में। हमेशा सोते रहते थे 1”

When angry children predominantly use negative active coping mechanisms (38.53%)

With reference to gender similar trend emerged. However girls were ahead of boys in using negative passive coping and negative active coping.

Further children predominantly used positive coping mechanisms when happy and when sick (73.55% and 57.93% respectively). It is important to note here that when sick children used more positive passive coping (31.77%) than positive active coping (26.16%) whereas when happy children predominantly used positive active ways of coping (66.94%). With reference to gender both the groups by and large used similar copings.

ii) Coping at Protective Home

It becomes difficult for the child to cope with various emotions and illnesses in the absence of support provided by parents and significant others. Children living in protective home do not have this support. Hence the issues related to coping with various aroused emotions and illness were probed here. The questions asked were-

a) “खुश होने पर आप क्या करते हैं ?”
b) “दुःखी होने पर आप क्या करते हैं ?”
c) “कड़र लगने पर आप क्या करते हैं ?”
d) “मुस्कराए आने पर आप क्या करते हैं ?”
e) “विचार पड़ने पर आप क्या करते हैं ?”

The detail tables for these five issues are given in appendix –A, table – 10-ii (a, b, c, d, e).
As is evident from the figure, except when happy, children predominantly use negative passive ways of copings when unhappy, scared and angry (83.96%, 43.63% and 50.90% respectively). More girls in comparison to boys use negative passive ways of coping, viz.-
When happy majority of children (71.42%) reported using positive active ways of coping. Boys (79.62%) seem to be ahead of girls (63.79%) in using positive active coping mechanisms (the difference being significant at .05 level).

In response to coping when sick, children predominantly reported using positive active ways of coping (52.45%), viz.-

With reference to gender more boys (63.79%) use positive active ways of coping than their counterparts (42.18%). The difference was significant at .02 level.

III-C) PERCEPTION OF SELF AND PEOPLE

The way we perceive ourselves affects the way we perceive others. As these children are from difficult circumstances and are leading a life of social exclusion, it becomes even more important to probe their perceptions of themselves and people at large. Therefore issues related to perception of self and people were explored here. The questions asked were-

a) “अपने बारे में कैसा लगता है?”
b) “दुनिया के लोग कैसे लगते हैं?”

The detail tables pertaining to these two issues are given in appendix –A, table – 11 (a, b).
As is clearly evident from the figure 3.11, these children at protective home predominantly perceive their own self (52.94%) and people (59.80%) at large as good, viz.-

-“अच्छा लगता हैं”
-“अच्छे हैं”

Similar results were reported by Srivastava (2010) in a study on ragpicking children. Further in terms of gender, no differences were found. However it is worth mentioning here that almost 14% of the children reported that they do not know about people. This could be due to their negative experiences with people and social isolation.
III-D) PERSON LIKE TO STAY WITH

Child’s preference and liking for a particular person shows his or her strong emotional bonding and relationship with that person. Therefore this issue was probed here. The question asked was-

a) “किसके साथ रहना सबसे अच्छा लगता है?”
b) “क्यों?”

<table>
<thead>
<tr>
<th>Response category</th>
<th>Total</th>
<th>A1(Boys)</th>
<th>A2(Girls)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children / inmates</td>
<td>68.62%</td>
<td>57.69%</td>
<td>80%</td>
</tr>
<tr>
<td>Family members and other relatives</td>
<td>14.70%</td>
<td>26.92%</td>
<td>2%</td>
</tr>
<tr>
<td>With no one</td>
<td>11.76%</td>
<td>11.53%</td>
<td>12%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response category</th>
<th>Total</th>
<th>A1(Boys)</th>
<th>A2(Girls)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care and nurturance</td>
<td>45.61%</td>
<td>36%</td>
<td>53.12%</td>
</tr>
<tr>
<td>Acceptance</td>
<td>21.05%</td>
<td>18%</td>
<td>23.43%</td>
</tr>
</tbody>
</table>

FIGURE- 3.12 PERSON LIKE TO STAY WITH

On the issue related to the person children like to stay with, the content analysis of the obtained responses brought forth six response categories (appendix- A, table- 12-a). **68.62% of the children like to stay with other children or inmates most**, viz.-

-“वापस के साथ रहना सबसे अच्छा लगता है।”

-“कसमिन्दे दीदी के साथ।”

In terms of gender similar picture emerged. **However more girls (80%) than boys (57.69%) reported liking being with other children or inmates** (the difference being significant at .01 level).
When inquired about the reasons for liking being with a particular person, content analysis brought forth ten response categories (appendix- A, table- 12-b). As is evident from the figure predominantly children (45.61%) like to be with a particular person because of care and nurturance provided by them, viz.

-“प्यार से रखती है।”
-“मेरे लिए खाना रखता है।"

With reference to gender no differences were found.

III-E) MEMORY WORK WITH EMOTIONS

Memories of emotionally tuned events play a very crucial role in our lives. Memories of events associated with positive emotions always energize us, help us in our growth and development and strengthen us and our relationships. Contrary to this, memories of events with negative emotions, if not handled properly act as a barrier throughout life. Therefore issues related to memories of emotionally tuned events were probed here. The questions asked were-

   a) “कोई ऐसी बात बताओ जब खुश हुए थे ?"
   b) “कोई ऐसी बात बताओ जब दुखी हुई थी ?"
   c) “कोई ऐसी बात बताओ जब डर लगा था ?"
   d) “कोई ऐसी बात बताओ जब गुरसा आया था ?"
FIGURE- 3.13 MEMORY WORK WITH EMOTIONS

On the issue related to any **happy event**, the content analysis of the obtained responses brought forth nine response categories (appendix- A, table- 13-a). As is evident from figure 3.13, **majority of children (32.38%) were unaware of any such event**, 14.28% of children who **reported specific events and activities as happy events**, viz.-

"जब परीक्षा में पास हुए थे 1"

With reference to gender similar results were found.
When the responses related to any sad event were content analyzed, it brought forth nine response categories (appendix- A, table- 13-b). Predominantly children (27.58%) reported abuse by others as a sad event, viz.-

-“जब मार पड़ी”
-“जब लड़कियों बकती है”

Again 26.72% of the children were unaware of any such event. In terms of gender more A2 (31.57%) reported abuse by others as a sad event than their counterparts (23.72%). Further in comparison to A2 (24.56%), more A1 (28.81%) were unaware.

On the issue related to the memory of any fearful event the content analysis brought forth sparsely distributed eleven response categories (appendix- A, table- 13-c). Majority of the sample (24.27%) reported that they do not know any such event, followed by 21.35% of children who reported personalized experiences at protective home as fearful event, viz.-

-“जब मे खुदः नया था रात को”
-“जब रात मे लड़कियों चिल्ला देती है”

With reference to gender, boys (28.84%) were predominantly unaware whereas girls (27.45%) predominantly reported personalized experiences at protective home as fearful event. In comparison to boys (15.38%) girls (27.45%) reported more personalized experiences at protective home as fearful event. The difference being significant at .10 level.

When asked about any event of anger, the content analysis brought forth five response categories (appendix- A, table- 13-d). Majority of children (27.52%) reported seeing violence as an event of anger, viz.-

-“जब फिर्सी को मारते हुए देखते हैं”

In terms of gender, boys (39.28%) predominantly reported seeing violence as an anger provoking event whereas girls (32.07%) predominantly reported personalized
experiences. Further almost equal percentage of boys denied being angry ever and were unaware of any such event (17.85% and 16.07% respectively).

On the whole it can be inferred from the results obtained that largely children are unaware of events associated with different emotions.

III-F) SLEEP AND DREAMS

Under this dimension issues related to the quality of sleep and dreams were taken up.

i) Quality of sleep

Quality of sleep is another important indicator of mental health. Good sleep not only refreshes, relaxes and calms our mind but also acts as repair mechanism for our body. Too much sleep or lack of sleep is an indicator of one’s mental health. Therefore quality of sleep was also explored. The question asked was-

"आप को नींद कैसी आती है ?"

The content analysis of the obtained responses brought forth four response categories (appendix- A, table- 14-i). As is evident from the figure, predominantly children (91.17%) reported good quality sleep, viz.-
Findings get empirical support from Shukla (2007). In terms of gender similar picture emerged. However more boys (96.15%) than girls (86%) reported having good quality sleep (the difference being significant at .05 level).

ii) Dreams

Dreams are the expression of repressed feelings, desires, wishes, motives, conflicts etc. The questions asked here were-

a) “क्या आपको सपने आते हैं?”

b) “कैसे-कैसे?”

The content analysis of the obtained responses brought forth four response categories (appendix - A, table- 14-ii-a), figure however highlights the most dominant
response categories. From the figure it is clearly evident that majority of children (72.54%) see dreams. On analyzing the data in terms of gender similar picture emerged.

On the issue related to the types of dreams the content analysis brought forth eight response categories (appendix- A, table- 14-ii-b). Figure however highlights the most dominant responses. 32.20% of the children reported seeing parents and family related dreams. This could be attributed to the felt loss of love object, that is mother and father, viz.-

-“मां- बाप के 1”
-“घरवाले लेने आये हैं 1”

With reference to gender similar results were found. However more boys (36.50%) reported dreams of parents and family than their counterparts (27.27%).

III-G) APPETITE

Appetite is another important indicator of physical, as well as, mental health of a person. Lack of appetite or too much appetite suggest physical or mental disorders like depression, anxiety disorder etc. The question asked was-

-“शूला लगती है कि नहीं ?"
The content analysis of the obtained responses brought forth three response categories (appendix- A, table- 15). As is evident from the figure most of the children (84.31%) responded that they feel hungry. In the researches done on female and male orphans similar results were found (Shukla, 2006; Shukla, 2007).

In terms of gender no differences were found.

III-H) CRYING SPELLS

Overwhelming negative emotional states often leaves one bereft of words instead one resorts to expression as crying. Therefore, issues related to frequency of crying and reasons for crying were probed here. The question asked was-

“कितनी बार रोते हैं और क्यों ?”
The content analysis of the obtained responses brought forth sparsely distributed eight response categories (appendix- A, table- 16-a). **47.05% of the children reported that they cry sometimes**, viz.-

-“कभी-कभी रोते हैं।”

This was followed by 23.52% of the children who reported that they cry daily, viz.-

-“कभी रो जाते हैं।”

With reference to gender boys (65.38%) predominantly reported that they cry sometimes whereas girls (32%) predominantly reported that they cry daily. This can be attributed to sex stereotypes which give girls permission to cry.

Further on the issue related to reasons for crying, the content analysis of the obtained responses brought forth five response categories (appendix- A, table- 16-b). Figure 3.16 clearly shows that **predominantly children cry because of abuse, beatings and fights** (48.03%), viz.-

-“मार पड़ने पर रोते हैं।”

-“बाप-बाई झड़प होते पर रोते हैं।”
This was followed by 38.58% of the children who reported that they cry because of negative thoughts and on missing home, viz.-

-“बच्चे घर की याद आती है।”
-“बच्चे बुरे ख्यात आते है।”

In terms of gender, boys (49.18%) predominantly cry when they have negative thoughts and miss home whereas girls (53.03%) predominantly cry because of abuse, beatings and fights.

III-I) CHILDHOOD FEARS

Fears developed in childhood play a very crucial role later in life. If not handled properly they emerge as full blown phobic disorders. Therefore issue related to childhood fear was explored here. The question asked was –

-“किन-किन चीजों से आप को डर लगता है?”

<table>
<thead>
<tr>
<th>THINGS FEARED</th>
<th>Response category</th>
<th>Total</th>
<th>A1(Boys)</th>
<th>A2(Girls)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animals</td>
<td></td>
<td>36.71%</td>
<td>36.55%</td>
<td>36.84%</td>
</tr>
<tr>
<td>Supernatural</td>
<td></td>
<td>21.25%</td>
<td>22.58%</td>
<td>20.17%</td>
</tr>
</tbody>
</table>

The content analysis of the obtained responses brought forth sparsely distributed fifteen response categories (appendix- A, table- 17), figure however highlights the most dominant response categories. Figure 3.17 clearly shows that largely children (36.71%) fear animals, viz.-

-“सांप से, बिच्छी से डर लगता है।”

This was followed by fears related to supernatural things and activities (21.25%), viz.-

-“शूल से डर लगता है।”
With reference to gender similar picture emerged. Interestingly more girls (15.78%) than boys (4.30%) fear abuse (the difference being significant at .01 level) and more boys (7.52%) in comparison to girls (.87%) denied having any kind of fear. This difference was found significant at .01 level.

III-J) LEISURE TIME ACTIVITY

The activities which a child likes to do in leisure time reflects his or her interest areas, activity level and structuring of his or her free time. The question asked was –

-“खाली समय मे क्या-क्या करना पसंद करते हैं ?"

![Figure 3.18 Activities Liked in Leisure Time]

When the obtained responses were content analyzed, it brought forth four response categories (appendix- A, table- 18). Predominantly children (48.36%) reported that they like to do positive active activities in leisure time like playing, learning dance etc., viz.-

-“खेलना अच्छा लगता है।"

-“पढ़ना अच्छा लगता है।"

This was followed by 34.64% of children who reported positive passive activities. Further both boys and girls had similar response patterns.
III-K) DAILY ROUTINE

Information about daily routine gives an idea about the activities which children perform regularly. The question asked was-

-“बताओ आप सुबह से रात तक क्या-क्या करते हैं (दिलचस्पी)?”

<table>
<thead>
<tr>
<th>Response category</th>
<th>Total</th>
<th>A1(Boys)</th>
<th>A2(Girls)</th>
<th>A3(Girls)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintenance activities</td>
<td>41.66%</td>
<td>43.18%</td>
<td>39.77%</td>
<td></td>
</tr>
<tr>
<td>Positive active activities</td>
<td>32.32%</td>
<td>32.72%</td>
<td>31.81%</td>
<td></td>
</tr>
</tbody>
</table>

The content analysis of the obtained responses brought forth five response categories (appendix- A, table- 19). As is evident from the figure most of the children (41.66%) primarily reported maintenance activities like bathing, sleeping, brushing, eating etc. in their daily routine, viz.-

-“मर्जरे है, मजे करते है, लेखार होते है।”

This was followed by 32.32% of children who reported positive active activities like singing, praying, dancing, physical training, setting bed etc. as their daily routine, viz.-

-“संगीत मजे करते है!”
-“योगासन करते है!”

With reference to gender similar trend was observed.
III-L) REBIRTH

Place of rebirth and the person one would like to be in his or her next birth not only shows the satisfaction from the present life but also reflects the unfulfilled desires and wishes. The questions asked was—

- यदि आपका जन्म फिर से हो, तो आप कहाँ पैदा होना चाहोगे और क्या बनना चाहोगे ?

<table>
<thead>
<tr>
<th>PLACE OF REBIRTH</th>
<th>Response category</th>
<th>Total</th>
<th>A1(Boys)</th>
<th>A2(Girls)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same place</td>
<td>44.11%</td>
<td>48.07%</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>Other place</td>
<td>31.37%</td>
<td>26.92%</td>
<td>36%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THE PERSON ONE WOULD LIKE TO BE IN NEXT BIRTH</th>
<th>Response category</th>
<th>Total</th>
<th>A1(Boys)</th>
<th>A2(Girls)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Celebrity, person with reputed position and power</td>
<td>24.50%</td>
<td>36.53%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Specific job/helping profession</td>
<td>39.21%</td>
<td>26.92%</td>
<td>52%</td>
<td></td>
</tr>
<tr>
<td>Human being</td>
<td>10.78%</td>
<td>5.76%</td>
<td>16%</td>
<td></td>
</tr>
</tbody>
</table>

The content analysis of the obtained responses brought forth four response categories (appendix- A, table- 20-a). As is evident from the figure, **44.11% of children want to be born at the same place in their rebirth** (findings supported by Srivastava, 2010). This was followed by 31.37% of children who want to take birth at other place, viz.—

- “दूसरे घर में !”
Interestingly more girls (36%) than boys (26.92%) want to be born at other place in their next birth, viz.-

"दूसरे गोव्य में जन्मना चाहेंगें।"

On the issue related to what one would like to be in the next birth the content analysis of the obtained responses brought forth six response categories (appendix- A, table- 20-b). 39.21% of the children reported that they want to go in specific job or helping professions like doctor, engineer, teacher etc. in their next birth. This was followed by 24.50% of the children who want to become a celebrity or a person with reputed position and power. With reference to gender, more boys (36.53%) in comparison to girls (12%) want to become a person with reputed position and power or a celebrity (difference being significant at .01 level). Further, more girls (52%) wants to have a specific job or go in some helping profession than their counterparts (26.92%). This difference was also found significant at .01 level.

III-M) WISHES

As these children living in protective home come from difficult circumstances it becomes imperative to explore their wishes. The question asked was-

"आप अपनी कोई ऐसी तीन इच्छायें बताएं जो आप चाहते है कि पूरी हो जाएं, जिसे आप ने किसी को न बताया हो।"

<table>
<thead>
<tr>
<th>WISHES</th>
<th>Total</th>
<th>A1(Boys)</th>
<th>A2(Girls)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth oriented</td>
<td>41.37%</td>
<td>29.31%</td>
<td>53.44%</td>
</tr>
<tr>
<td>Family reunion and welfare</td>
<td>26.72%</td>
<td>34.48%</td>
<td>18.96%</td>
</tr>
</tbody>
</table>

FIGURE- 3.21 WISHES
When the obtained responses were content analyzed, it brought forth eight response categories (appendix- A, table- 21). Figure clearly shows that children predominantly reported growth oriented wishes (41.37%), viz.-

-“खेलना चाहते हैं।”
-“कुछ बनना चाहते हैं।”

This was followed by 26.72% of children who reported family reunion and welfare wishes, viz.-

-“परिवार से मिलना चाहते हैं।”
-“घर चापस चले जीएं वस।”

In terms of gender, more boys (34.48%) than girls (18.96%) reported family reunion and welfare wishes (the difference being significant at .01 level). Further, more girls (53.44%) reported growth oriented wishes than their counterparts (29.31%). This difference was found significant at .01 level.

III-N) FUN AND FANTASY

Fun and fantasy has a very important role to play in our lives. On the one hand, it reveals our interests, desires and wishes and on the other hand, it fills us with new energy and positivity. Therefore issues related to type of television programmes liked, reasons for liking it and the type of stories liked were explored here. The questions asked were-

a) “क्या आप टीवी देखते हैं?”
b) “कीन-कीन से प्रोग्राम आप को पसंद है और क्यों ?”
c) “आप को किस तरह की कहानियाँ पसंद हैं ?”
When the data was content analyzed it brought forth four response categories (appendix- A, table- 22-a). Figure clearly shows that majority of children (88.23%) watch television and no gender differences were observed pertaining to this.

On the issue related to the programs liked on television, the content analysis of the obtained responses brought forth six response categories (appendix- A, table- 22-b).
43.33% the children reported that they like comedy and fun programs, followed by 24.44% of children who reported liking for soap operas, viz.-

-“मोटी वाला सिरीयल।”

-“लड़की की रात किसी पसंद है।”

In terms of gender boys (69.41%) predominantly liked comedy and fun programs whereas girls (37.89%) predominantly liked soap operas. Further, more girls liked soap operas (37.89%) and knowledge related programs (29.47%) than boys (9.41% and 5.88% respectively) and more boys (69.41%) reported liking for comedy and fun related programs than their counterparts (20%).

When the responses related to the reasons for liking these programs were content analyzed, it brought forth six response categories (appendix- A, table- 22-c). As is evident from the figure 3.22, 25.54% of children like these programs because of moral values and prescriptions, knowledge and history which these programs provide, viz.-

-“देश की रक्षा करती है, इस लिए।”

-“वालों पता चलती है।”

This was followed by liking programmes because of entertainment and aesthetics (20.43%). With reference to gender, boys (25.97%) predominantly reported that they like programs because they are action oriented and supernatural whereas girls (28.33%) predominantly liked these programs because of moral values and prescriptions, knowledge and history. In addition more boys (25.97%) than girls (11.56%) like programs because they are action oriented and supernatural (the difference being significant at .02 level).

On the issue related to the stories liked, the content analysis of the obtained responses brought forth nine response categories (appendix- A, table- 22-d). Figure shows that 23.77% of the children like stories of nature, values, patriotism and ambition, followed by 20.97% of children who reported liking stories of king – queen, history and culture, viz.-
With reference to gender, boys (30%) predominantly like stories of nature, values, patriotism and ambition whereas girls (23.28%) predominantly liked stories of king–queen, history and culture.

Thus on the whole abuse in the home, runaway and being lost emerged as major triggering events for their entry into Protective Homes. What is unfortunate is that abuse seem to continue even in Protective Home and has prominently figured as a discomfort zone. Feeling bad, loneliness, and homesickness emerged as the felt experiences. Lack of the awareness of the mental health semantics is also evident. Predominant use of negative passive coping like crying, doing nothing etc were apparent both at home and in Protective Home. Need for care and affection are rather prominently felt. Memory deficits for emotional events either due to overwhelming emotions or a resistance to express it were seen. Crying spells and sleeping with other children also reflected poor mental health of these children in protective home. All these findings support the assumption that the “Mental Health of children living in Protective Homes would be poor”.

Further in terms of gender differences although the psychic trauma has equally affected both boys and girls, some differences in terms of felt states and perceptions have emerged prominently (statistically significant) and are being summarized here-

- Girls show a greater liking for their fathers than boys and also a more positive apparent perception of their home. Subsequently the girls denied having any disliking for their family and gave more specific likings for their family.
- Girls also reported greater number of people in their comfort and discomfort zones and yet paradoxically more girls were lost and brought by police and other law officials. Ironically more boys than girls reported family reunion wishes.
- In line with the approval seeking and people pleasing mind set girls also reported feeling good at protective home and more than boys liked to be with other children of protective home.
Interestingly boys approach adult authorities like staff and teachers whereas girls predominantly approach inmates when they need something.

Further in protective home when unhappy and scared boys do not reach out whereas girls reach out to other children.

In the same line in terms of past girls reported approaching their mothers when upset or experiencing negativity whereas boys did not reach out. More boys than girls resorted to running away from their homes.

Though both boys and girls have abuse in the present discomfort zone of protective home but more girls fear abuse.

Cognitively boys seem to be ahead of girls with reference to semantic of sadness, happiness, fear and anger.

When sick and when happy boys seem to use more of a positive active coping than girls who on the other hand resort to crying almost daily.

In comparison to boys less girls reported good quality sleep.

In tune with the typical male stereotype boys denied having any fear, expressed wish to be in powerful position in rebirth. In a need to be somebody important more girls show growth oriented secret wishes.

Thus these findings provide partial support for the assumption that “In comparison to boys, girls living in Protective Homes would show poor mental health”

2. MENTAL HEALTH IN TERMS OF INTELLECTUAL FUNCTIONING

One of the indicators of the Mental Health of a person is the cognitive functioning of that person. According to Thatcher et al. (1996) at birth, the brain is nearly 30% of its adult weight, by the age of 2 years it is 70% and at 6 years it is 90% of the total weight. In other words most of the growth of human brain occurs during our first six years of life. Living in adverse circumstances during this period can reduce the pace of development of brain. The basic premise of the Object Relations Theory stresses that the basic need of an infant is not the satisfaction of physiological needs, it is the satisfaction of Relationship needs. Modern neuroscience strongly indicates that
babies come into the world with the need of social interaction to help develop and organize their brain. If they do not get enough attention - in other words if they don’t have a parent who is interested in them or who is reacting positively to them - then important parts of the brain will simply not develop well. **Babies need in Winnicott’s terms ‘primary maternal preoccupation’** (Symington, 1996). Research on children who suffered early emotional abuse or severe deprivation indicates that such maltreatment may permanently alter the brain’s ability to use serotonin which helps produce feelings of well – being and emotional stability (Healy, 2004). Further investigations into the neuro-cognitive functioning of neglected children suggest compromised psychosocial functioning and psychopathology, brain dysfunction and cognitive deficits including impaired executive functioning, attention, processing speed, language, memory and social skills (Chugani, Behan, Muzik, Juhasz, Nagi & Chugani, 2002).

Therefore in the present research an attempt has been made to **explore the intellectual capacity of these children** living in Protective Homes with the help of **Standard Progressive Matrices** (Raven, 1988). Standard Progressive Matrices was developed by Raven with an intent of developing a test which would be easy to administer and also easy to interpret in a clear, theoretically relevant way.

The two main components of the general cognitive ability or ‘g’ which Raven sought to measure directly were those identified by Spearman in 1923 (Spearman, 1927). These are –

a) Eductive ability which is the ability to make meaning out of confusion, the ability to generate high – level, usually non-verbal, schemata which make handling complexity easy.

b) Reproductive ability, which is the ability to absorb, recall and reproduce information that has been made explicit and communicated from one person to another.
Raven’s Standard Progressive Matrices is widely used as a test of non verbal reasoning ability. However, it has not been universally accepted that Progressive Matrices is a pure measure of reasoning ability or ‘g’. Van der Ven and Ellis (2000) stated that Standard Progressive Matrices contains two significant factors which they identified as Gestalt continuation and analogical reasoning. In addition to this they also found three other factors that they identified as lack of resistance to perceptual distracters, coping and an unidentifiable fifth factor. In another study on a sample of 2735, 12 to 18 year olds, Lynn, Allik and Irwing (2004) proposed the identification of three primary factors other than higher order factor ‘g’. These are-

I. **Gestalt continuation**- The solution to the items loading on this factor are most easily obtained by perception of the pattern as a gestalt and identifying the appropriate piece for its completion without the use of reasoning.

II. **Verbal – analytic reasoning**- Items loading on this factor are arithmetical addition and subtraction problems that require verbal reasoning for their solution.

III. **Visuospatial ability** – Inspection of items loaded on this factor suggest that the solution of the item can be found perceptually.

**Standard Progressive Matrices (Sets A, B, C, D and E), or SPM, is a test of person’s intellectual capacity at the time of the test to apprehend meaningless figures presented for his or her observation, see the relations between them, conceive the nature of the figure completing each system of relations presented, and by so doing, develop a systematic method of reasoning.** The scale consists of 60 problems divided into five sets of 12. The problems are arranged in increasing order of difficulty.

SPM was individually administered on each child. The table given below shows the results obtained through Standard Progressive Matrices-
As is evident from the table 71.56% of the sample falls in ‘V th grade’, that is, in the intellectually impaired category. With reference to gender also similar results were obtained. Thus the children’s immediate capacity for observation and clear thinking seems to be impaired. In other words, there seems to be impairment in the verbal – analytic reasoning, visuospatial ability and gestalt continuation. This could be due to the deprivation of cognitive, affective stimulation, living in poverty and impoverished conditions, unsatisfied relationship needs, abuse, violence and neglect faced by these children from very early in life. Findings of researches by Koenen, Moffitt and Caspi et al. (2003), Widom and Maxfield (2001), Smt. Jawahar Devi Birla Institute of Home Science, Calcutta (1999) support the results.

Besides obtaining the overall intellectual capacity, the researcher also revisited the data to identify the approach used by the subjects in solving problems. Table 3.2
shows the results obtained in terms of approach used in solving problems on Standard Progressive Matrices.

<table>
<thead>
<tr>
<th>APPROACH</th>
<th>TOTAL</th>
<th>A1 (BOYS)</th>
<th>A2 (GIRLS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEQUENTIAL</td>
<td>76.47%</td>
<td>75%</td>
<td>78%</td>
</tr>
<tr>
<td>RANDOM</td>
<td>23.52%</td>
<td>25%</td>
<td>22%</td>
</tr>
</tbody>
</table>

**TABLE- 3.2- RESULTS OBTAINED IN TERMS OF APPROACH USED IN SOLVING PROBLEMS**

Table clearly shows that 76.47% of the sample approached the problems on SPM in a sequential manner. Across gender also similar results were found. Thus there seems to be no problem related to attention span of children.

As the items in the five sets are arranged in the increasing order of difficulty an attempt was made to see the performance of the children in terms of mean errors across the five sets of SPM. The results obtained are shown in the figure 3.23.

**MEAN ERRORS ON FIVE SETS**

**FIGURE- 3.23- MEAN ERRORS ON FIVE SUB SETS OF SPM**
It is clearly evident from the figure that there is a progressive decline in the performance of children across five sets in terms of increase in errors. However it is important to note here that maximum increase in the mean errors is between set A and B. On analyzing the data in terms of gender no differences were found.

Thus on the whole it can be concluded that the intellectual capacity of most of the children is impaired. This again corroborates to the assumption that the “Mental Health of children living in Protective Homes would be poor”. Further in terms of gender no differences were found in the intellectual capacity of boys and girls.

Taking Mental Health on both the parameters of felt states and perceptions, as well as, intellectual functioning, it may be said that the findings support the assumption that the “Mental Health of children living in Protective Homes would be poor”. Further in terms of gender the statistically significant differences found on the interview schedule partially support the assumption that the “In comparison to boys, girls living in Protective Homes would show poor mental health”.

SECTION TWO - SELF IMAGE

“How ka intkaal ho gaya tha. To chacha ke yahan chod diya tha. Chacha maarte the. Voh roj – roj maarte the. Hum bhaag aaye. Us din yahan jab aaye the chacha to humko pahchanne se inkaar kar diya…..”

“Mere bhai ko chot lag gaya tha, to meri mummy ne mere ko chod diya. Kyonki voh mere ko pyar bhi nahi karti thi. Mere bhai ko zyada pyar karti thi. Tab se aise hi home mein hoon……”

“Baap ko koi maar diya tha aur iljaam maa pe laga diya tha. Meri maa pagal ho gai thi. Mein jail mein he paida hua tha. Jail se yahan bheja gaya…..”

“Ek aurat thi, kaha kaam karegi tumhari ladki ? to mere mammi – papa mujhe bhej diye uske saath dilli. Unhein nahi pata tha ki is aurat ne mujhe bech diya dilli mein. Bahut saari ladkiyan aa rahi thin to hum bhi aa gaye. Kuch to bhaag gayin par hum nahin bhaag paaye. Chae(6) saal rahe……..”
The narratives given above provide a reflection of the relational world and the context of these children. They are struggling for survival from very early in their lives. Broken and stormy relationships, rejection, abandonment, and abuse by significant others, and lack of basic necessities during the crucial years of life all contribute to the state of being of these growing children. Living in such difficult circumstances for a prolonged period of time leaves them with the negative image of self. It is well known that the foundation of self image is laid early in childhood and early life experiences play a very significant role in this foundation. If child receives emotional warmth, support and trust from his or her significant others during this period, then he or she develops a positive image of himself or herself. Contrary to this, if this warmth, support and trust is missing from the child’s life then that leads to the development of negative self image. Therefore in the present research an attempt has been made to explore the self image of these children through House- Tree- Person Test (Buck, 1948). Besides the corroborative evidence related to self image has also been sought from Circle Technique (Thrower, Bruce and Walton, 1982).

Symbolically, potent concepts such as house, tree and person are saturated with the emotional and ideational experiences associated with the personality’s development, and the drawing of these images compel projection on the part of the drawer (Hammer, 1985).

House- Tree- Person Test was developed by Buck in 1948. It is a projective test. In the drawing of a house, a tree and a person it is the client’s inner view of himself or herself and the environment. The results obtained on the house- tree- person test are discussed here in three sections pertaining to house, tree and person.
I) HOUSE.

FIGURE- 3.24 HOUSE DRAWINGS
The **House as a dwelling place** arouses within the subject associations concerning the home life and intrafamilial relations. In children it taps their attitude concerning the home situation and relationship to parents and siblings. The data obtained has been analyzed along the dimensions pertaining to **colour, size, central features (roof, walls, doors and windows) and general perspective**. Table 3.3 given below highlights the composite picture of the dominant features in terms of response categories obtained on these dimensions related to the drawing of house. The detailed tables corresponding to these dimensions are given in appendix –A {table- 23, 24, 25-i(a,b,c), 25-ii, 25-iii(a,b), 25-iv(a,b) and 26}. 
<table>
<thead>
<tr>
<th>S.No</th>
<th>DIMENSION</th>
<th>DOMINANT RESPONSE CATEGORY</th>
<th>RESULT IN PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>A1 (Boys)</td>
</tr>
<tr>
<td>1.</td>
<td>Colour</td>
<td>*Chromatic</td>
<td>80.39%</td>
</tr>
<tr>
<td>2.</td>
<td>Size</td>
<td>*Medium</td>
<td>74.50%</td>
</tr>
<tr>
<td>3.</td>
<td>Central features</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>i) Roof</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Size</td>
<td>*Medium</td>
<td>49.01%</td>
</tr>
<tr>
<td></td>
<td>b) Dimension</td>
<td>*Two dimension</td>
<td>82.35%</td>
</tr>
<tr>
<td></td>
<td>c) Emphasis</td>
<td>Present</td>
<td>58.82%</td>
</tr>
<tr>
<td></td>
<td>ii) Walls</td>
<td>Straight line</td>
<td>43.13%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Crumbling line</td>
<td>56.86%</td>
</tr>
<tr>
<td></td>
<td>iii) Doors</td>
<td>a) Present</td>
<td>62.74%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Closed</td>
<td>56.25%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Partially open</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>iv) Windows</td>
<td>a) Present</td>
<td>64.70%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Closed</td>
<td>87.87%</td>
</tr>
<tr>
<td>4.</td>
<td>General perspective</td>
<td>*Negative</td>
<td>66.66%</td>
</tr>
</tbody>
</table>

*No gender differences were found

**TABLE-3.3- DOMINANT FEATURES OF HOUSE**

The major results of the dominant features in table 3.3 connote the following:

- **Colours** in drawing reveal the emotionally charged and primitive aspects of the person. As is evident from table 3.3, 82.17% of the children made their houses
chromatic. In other words majority of children are capable of feeling emotions.

- According to Machover (1949) the relative size of a drawing is related to a person’s energy level. The drawing of the house of 77.22% of the sample was of medium size which suggests that children have moderate level of energy. With reference to gender similar results were obtained. However more girls (80%) than boys (74.50%) made medium size house.

- CENTRAL FEATURES-

  - **Roof** represents the fantasy life of a person. In the drawing of the house children predominantly made medium sized two dimensional roofs. In addition roof was significantly highlighted by 71% of the children. This suggests not only the excess use of fantasy but also high anxiety in children. With reference to gender, the analysis of the data showed no gender differences. However in comparison to boys (58.82%), girl’s drawings (83.67%) reflected greater emphasis on the roof. The difference was significant at .05 level.

  - The strength and adequacy of the lines showing the walls have been found to be directly related to the degree of ego strength in the personality of a person denoted by straight or crumbling lines. Most of the children have ego strength in personality. In terms of gender, table 3.3 significantly highlights, that boys appear to have greater instability and disintegrating egos in comparison to girls (56.86% and 38% respectively). The difference being significant at .05 level.

  - Doors and windows indicate willingness for interpersonal exchange. It is the extent to which the doors and windows are open that shows accessibility. In the drawings of 64.35% of the subjects door was present which shows that children are largely accessible to outside environment. Table -3.3 clearly shows that children predominantly (44.61%) made the
doors of their houses as closed. This was followed by a slightly less percentage of the sample (43.07%) who made their doors partially open. This shows that largely children are withdrawn, they do not want to mingle with others, and those who are partially open they show an attitude of controlled interaction with the environment. In terms of gender boys (56.25%) are predominantly withdrawn and do not want to interact with the outside world whereas girls (60.60%) exercise control and tact in their interaction with the outside world.

Similar to the findings related to doors, presence of windows in the drawings of 69.30% of the sample show their accessibility to others. Gender wise also similar picture emerged. However girls (74%) seem to be more accessible than their counterparts (64.70%). As is evident from the table 87.14% of the sample made closed windows, which convey withdrawal needs and reluctance to interact with others in most of the children. On viewing the data in terms of gender no differences were found.

- Chimney can relate either to a person’s availability and warmth, or to the degree of power and masculinity he or she feels. In the drawings of 93.06% of the children chimney was absent. This is suggestive of passivity or a lack of psychological warmth in the home life of majority of children. In terms of gender similar picture emerged.

- In terms of general perspective negative attitude towards home situation and relationship to parents and siblings was evident in the drawings of 71.28% of the children. Feelings of emptiness and desertion are also evident. Similar trend of findings emerged across gender also. However this negative perspective was more evident in the drawing of A2 (76%) than A1 (66.66%).
FIGURE – 3.25 TREE DRAWINGS
Drawing of the tree reflects the unconscious representation of the self image. The data obtained has been analyzed along the dimensions pertaining to colour, size, trunk, branches and theme. Table 3.4 given below gives the composite picture of the results obtained on these dimensions related to the drawing of tree. The detail tables corresponding to these dimensions are given in appendix –A, table-27, 28, 29, 30, 31.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>DIMENSION</th>
<th>DOMINANT RESPONSE CATEGORY</th>
<th>RESULTS IN PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>A1(BOYS)</td>
</tr>
<tr>
<td>1.</td>
<td>Colour</td>
<td>*Chromatic</td>
<td>80.39%</td>
</tr>
<tr>
<td>2.</td>
<td>Size</td>
<td>*Medium</td>
<td>64.70%</td>
</tr>
<tr>
<td>3.</td>
<td>Trunk</td>
<td>*Present</td>
<td>100%</td>
</tr>
<tr>
<td>4.</td>
<td>Branches</td>
<td>*Absent</td>
<td>74.50%</td>
</tr>
<tr>
<td>5.</td>
<td>Theme</td>
<td>*Present</td>
<td>70.58%</td>
</tr>
</tbody>
</table>

*No gender differences were found.

**TABLE -3.4- DOMINANT FEATURES OF TREE**

The results obtained on the various dimensions are as follows-

- As is evident from table 3.4, 81.18% of the children made their tree colourful or chromatic. In other words majority of children feel emotions strongly. In terms of gender no differences were found.
In the drawings of 73.26% of the sample, tree drawn was of *medium size* which suggests *moderate level of energy in children*. With reference to gender similar results were obtained. However *girls* (82%) *seem to be a step ahead of their counterparts* (64.70%). The difference was found significant at .05 level.

As the centre and most vital part of the tree, the *trunk* can be seen to represent *inner strength, and intactness of personality*. Although 99.01% of the subjects made trunk of the tree, they made it disproportionately, that is, either too big foliage on the top of trunk or too small. This suggests weak self image of children. In terms of gender no differences were found.

*Branches* represent person’s felt resources for seeking satisfaction from the environment for reaching out to others, branching out, reaching upward or straining upward achievement wise. It is very much evident from the table that 72.27% of sample did not make branches in their trees. Similar picture emerged with reference to gender too. Thus, *it seems that most of the children do not want to mingle with others or reach out to others*. This corroborates to the findings related with doors and windows.

In the drawing of 64.35% of the children *theme* was present. Themes like *tree bearing fruits, regressive yearning for intrauterine existence, to withdraw within self (with very inadequate branching and foliage)* were found. In terms of gender similar results were found. However presence of theme was more in the drawing of boys (70.58%) than girls (58%).
FIGURE -3.26 PERSON DRAWINGS
Drawn person is the vehicle for conveying the subject’s closer to conscious views of themselves and their relationship with the environment. The data obtained has been analyzed along the dimensions pertaining to colour, size, gender, completeness of the person, parts missing, expression, most prominent feature, and presence of neck. Table 3.5 gives the composite picture of the results obtained on these dimensions related to the drawing of the person. The detailed tables corresponding to these dimensions are given in appendix –A, table-32, 33, 34, 35, 36, 37, 38, and 39.

<table>
<thead>
<tr>
<th>S.No</th>
<th>DIMENSION</th>
<th>DOMINANT RESPONSE CATEGORY</th>
<th>RESULT IN PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>A1 (BOYS)</td>
</tr>
<tr>
<td>1.</td>
<td>Colour</td>
<td>*Chromatic</td>
<td>65.38%</td>
</tr>
<tr>
<td>2.</td>
<td>Size</td>
<td>*Medium</td>
<td>78.84%</td>
</tr>
<tr>
<td>3.</td>
<td>Gender</td>
<td>*Same gender</td>
<td>90.38%</td>
</tr>
<tr>
<td>4.</td>
<td>Completeness Of The Person</td>
<td>*Complete</td>
<td>94.23%</td>
</tr>
<tr>
<td>5.</td>
<td>Parts Missing</td>
<td>*Ears</td>
<td>19.69%</td>
</tr>
<tr>
<td>6.</td>
<td>Expression</td>
<td>*Blank</td>
<td>55.77%</td>
</tr>
<tr>
<td>7.</td>
<td>Most Prominent Feature In Drawing</td>
<td>Head</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Trunk</td>
<td><strong>30.77%</strong></td>
</tr>
<tr>
<td>8.</td>
<td>Neck</td>
<td>*Present</td>
<td>63.46%</td>
</tr>
</tbody>
</table>

*No gender differences were found

**TABLE- 3.5- DOMINANT FEATURES OF PERSON**

The results obtained on the various dimensions are as follows-

- Similar to the findings pertaining to the colour of the drawn house and tree, 68% of the children made a chromatic drawing of the person. In terms of gender similar results emerged. However more A2 (70.83%) than A1 (65.38%) made chromatic person. In other words girls seem to be more emotional than boys.
Corroborating to the drawing of the house and tree, children show their capacity to feel emotions here also with the use of bright colours.

- Again as house and tree, 77% of the sample made person of **medium size** which suggests **moderate level of energy**. Similar results emerged across gender too.

- Whether the drawn person is of the same **gender** or of opposite gender shows the gender identification of the person. **82% of the children made person of the same gender**. This indicates that **majority of children identify with the person of the same gender**. In terms of gender similar results were obtained. However more boys (90.38%) than girls (72.91%) identify with the same gender person. The difference was found to be significant at .05 level.

- As is evident from the table **92% of the children made the complete figure**. On analyzing the data gender wise similar picture emerged. This shows that the total perception or the self image of the children is complete. It is important to mention here that **though majority of children’s perception is complete, the overall quality of the figure drawn is poor, along with distortions and omissions**. This is suggestive of **inadequate, inferior, weak and frail self image**.

- In the drawings of 20.72% of the children **ears were missing**. In other words children **do not want to listen to the outside world**. This could be due to their negative experiences within the family and the outside world in the past. With reference to gender similar picture emerged.

- **Expression** of the drawn person is actually the projected expression of the drawer. As is evident from the table, person drawn by 55% of the children had **blank expression**. In terms of gender no differences were found. **This shows that although largely children feel emotions but they do not express it**.

- In the drawings of 30% of the children **head emerged as the most prominent feature**. When the drawings were analyzed gender wise it was found that in the
drawings of 30.77% of boys **trunk was the most prominent feature** whereas in the drawings of 35.42% of girls **head was the most prominent feature. In other words among boys physical needs seem to be more important whereas in girls intellectual needs dominate.**

- The **neck** is typically regarded as the link between intellectual life (symbolized by the head) and affect (basic body impulses) symbolized by the body. In the drawing of 67% of the sample neck was present which is suggestive of **their ability to control their impulses.** In terms of gender similar results were found. However more girls (70.83%) made neck in their drawing than their counterparts (63.46%). Thus the **ability to control impulses is more prominent in girls than boys.**

### III-B) D A P INDICATORS OF MALADJUSTMENT (MALONEY AND GLASSER, 1982)

The results obtained on the House Tree Person Test has also been analyzed in terms of the DAP Indicators of Maladjustment given by Maloney and Glasser, 1982. The nine indicators of maladjustment are omissions, transparency, distortion, vertical imbalance, head simplification, body simplification, sexual differentiation, sexual elaboration and poor overall quality. However out of these indicators data showed the dominance of only three indicators, namely **Omissions, Distortion and Poor Overall Quality.** Table -3.6, given below gives the composite picture of the results obtained on these indicators. The detailed tables corresponding to these dimensions are given in appendix –A, table-40, 41, and 42.
No gender differences were found.

**TABLE 3.6 - DOMINANT INDICATORS OF MALADJUSTMENT**

Results obtained on these indicators are as follows:

- **Omissions** reflect poor reality contact, conflict/ anxiety and sometimes offer the clues concerning the source of the problem. As is evident from the table, in the drawings of 78% of the children omissions were present. This could be taken as an indicator of anxiety and withdrawal tendencies with an associated reduction of energy in children. With reference to gender similar results were found.

- **Distortion** in drawings occurs when the overall drawing or specific details are drawn in poor proportion, are disconnected, or are placed in inappropriate locations on the body. In the drawings of 56% of the subjects distortions were present which again suggests conflict and anxiety in the children along with clues that they have experienced emotional upheavals in the past. With reference to gender similar results were found.

- Overall quality of the drawing of 53% of the children was poor. Similar results were obtained across gender too.

Thus on the basis of the drawings of House, Tree, and Person it can be concluded that though children’s perception of their own self is complete, the overall quality of the figure drawn is poor which is suggestive of inadequate and weak self image. Further most of the children feel emotions strongly but lack the expression of the same. Along with this children also experience moderate energy levels, conflict.
and anxiety. All these findings suggest weak, inadequate, inferior and frail self image in children. This provides support for the assumption that the “Self image of children living in Protective Homes would be inadequate.”

Further in terms of gender, negative experiences seems to have equally affected both the groups of children. Therefore, there are very few gender differences in the drawings of children. The differences that have emerged show that more boys identify with the person of the same gender than their counterparts. This suggests conflict with the primary attachment figure in girls. In addition to this more girls than boys have moderate energy level and experience high anxiety. These findings partially support the assumption that the “Self image of girls living in Protective Homes would be more inadequate than their counterparts”

Findings obtained through circle technique corroborate these findings, as self is absent in the life space of most of the children. Among those children who have their self in their life space it is largely placed at periphery. Further in terms of gender more girls do not have their self in their life space than boys and girls predominantly see their self as smaller to others.

SECTION THREE - SELF OTHER RELATEDNESS


Relationships play a very crucial role throughout our lives. It is the oxygen we breathe. We develop our image of ourselves in this network of relationships through our interaction and experience with significant others. The way we perceive and relate with
ourselves decides how we would perceive others and relate with them. Children from
difficult circumstances do not have this secure base of relationships. They have a
background of broken relationships. Loss of parents due to death, imprisonment,
separation, abandonment, rejection and abuse are bound to create a detrimental
fragmented mirror image and subsequent negative self image. This negative self image
will in turn affect their perception of others and their relationship with others.
Therefore in the present research an attempt has been made to explore the self other
relatedness of the children living in protective homes through Circle Technique
(Thrower, Bruce, & Walton, 1982). Besides the corroborative evidence of interpersonal
relations has also been sought from House- Tree- Person Test (particularly the drawing of
House).

The Circle Technique reflects the construing of the relational world within. The
data obtained from Circle Technique has been analyzed on five dimensions, namely –
Presence of self, Centrality of self, Size of self, Relation of self to others, and
Significant others emerged in life space. These dimensions pertaining to self- other
relatedness are being discussed here -

1) **PRESENCE OF SELF**- Whether the self is present or not in the life space of a
person is of considerable importance.
The content analysis of the obtained responses brought forth two response categories (appendix- A, table -43), figure however highlights the most dominant response category. From the figure it is clearly evident that taken as a whole 60.78% children do not have their self in their life space. This is suggestive of the fact that their life space is dominated by others. Self with a programming of rejection by significant others has not figured out anywhere in life space. It appears that so far most of the things in their lives have been decided by others and they have very little personal power. Findings get empirical support from Shukla (2007) and Shukla (2006). With reference to the results in terms of gender the results show similar trend. However, more A1 (50%) in comparison to A2 (28%) have their self in their life space. The gender difference being significant at .05 level. This could be attributed to the programming of the parental messages in line
with the patriarchal culture and stereotypes which gives more importance to boys than girls.

Since self has emerged in the life space of only 26 boys and 14 girls therefore dimensions pertaining to **centrality of self, size of self and relation of self to others reflect the findings of only 26 boys and 14 girls.**

2) **CENTRALITY OF SELF** - Centrality of self shows the importance of self in one’s life space.

The content analysis of the obtained responses brought forth two response categories (appendix- A, table -44). As is evident from figure, 77.5% of the children **made their self at periphery in their life space.** This again shows the inadequacy and inferiority of self. Others are more important in their lives than their own self. Research done on orphans
support the findings (Shukla, 2006). With reference to gender similar picture emerged. However, more boys (88.46%) than their counterparts (57.14%) made their self at the periphery. The gender difference being significant at .05 level.

3) **SIZE OF SELF**- This dimension shows the development of self in one’s life space i.e., whether the self is depicted as equal to others or bigger than others or smaller than others.

![Figure 3.29 SIZE OF SELF](image)

When the data was content analyzed it brought forth three response categories (appendix-A, table -45), It is clearly evident from figure 3.29 that 45% of the sample made their self
equal to others in their life space. This was followed by 37.5% of the sample who made their self smaller than others. Another comparable sample of female orphans report similar findings (Shukla, 2006). In terms of gender A2 (50%) predominantly made their self smaller than others whereas A1 (46.15%) predominantly made their self equal to others. In other words more girls perceive their self as weak, inadequate, smaller to others than their counterparts. Self as subservient and smaller to others is corroborating the assumption that the self image of girls living in Protective Homes would be more inadequate than their counterparts.

4) RELATION OF SELF TO OTHERS- Two major trends have emerged in the data. One which shows a fused self other relation and the other where the self is emotionally divorced from significant others.
The content analysis of the obtained responses brought forth two response categories (appendix- A, table -46). From the figure it is evident that sample predominantly depicted their self as independent of others in their life space or in other words as emotionally divorced. This gets empirical support from Shukla (2007) and Shukla (2006). On analyzing the data according to gender similar trend emerged. However boys (100%) were slightly ahead of girls (92.86%) in depicting their self as emotionally divorced.
5. **SIGNIFICANT OTHERS IN LIFE SPACE** - This dimension brings to fore relational network in terms of social support by significant others. It has been analyzed in terms of **number of significant others that have emerged in life space and significant relationships that have emerged in the life space**. These are as follows-

i) **Number of Significant Others Emerged in Life Space** – This dimension gives an idea about how many people children consider significant in their lives.

<table>
<thead>
<tr>
<th>Number of Significant Others</th>
<th>Percentage</th>
<th>(N= 102)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 5 People</td>
<td>34.31%</td>
<td></td>
</tr>
<tr>
<td>6 – 10 People</td>
<td>41.17%</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**

<table>
<thead>
<tr>
<th>Number of Significant Others</th>
<th>Percentage</th>
<th>(N= 52)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 5 People</td>
<td>42.31%</td>
<td></td>
</tr>
<tr>
<td>6 – 10 People</td>
<td>34.61%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Significant Others</th>
<th>Percentage</th>
<th>(N= 50)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 5 People</td>
<td>26%</td>
<td></td>
</tr>
<tr>
<td>6 – 10 People</td>
<td>48%</td>
<td></td>
</tr>
</tbody>
</table>

**FIGURE- 3.31(i) NUMBER OF SIGNIFICANT OTHERS EMERGED IN LIFE SPACE**
On content analyzing the data it brought forth four response categories (appendix- A, table- 47 –i). From the figure which highlights the most dominant response category, it is evident that **41.17% of the children showed 6 to 10 people as their significant others in their life space.** With reference to gender majority of the girls (48%) showed 6 to 10 people as their significant others where as majority of boys (42.31%) showed 1 to 5 people as their significant others in their life space. This could be due to the fact that girls are more relationship seeking than boys. **Therefore they are marginally ahead of boys in relationship network.** Further in comparison to A2 (26%) more A1 (42.31%) had 1 to 5 people as significant others in their life space (the difference being significant at .10 level).

ii) **Significant Others Emerged in Life Space** – It is not only important to get information about the number of people in the life space but casting a glance at the details of these significant others is imperative. Therefore, this dimension gives information about persons with whom children have proximity and consider them as important.
The content analysis of the obtained responses brought forth seven response categories (appendix- A, table -47-ii). Figure clearly shows that predominantly two target persons have emerged in the life space – siblings and parents. Surprisingly siblings (26.20%) are marginally ahead of parents (24.83%) in emotional proximity and relationship bonding. In other words children are receiving more emotional warmth from siblings than parents.

In terms of gender boys (27.77%) predominantly consider siblings closest to them whereas for girls (26.03%) it is predominantly parents.

Taking up all the dimensions together it can be inferred that -
• Largely children do not have their self in their life space.
• Those for whom self is present it’s a kind of cut off, at periphery, autonomous and emotionally divorced.
• In terms of gender more girls perceived their self as weak, inferior, inadequate and subservient to others than their counterparts.

Thus absence of self in the life space and self being depicted as a kind of cut off and emotionally divorced indicate conflictual self – other relations. This supports the assumption that “Self – other relatedness of children living in Protective Homes would be conflictual”.

Further in terms of gender as greater number of girls do not have their self in their internally construed relational world, the self – other unit is not properly formed or has indications of conflict. Besides there is greater fusion of self-other relations among those in whom self has emerged. This partially supports the assumption that the “Self-other relatedness would be more conflictual in girls living in Protective Homes than boys.”

Findings on the House- tree- person test (particularly that of the House) corroborates the above findings. Findings like negative attitude towards parents, siblings and home situation, lack of psychological warmth in the home life of children, lack of willingness to reach out and interact with others, themes suggesting regressive yearning, and poor adjustment, all indicate conflictual self-other relations.
**RESULTS AT A GLANCE**

<table>
<thead>
<tr>
<th>INTERVIEW SCHEDULE</th>
<th>STANDARD PROGRESSIVE MATRICES</th>
<th>HOUSE-TREE-PERSON TEST</th>
<th>CIRCLE TECHNIQUE</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>‘Violence’</em> in families emerged as a major discomfort zone. More girls than boys included ‘persons’ in their families in their discomfort zone. <em>For negative mood states (memories of life at own home) boys reached out to no one while girls despite rejection sought for mothers.</em> <em>Most of the children, particularly boys do not feel good at Protective home.</em> <em>Both at their own home and in Protective Home the discomfort zone reported was ‘abuse’.</em> <em>Loneliness and home sickness is present in children.</em> <em>Children largely understood happiness as synonyms (viz. feeling happy, laughing), sadness as negative states (viz. when do not feel good), fear as specific fear and anger as reactions to anger (viz. beat when angry). Interestingly similar percentage of children were not aware of the semantics. In comparison to boys, girls were more unaware.</em> <em>Most of the children used negative passive coping mechanisms (viz. do nothing, sit ideally) both in their own homes, as well as, in Protective Home.</em> <em>Need for care and affection was evident.</em> <em>Most of the children were unaware of any happy, sad and scary event.</em> <em>Less girls than boys reported good quality sleep.</em> <em>Due to overcrowding and lack of space most of the children reported sleeping with other children. This is a cause of concern.</em> <em>More girls fear abuse than boys.</em> <em>Crying spells are more frequent in girls than boys. Further girls mostly cry because of abuse, beatings &amp; fights.</em> <em>Intellectual capacity of most of the children is impaired. They fall in the intellectually impaired category.</em> <em>Most of the children gave emphasis to the roof of their house, which suggests high anxiety in children. Further more girls have high anxiety than boys.</em> <em>DAP indicators of Maladjustment indicate poor adjustment in children.</em></td>
<td></td>
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</table>

These findings suggest poor mental health of children. The deprivation of cognitive & affective stimulation seems to have adversely affected the intellectual functioning of children. High anxiety and poor adjustment indicate towards mental health problems in children. These findings show conflict in relationships which is an indicator of poor mental health.

These findings support the assumption that the “Mental health of children living in Protective Homes would be poor.”

**FIGURE - 3.32 RESULTS AT A GLANCE - MENTAL HEALTH**
### SELF IMAGE

<table>
<thead>
<tr>
<th>HOUSE-TREE-PERSON TEST</th>
<th>CIRCLE TECHNIQUE</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Most of the children identify with the person of the same gender. However in comparison to boys less girls identify with the person of same gender. This indicates conflict with the mother figure and subsequently inadequate self image.</em>&lt;br&gt;<em>Though majority of children’s perception is complete, the overall quality of the figure drawn is poor, along with distortions and omissions. This is suggestive of inadequate, inferior, weak, frail self image.</em>&lt;br&gt;<em>At the feeling level children feel emotions intensely but lack the expression of the same.</em>&lt;br&gt;<em>Disproportionate trunk of the tree again indicates weak and inadequate self image in most of the children.</em>&lt;br&gt;<em>Self is absent in the life space of most of the children.</em>&lt;br&gt;<em>More girls than boys do not have their self in their life space.</em>&lt;br&gt;<em>Self does not occupy a central position in the life space of most of the children. In other words self is weak, inadequate and inferior.</em>&lt;br&gt;<em>More girls than boys perceive their self as subservient to others. This indicates weak and frail self image in girls.</em></td>
<td><em>Self is absent in the life space of most of the children.</em>&lt;br&gt;<em>More girls than boys do not have their self in their life space.</em>&lt;br&gt;<em>Self does not occupy a central position in the life space of most of the children. In other words self is weak, inadequate and inferior.</em>&lt;br&gt;<em>More girls than boys perceive their self as subservient to others. This indicates weak and frail self image in girls.</em></td>
</tr>
</tbody>
</table>

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**FIGURE- 3.33 RESULTS AT A GLANCE –SELF IMAGE**

- Negative experiences and relational loss early in life seems to have adversely affected the self image of these children.
- Traumatic experiences coupled with social isolation has resulted in inadequate self image of these children.
- This supports the assumption that “Self image of children living in Protective Homes would be inadequate”.
<table>
<thead>
<tr>
<th>CIRCLE TECHNIQUE</th>
<th>HOUSE-TREE-Person TEST</th>
<th>INTERVIEW SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Self is <strong>emotionally divorced</strong> from significant others. *Boys are more at periphery than girls. *More of girls perceive their self as smaller to others. *Siblings have emerged as most important significant other in the life space of most of the children.</td>
<td>*Though accessible children do not want to mingle with others. *Boys do not want to interact whereas <strong>girls exercise control in their interaction.</strong> *Less girls than boys identify with the person of the same gender. This suggests conflict with the mother. *Negative attitude towards parents, siblings, and home situation indicate conflictual relationships. *Passivity or a lack of psychological warmth is evident in the home life of majority of children. *Feelings of emptiness and desertion are evident in the general perspective.</td>
<td>*Although most of the children perceive parents as good still ‘violence’ in the family is the major discomfort zone in the lives of most of the children. *Runaway and being lost are the major triggering events behind their entry into protective homes. This suggests conflictual relationships at home. *Again though children and other people at Protective Home are perceived as good, the major discomfort zone reported by them is ‘abuse’ at protective home. *When faced with aroused negative emotions children <strong>predominantly approach no one.</strong> *Children largely reported abuse by others as a sad event. This again indicates self – other conflicts.</td>
</tr>
</tbody>
</table>

This suggests conflictual self other relations.

These findings are the clear evidence of a psyche in relational pain.

The relational world is perceived with apprehension of rejection & this speaks for negativity and mistrust in relationships.

This supports the assumption that the “Self-other relatedness of children living in Protective Homes would be conflictual.”