CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

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INTRODUCTION

The review of related literature is a crucial aspect of the planning of a study, the objective of which is to justify the rationale behind a study. It provides an overview of historical perspective, development, deviations and new departures of research in that area and also guides to identify the methods appropriate to the present problem under investigation.

Turney and Robb (1971) state, "The identification of a problem, development of a research design and determination of the size and scope of the problem, all depend to a great extent on the care and intensity with which a researcher has examined the literature related to the intended research". A valid investigation cannot be done without careful consideration of the previous attempts related to it. The review of related literature also helps in providing placement and direction for the study to be filled into its existing body of knowledge.

The literature reviewed in the context of the present study, the investigator tried to review the theoretical aspects which have a close relation with the study. The researcher also reviewed different other studies connected with the present problem under investigation.

For convenience, the connected literature is put under two heads:
A. Related Literature

B. Studies related with the present problem

A. RELATED LITERATURE TO THE PRESENT PROBLEM

Recently, our society has chosen an increasing concern on child welfare, and with the orphan and destitute children, who has no means and responsible people to look after them. Their living conditions fall from below the accepted standards and there remains a wide gap between them and the rest of the Indian society. Any attempt of social change and social progress should start with the eradication of this undesirable imbalance. The uplift of the depressed class is a must in the establishment of a welfare state. Among the depressed, the orphans are the most backward.

Now the orphans form a considerable portion of the population of the country and occupy a position worthy enough to be noticed. Hence the post-independent era of the country demands a better understanding of their conditions of living and social problems and the administrators have a duty to bring them up economically, socially, politically, culturally, morally, physically, mentally and spiritually to a better standard of living by giving them equal opportunities in every walk of life and by imparting social justice.

Human beings have a multitude of needs that becomes a problem when the needs are not satisfied. According to Maslow (1962), "Human needs range from the basic biological needs to highly complex personal fulfilment and self actualisation". The hierarchy of needs is as follows: Physiological needs, Safety needs, Love needs, Esteem needs and
Self-actualisation needs. Physiological needs such as hunger are prepotent if the organism is starving, but when hunger is satisfied, it is no longer a determining want. Safety needs may become dominant until they are gratified. Then belongingness and love needs emerge as dominant, and with them esteem needs come into focal point. Even if these basic needs are satisfied, there will be discontent unless one is doing what he is fitted for to realise his potentialities in self-actualisation. The desire for knowledge, the aesthetic, moral and religious values are higher needs.

Prasad (1994) says, "Children are the most vulnerable group in any population and needs of the greatest social care. On account of their vulnerability and dependence, they can be exploited, ill-treated and directed into undesirable channels by antisocial elements in the community. The State has the duty of providing proper care and protection to children at all times.

American psychologist Berman (1979) calls the institutional life of children as a state of 'chronic emotional deprivation'. The lack of privacy existing in the institutions as compared to family setting has multiple ramifications on the child's experience ultimately his ability to control his life. He also envisages that in their attempt to cope with these deprivations and neglect in the social setting in which these children are raised, they react with feeling of hopelessness and they exhibit strong dependency wishes.

In addition to aggressive behaviour, Berman also found cases of neurosis, psychosomatic symptoms and other character disorders. The psychological problems commonly observed among these children are
neurosis, nightmares, inability to adjust in school, deceit, stealing and aggressive behaviour.

Barotalles and Denitz (1990) criticised the 'institutional' part of the treatment as merely for custody and control. There is agreement that these institutions are having prison like facilities, where the inmates are crowded together, and are not conducive to successful rehabilitation. The youthful inmates in such institutions, they add, are influenced by the negative innate subculture and the atmosphere is one of violence, intimidation and sexual exploitation.

Weisberg (1978) on 'the concept of rights of the child' alleged, "it is not necessarily true that parents enjoy an absolute right to control and dominate their children and any property they might hold. Many children are neglected, abandoned, abused (sexually or otherwise), beaten, sold into slavery, mutilated and even killed in times of hunger or other difficulty."

Arkoff (1958) says, 'Need' refers to 'a condition that prompts us to act'. needs are generally regarded as stimulus conditions. A need arise from a felt difficulty. A 'need' as psychologists mean it, is some very basic, fundamental, even incontrovertible goal of human behaviour, and needs arise from the very physiology of the organism itself. A need is a state of tension or disequilibrium that results from some lack within the person.

Carroll (1956) asserts, "because of the inadequate attention given to the emotional needs of children, the school has contributed to the
development of behaviour disorders. It is partly responsible for the high frequency of mental diseases."

The need for detecting and identifying children with incipient maladjustive tendencies have been stressed by many. Crow and Crow (1951), Carroll (1956) and Wall (1960) stress the need for in-service as well as orientation courses for teachers which will enable to appreciate the problems of the child; acquaint them with the values of individual instruction, and make them more sympathetic toward the need of attitude development. These courses will help them to have a sound knowledge of the tenets of mental hygiene.

The Developmental Needs of Children

The foundation for later adult personality is based on the experience of childhood. The adult individual characteristics like self-confidence, motivation level, aspiration, anxiety level, stress response and coping strategies, self-concepts, ethnic attitude, moral values, relationships with others and positive approach to gratify. The basic needs in socially acceptable manner are all shaped by the childhood experience. Adverse circumstances surrounding any phase of childhood leads to poor mastery of the phase of development of an abnormal reaction. Generally the mastery of each phase depends upon the availability of adequate stimuli and support.

Depending upon the stage of development, each child requires live, affection, guidance, stimulation, support, discipline, restrictions and role of models. Childhood is a period of growth and development with varying
needs and requires active support from the community. Parents form the most important members in the development of the child.

The overall impact of this new understanding at childhood has been the sum of a number of efforts directed to optimise the childhood experience. This has ranged from pre-school education, adequate availability of toys, books, group activities, parental guidance specially when going through difficult periods like illness, disability or disaster experiences or orphan state.

**Psychological Needs**

'Psychological needs' mean awareness of a lack of something due; the individual who feels it, is uncomfortable and he 'aches' because of this lack. This discomfort or 'ache' drags him to the behaviour reached for or claimed to satisfy the need that the individual feels is enacted at the conscious level.

Man is mentally and emotionally imperfect. He needs to grow and to be fed in his intellect, will and emotions. In the words of Arkoff (1963), "We all need food and warmth and activity and rest. Most of us need people to be with, to dominate and dominated by, to care for and be cared for in return. Most of us struggle for recognition. We seek to win our own approval and the respect of other around us...."

As from the above theoretical explanations, it can be seen that different needs orphans are not satisfied properly in comparison with the non-orphans and hence they have many problems in connection with the psycho-
social aspects. Some of the important areas in which the orphans have
difficulties to deal with are discussed under the following subheads:

**Sociological and Personal Affairs**

The important problems related to sociological and personal
affairs are given below:

**Love and Affection**

The capacity to love and to be loved seems to underline all
positive human development from the womb to the tomb; love experiences
seem to be the basic ingredients for self-actualisation (Lungo and Hershey,
1981, p.145). It seems that we are at our best, noblest and wisest at any age
when we are giving and receiving love; love seems to beautify all it touches.
Everyone has an inner desire and need for love.

The consequences of the lack of infant love were discussed by
Lungo and Hershey (1981, p.257) who cite an example of how a Spanish
bishop, in sixteenth century, noticed that many infants left in an orphanage
died from apparent sadness – death resulting from insufficient love, which
was later termed by Spitz (1945) as 'marasmus'.

The need for love and security provides the basis for all later
relationships, not only within the family, but with friends and colleagues and
eventually one's own family. On it depends the healthy development of the
personality, the ability to care and respond to affection and in time, to
becoming loving, caring parent. This need is met by the child experiencing
from birth onwards a continuous, reliable, loving relationship – first with
mother, then father and then an ever-widening circle of adults and contemporaries.

A person who does not experience the emotion of love early in life has a difficult time relating to others later in life. Though emotional reactions of love for self and others, the person is better able to grow toward great self-actualisation. In addition, the person is better able to feel a sense of relatedness to others. The experiences of feeling good about one's self (or self love) permit one to extend 'loving relationships' to others.

Love, like life itself, requires feelings and expression. Persons who are not loved become dull and hostile. Aggressive tendencies and delinquent behaviours may be present in such persons. Social norms will be thrown to the wind in their lives. It also results in sexual perversions.

Spitz's (1945) investigation was with motherless human infants and the importance of love and affection to infants. His investigation was carried out in two institutions. In one institution, called the Nursery, the mothers were in jail but were allowed to come to the nursery to take care of their babies. The food, housing, and medial care were adequate. The second institution, called the Foundling Home, was for superior The Foundling Home was located among gardens outside the city. Each infant has a specially prepared diet and was checked by a team of medical doctors. These infants had excellent physical care. However, the eighty-eight infants were taken care of by ten nurses who had little time to cuddle them.
The contrast in the development of the infants in the two institutions was astonishing. The infants in the Nursery developed normality. The infants in the Foundling Home showed a downward trend in development. They never learned to speak, to walk, or to feed themselves. By the end of two years, 37 percent of the infants had died; those who survived were human wrecks. Spitz referred to this kind of death resulting from insufficient love by the term ‘marasmus’.

**Recognition and Approval**

By the term ‘recognition’, we mean identification of something as having been known before as being of certain kind; identification of a person as being known to one (Webster, 1962, p.1506). ‘To give approval’ means to have a favourable opinion of someone or something (Webster, 1962, p.92).

The Dictionary of Psychology defines ‘recognition’ as perception of an object or individual, accompanied by a feeling of familiarity, or the knowledge that the object is familiar or has been perceived at an earlier time (Warren, 1934, p.226).

Research studies have shown that the recognition and approval gained by an individual influence his personality development to a great extent.

Everyone needs to be regarded by someone as being of some importance and doing something that is of some good. Every individual needs to feel that he and his efforts are being appreciated by those for whom he strives. Everyone strives hard, at least, at certain times, to get the
approval and recognition of some one important, such as parents, friends, and teachers.

The persons devoid of recognition and approval will develop inferiority feeling with a host of other behaviour problems such as lying, stealing, blushing, etc. He may feel miserable and restless and may seek for a recognition through antisocial activities. On the other hand, persons who are showered with too much of recognition will develop superiority feeling and the problems connected with it.

**Self-esteem**

Self-esteem, according to Ausubel (1952, p.140) is a feeling of one’s intrinsic self-worth. It means accepting and evaluating highly of oneself, Possessing high self-confidence and positive attitude towards self.

The psychologists like Allport (1958), Jahoda (1958), and Jourad (1963) have suggested positive toward self as one of the requisites of mentally healthy person.

There are some problems resulting from lack of self-esteem. Some people lose every vestige of self-esteem even though they are talented and capable. They are subjected to chronic anxiety. They look upon themselves as full of guilt and as failure in every respect. They feel they are physically weak and ill; they feel miserable and deplorable. In short, they enter into a state of depression. Cameron (1963) points out that the feeling of inferiority, worthlessness, self disparagement and hopelessness are the chief among the cardinal neurotic depressive symptoms. Maloney (1963) studied
the need of 'self-esteem' among a group of 200 men and 200 women who were living in groups separated from their families. He found that 50% of them had no satisfaction.

The factors that contribute to self-depreciation are: (i) parental rejection, (ii) unhealthy comparison of children by elders, and (iii) parental attitude towards children.

**Security**

The term 'security' according to Webster's New Twentieth Century Dictionary, is the condition of being firmly fastened or fixed (Webster, 1962, p.1641). An individual feels secure when he meets his condition.

Horney (1964, p.66) defines 'security' as the need to feel safe from the dangers of a hostile and threatening world. Hence it involves freedom from fear, uncertainty and doubt.

Several psychologists have stressed that a sense of security is essential for healthy growth and development. According to them, the mental condition of an infant is directly related to whether or not he is loved and the infant gets his first feelings of security by being handled gently or tenderly (Lango and Hershey, 1981).

Grant (1939) studying pre-school children, corroborates by saying, "a calm, happy home life appears to be related positively with the child's security, his cooperativeness and ability to plug with the group and tends to be negatively correlated with nervous habits and sadistic behaviour."
Kudermann (1975) studies the psychological needs of a group of 600 orphan children and concluded that they are deprived in their affection and security needs. A well loved child is generally eager to participate in some responsible way.

Dhalival’s (1971) study found that factors like security feeling, home, school and emotional adjustment correlate significantly with academic performance.

According to Carroll (1956), emotional security is essential for physical and mental health. Persistent insecurity, according to him, keeps the organisms in a stirred-up state. Eventually, such a disturbed condition may result in both physical and mental disorders.

Insecurity feeling manifests itself in several ways. Chronic anxiety, scrupulosity, excessive timidity, social inadequacy and perfectionistic idealism are all symptoms of the feeling of insecurity. If they become chronic, they may lead to personality disintegration. Any situation in life may develop insecure feelings in some people. Aggressive and hostile behaviours are common when insecure persons try to compensate. They are insensitive and less understanding. Irresponsibility, lack of dutifulness and breaking of relationship is marked in an insecure persons. Fictional illness, compulsive actions, overeating and over drinking etc. can be the fruits of insecurity.

**Independence**

The term ‘Independence’ as defined in Webster’s New Twentieth Century Dictionary, is “the state or quality of being independent’
freedom from the influence, control or determination of another or others, self-maintenance or self-government (Webster, 1962, p.929).

Sears (1958) and his associates studied patterns of dependence or succorance in a group of five-year olds; some of the children seemed to require a lot of attention while others needed almost none at all.

The need for independence or autonomy is manifested in the desire to be free and independent. According to Arkoff (1968, p.46), people with strong autonomy needs like to be free to come and go as they please and do what they want to do without restrictions. They avoid routines, responsibilities and obligations. Generally, they refuse to conform; they ignore conventions; disregarding the opinions and demands of others, defying authority. They wish to remain unattached and free of restraint or confinement.

Writers in this area define autonomy or independence differently and regard it differently, some in positive and others in negative terms. Maslow (1954) and Riesman (1950) emphasise the importance of autonomy. The autonomists they describe, however, are not fiery rebels; rather, they are strong and independent people who are free to be autonomous or non-autonomous as individual circumstances warrant.

The need for independence involves the ability to do one's own thinking, to make one's own decision and to take responsibility for one's own actions. The drive causes much conflict in the minds of growing individuals.
From the point of view of healthy adjustment, this need is one of the most important factors in human personality. Independence is the prerogative and natural goal of the developing personality. Without it, maturity, integration, identity, adjustment and adequate socialisation is impossible. It is only when a person is free from demands, restrictions, prejudices and controlling influences of other persons that he begins to live an adult life, and matures. Self-integration is essentially connected with independence. One can achieve adjustment, only if he strikes out for himself and learns by experience how to meet responsibilities and how to make necessary and important decisions.

When the need for independence is not met, many problems can crop up in the life of individuals. Rebellion against authority, destruction of public property etc. are outcomes of the thwarting of this needs. To put briefly, antisocial behaviours and delinquent acts can be the resulting factors of the lack of fulfilment of this needs.

**Creative Expression**

'Creative' means having the power to create; invention; productive (Webster, 1962, p.427). According to Allport, creativity is the capacity of a person to produce compositions, ideas or products which are essentially new and previously unknown to the producer.

The term 'Expression' means 'pressing out', describing' (Webster, 1962, p.647). Thus 'creative expression' may mean 'having the power to produce or invent something; to give expression to one's feelings,
imagination, etc. especially in creative or artistic activity. Individuals want to create something which is quite new and different and satisfying to their creative urges.

The great works of art, the symphonies, the dramas, and inventions that enrich all our lives are the products of creative minds, an in many cases of intelligent minds.

According to Dellas and Gaier (1970), the creative individual tends to be independent, easily stimulated and possessed an uninhibited imagination. Very often the creative person shows little concern for the opinions of others, and is indifferent to mistakes or to social approval. While these personality characteristics may be invaluable in helping an artist to preserve in other works, they might prove disruptive in a classroom, if a teacher requires orderliness as a top priority. The teachers should not make harsh judgements or ridicule the creative efforts of students as that is the best way to inhibit those who are trying to learn to think creatively. Imaginative method of teaching and imaginative materials can go a long way toward fostering creativity in adolescents (Davis, 1975).

Research studies as that of Holland (1961) suggest that highly creative students have been uniquely able to sustain maximised conflict and tension, this giving support to the notion that anxiety, psychoneurosis and even some symptoms of psychosis are often healthy greater than always pathological and that personality growth occurs during the greatest psychological stress.
Creativity is a productive activity that imposes from and order where there is none. The initial stages of creativity is manifested through reconstruction and reorganisation of existing materials. Here, imagination is more at play than intellect. As the intellect develops, they exhibit originality in their performance.

When persons are not given opportunities to manifest and fulfil their need for creativity, they may develop antisocial qualities. They lose interest in life and may turn their attention to evil ways.

**Knowledge and New Experience**

Almost all psychologists agree that children from very early age show curiosity, like to know more and more, see more and more, do things and like to handle whatever they can reach to.

The term 'knowledge' is defined as "information; the body of facts accumulated by mankind; practical experience, skill, range of awareness and understanding" (Webster, 1962, p.1007).

The term 'Experience' is defined as "an actual living through an event or events, personality undergoing or observing something or things in general as they occur; anything observed or lived through" (Webster, 1962, p.645).

The need to know is a fundamental need of man. Maslow (1964) believes that a characteristic of mental health is curiosity. He lists the following reasons for advancing, curiosity or desire to know as man's special characteristic and need.
(1) Curiosity is frequently observed in the behaviour of man from the childhood.

(2) History is full of examples of men seeking knowledge even in the face of great danger.

(3) The great interest men of all ages have shown to know the mysterious, the unknown and the unexplained.

(4) The satisfaction and happiness men have always experienced in learning and discovery.

(5) Clinical experiences providing healthy individuals suffering boredom, loss of interest in life, depression and self hate as a result of the deprivation of the need to know and understand.

(6) Man has the intense need for knowledge and new experience.

The need for new experience is dynamic and manifests itself in a variety of ways. Children from very early age begin to manifest this by asking 'how' and why and 'what' about everything around them. It looks as if the child's world is full of questions and as the child grows and develops, his desire to know takes many means and ways to acquire knowledge.

**Achievement**

"To achieve" means "to accomplish; to finish or to carry on to a final stage."

"Achievement is the act of achieving; an obtaining by expression" (Webster, 1962, p.15). Academic achievement is defined as the
knowledge attained or skills developed in schools, usually designated by the test scores or by marks assigned by teachers, or by both” (Good, 1945, p.6).

Some individuals are highly motivated to achieve. Many factors and combinations of factors may play a part in it, such as the general culture to which we belong, the social class of which we are a member, and the family setting in which we grew up.

Family environment can have an important and lasting effect on achievement patterns. The need for achievement tends to be high in those whose parents set high standards of performance and who were met (Child, 1954; McClelland et al., 1953; Winterbottom, 1958).

Achievement is a requirement for healthy psychological growth. Achievement contributes directly to the development of personal worth but it should not be regarded as one with it but as an adjunct to it. This need can function independent of personal work and occupies its own dynamic role in man's life. To achieve itself is a rewarding experience. It makes one feel adequate and secure and gives joy and contentment.

A human being needs to feel not only that he is a worthy person but also that he is doing something important. If a man never achieves anything, he will soon begin to doubt or question its worth. Therefore, it is very essential for the fulfilment of this need that the individual himself be convinced of his achievement. If a man accomplished imperfectly, he will look upon himself as imperfect, i.e., less gifted or incapable. Hence repeated
failures or failure to accomplish as such as one aspires, can have very
damaging effect on that person's self worth and ego-image.

One who does not achieve does not go forward but feels
defeated and blocked, and this makes him feel bored, tired and also
frustrated, leading to anger and aggression. The more bored people are,
ineffective they become and consequently hate themselves and others. The
persons who hate themselves can turn to be anything. They are
unpredictable and dangerous. Hosts of problems and delinquent acts may be
initiated by these individuals. Aggressive behaviour, temper tantrums etc. can
be expected from these people at any time. All men should be, therefore, be
couraged to exploit all their potentialities to the full and to accomplish
something worthwhile in their lifetime.

*Belongingness*

To belong to someone or somewhere is the inherent need of
man. The need for affiliation is manifested in the desire to associated with co-
operate with and form friendship with others.

To belong in the true sense of the word, means to enjoy the love
and esteem of someone else. ‘Belonging’ implies cordial relations. It creates
ture peace, harmony and joy among individuals. As a child, one feels
included in the family circle, feels the sense of belonging closely to parents
and consequently could always go back to father and mother. But as one
grows up, many transitions take place and in each developmental stage, there
is great striving and yearning to belong.
Barling (1981) found that the physiological safety and security and love and belongingness needs predicted promotional aspirations for the black groups.

**Adjustment with the Opposite Sex**

Symons (1943) defines 'adjustment' as 'a satisfactory relation of an organism to its environment'. According to him, environment consists of all surrounding influences or forces which may influence the organism in its efforts towards maintenance.

It is found that persons with positive attitudes are in a better position to adjust with their surroundings. Kaul and Singh (1974) in their studies found that those children who were not able to have harmonious relationship with their social environment in school and college were affected adversely in their studies and behaviour.

The degree of adjustment depends upon the upbringing in the home and the resulting self-esteem that an individual has.

Variations are evident in the attitude of different societies towards adjustment with the opposite sex. Each society approves and disapproves certain individuals if they do not conform to the usual norms. Many adults fail to realise that a healthy adjustment with the opposite sex is an essential factor for developing into healthy citizens of tomorrow. Pearson (1947) recommends that for the sake of more adequate personality and better social adjustment and as a help in the prevention of neurosis, psychosis and
psychopathic personalities, a healthy adjustment with the opposite sex should be encouraged.

Adjustment with Authorities

The term ‘authority’ is defined as the persons or the body exercising power of command (Webster, 1962, p.126). Authority, as far as children and adolescents are concerned, parents, teachers, and school and college authorities.

The quality and adequacy of the home and school / college environment play a vital role in the development of the individual. In a home where there is love, affection, appreciation, autonomy, discipline etc. the child develops a positive attitude towards authority. In the school / college where the teachers are affectionate and considerable towards the students, taking interest and care for the welfare of the students, the students automatically develop love and respect for the authority. This situation enables them to realise that rules, regulations or restrictions imposed upon him in the college or home are for his own good in the long run. But on the contrary, a child coming from a home which lacks the above mentioned qualities, and if exposed to a hostile environment in school / college, he will rebel against authorities, and will be averse to rules, regulations counsel.

This adversely affects the child in his future life when the institutionalised children are studying with non-institutionalised children, sometimes, this atmosphere also paves the way for maladjusted behaviour. The attitude of normal children towards the institutionalised makes them feeling of isolation, rejection and separation among them (Chowdhary, 1988).
B. STUDIES RELATED WITH THE PRESENT PROBLEM

In this section, studies which have a close relationship with the problem under investigation are discussed. For convenience, the connected studies are arranged in two sections, viz., studies conducted in India and those conducted abroad.

(1) Studies in India

A study done by Reddy (1989) on behavioural problems of orphans revealed that one third of the institutionalised children manifested one or other behaviour disorders. The most prevalent problems were aggressive, conduct disorders, adolescent adjustment problems, stealing, lying and taunting. The features of depression, affectionless character and anxiety feature were noticed among a few.

Sheath (1957) analysed some factors associated with juvenile delinquency in Bombay State. The study revealed: (i) Juvenile delinquency was highly correlated with all the indices of low income and with other social problems resulting from poverty, (ii) Grade maladjustments resulted from crowded housing conditions and led children towards delinquency, (iii) The employment of women was an important factor in the slackening of the family control and, therefore, contributed to delinquency, (iv) A number of juvenile offenders were connected with street trades which were open to danger, (v) A majority of juvenile delinquents came from broken homes, (vi) Defective discipline in the home contributed to delinquency, (vii) Juvenile delinquents came from a demoralising home and environment, (viii) Gang delinquency,
organise and otherwise, was not altogether absent, (ix) absence of recreational facilities in the home and in the locality drove children into delinquency, (x) The role of motion pictures in juvenile delinquent activities was significant.

Biswa (1980) conducted a comparative study on the family conditions of Mentally Retarded and Normal children.

The sample of the study included 75 mentally retarded children in 6-14 years age group and 75 normal children in the same age group in Varanasi. The groups were matched on the basis of age, parental age and income status. The main findings were: (1) The Delinquency and mental retardation were frequently found together, (2) Most of the mentally retarded children were unwanted and rejected by their parents. (3) premature death of one or both the parents was found in more of the cases of mentally retarded children in comparison to normal children.

Garhok (1973) made an investigation into the personality characteristics of orphans. The sample of the study comprised 200 subjects. Of these, 100 were orphans (50 males and 50 females) drawn from orphanages and prospective homes in the main cities of UP. The age range of the group is 13 to 15. The major tools used were Adjustment inventory, Cattell’s High School Personality Questionnaire, Edwards Personal Preference Questionnaire, Personal Data Schedule and Raven’s Progressive Matrices. An attitude scale was developed by the investigator. The major findings were:
(1) The personality make up of the orphans as a group was different from that of the non-orphans. The orphans showed psycho-neurotic trends in the form of exhibition of more negative emotions, feelings of anxiety, inferiority, dejection, helplessness, insecurity, shyness, reserve, passivity, anxiety and emotional instability.

(2) Orphans seemed to acquire a feeling of hostility towards authority and society.

(3) Orphans have a less positive attitude towards their elders and more negative attitude towards society than non-orphans.

(4) Home, social adjustment and health adjustment were unsatisfactory among orphans.

(5) Orphans' personality was dominated by negative emotions.

(6) Orphan boys as well as girls had a less positive attitude towards life, humanity and religion than non-orphans.

(7) Less positive attitude towards religion, less cheerful, less co-operative and less social in comparison with non-orphans.

The major findings of the study by Verma (1959) on the social and economic background of juvenile and adolescent delinquency in Kanpur and Lucknow cities are as follows:

(i) The average age of juvenile delinquent was twelve years while that of the adolescent delinquent seventeen years. The maximum age of the juvenile and the adolescent offenders were fourteen and sixteen, respectively. (ii) The proportion of delinquents belonging to Hindu religion was
significantly higher than those who belonged to Islam or such other communities as Christian and Sikhs. The proportion of delinquents from the Muslim community was significantly higher in Lucknow. (iii) The highest proportion of delinquents was of those convicted for offences against property. It was significantly higher in Lucknow. The next were delinquents who had a record of offence under various special acts, the proportion of such cases being significantly higher in Kanpur. In the group of offences under Special Acts, vagrancy was the most common offence in Lucknow and violation of the Excise Act in Kanpur, gambling was also significantly more common in Kanpur. (iv) The proportion of delinquents convicted for offences against property was highest among Muslims followed by intermediate Hindu castes, (v) The proportion of delinquents were greater from completely broken homes compares with normal homes. (vi) The proportion of delinquents who were the youngest children was higher than that of those who were the eldest. In a few cases, the delinquent was the only child. (vii) In most cases, the parents of the delinquents were either illiterate or had read up to primary classes only. A significantly larger proportion of mothers was illiterate and far more fathers had read up to the primary stage or beyond, (viii) The proportion of delinquents who never visited places of worship was significantly higher, (ix) The average monthly income of the family of delinquents was Rs. 72/- while in Lucknow, the fathers of the delinquent were mainly engaged in services like those of washerman, domestic servant, barber, shop assistant, hotel waiter or retain trader of vegetables, milk etc. In Kanpur, they mostly
worked as labourers and retail traders, (x) the housing conditions of most delinquent families were far from satisfactory. The neighbourhood conditions of the delinquents were poor or inadequate in respect of sanitation, lighting and the physical state of the location, (xi) The relationship between parents and siblings, parents and relatives, among siblings, between siblings and relatives and among relatives was usually not cordial, (xii) The delinquents did not receive companionship at home, (xii) Their educational standards were poor.

Another study was conducted by Savage and Roy (1988) on the effects of interscholastic athletics in the rehabilitation of juvenile delinquents. The purpose of this study was to investigate the extent to which interscholastic athletics may have contributed to the rehabilitation of juvenile delinquent offenders who successfully completed treatment programmes at juvenile delinquency rehabilitation centres.

Pasricha et al. (1972) enquired into the relationship of parental education and IQ, with IQ of their offspring in a group of 33 malnourished children, with various degrees of malnutrition / parental IQ and level of education were recorded. Correlations of these factors were determined with the IQ of the children and these were generally found to be rather low.

Malnutrition undermines the growth and quality of brain which cannot be fully repaired in later years. Malnutrition during the critical periods of brain development may produce permanent impairment of brain structure and effect learning capacities of children. Malnutrition which is due to
nutritional deprivation, interferes with the child's motivation, power of concentration and capacity to learn. Children who survived a severe episode of malnutrition for sufficient duration in early life, are handicapped in learning some of the fundamental academic skills, and are therefore, less able to profit from the cumulative knowledge available. Birch (1972) pointed out that by inhibiting the development of a primary process essential for cognitive growth, malnutrition interferes with orderly development of experience and contributes to a sub-optimal level of intellectual functioning.

Berg's (1973) study titled 'The Nutritional Factor' revealed that malnutrition has now become a research area of main concern in most developing countries. Investigations have reported that in India child population is about 225 million, out of which nearly 100 million belong to the deprived category and 65 million children are estimated to be malnourished. Gopalan (1975) has indicated that in rural India, 85 per cent of the pre-school children suffer from varying degrees of growth retardation.

Another study named as "A life history of a child considered emotionally disturbed: critical interpretations from researcher and child" was investigated by Danforth (1994) to determine the objectives of the psychopathological condition of the emotionally disturbed children by the public school system and residential psychiatric facility. The major findings were that there is great emotional disturbances on the part of the child in the field of special education.
McClintor et al. (1994) dealt with a study on the parent-child interaction of one cocaine-exposed toddler in a foster-adoptive family, to determine the main objectives of the communicative competence of one infant testing cocaine exposure at birth, adopted by a family who provided a facilitative communication environment. Data was collected over a two year period using field notes, videotapes, and informal interviews with the family.

The major findings were that his socio-emotional attachment progressed to a point where he was able to interact meaningfully with strangers. The child's progress in the family was assisted by the environment provided by his adoptive family.

In the study, "Dual role of environment deprivation, and malnutrition retarding intellectual development" Barnes (1976) observed that apathy and reduced curiosity associated with early malnutrition are due to functional deprivation of experiences and a functional avoidance of new experiences and novel stimuli. Dasen et al. (1977) reported that poor nutritional status of the child in early years adversely affects his exploration of the environment and active experimentation. Patel et al. (1974) studies the impact of total milieu surrounding malnutrition.

Patel (1978) tried to explore the educational opportunity for the children of urban slums in Delhi. The major findings were: (i) The schooling facilities provided by the municipal authorities of Delhi were almost adequate for the slum children. However, their utilisation by the slum dwellers was very much below than by the non-slum dwellers. (ii) The quality of educational
facilities for the slum children was very much inferior to that which the non-
slum children enjoyed. (iii) In the matter of school resources, the slum and
the non-slum schools in respect of school buildings, equipment, curriculum
and teachers and pupils.

In a study, Johnson et al. (1996) tried to analyse the impact of
parental divorce on young adult development. A multivariate analysis was
done to determine the effects of parental divorce on the attainment of the
developmental tasks of young adulthood. The sample consisted of 354
students under 30 years of age. The major findings were: (1) The parental
divorce may interfere with the attainment of some of the developmental tasks
of young adulthood, namely, differentiation from parents and forming
differentiated relationships with significant peers. (2) The quality family
functioning may be essential for young adult task attainment, regardless of
parental marital status. (3) The timing of divorce, age at the time of divorce,
frequency of contact with non-custodial parents and ethnicity.

Rossetti and Maria (1978) proposed an explanation for the link
between environment, malnutrition and role of mental development. The
basic assumption is that malnutrition and socio-economic conditions interact
leading to slow mental development by undermining the establishment and
maintenance of "Syntonic", "Synchronic" and "Reciprocal" relationship
between the child and the mother. In a deprived social environment, the child
will rarely find a person prepared to 'Syntonize' (to tune in) and be stimulating
and responsive to his or her behaviour. Because of malnutrition and other
ailments, these children are often biologically less able to be stimulated and responsive to their care-giver, they show apathy, irritability, and loss of interest the social environment. The combination of these conditions creates a cycle of interaction deprivation which inhibits intellectual development.

Chhazed (1973) conducted a study on the problems of welfare of institutionalised children in Indore. The sample consisted of 100 orphans under the age one and sixteen. The major findings were that most of the children were deprived of parental love and care, a few children came from divorced families, some were from hospitals and maternity homes, they are not looked after well in their respective schools and they lacked encouragement from the school authorities. Forty per cent received physical as well as mental punishment and the children were busy from 5 am to 9 pm in their routine daily life in the respective institutions.

Sandhu (1978) conducted a comparative study on the family background and socio-political orientation of activist student leaders and non-activist students. The study concluded that (i) Much of the student protest in Punjab was found to be grievance-oriented rather than issue-oriented and the education factor was the major cause of grievance. (ii) Activists, when compared to non-activists, belonged to the upper or middle class families with their parents holding democratic ethos and intellectual orientation. (iii) There existed a low association between the family status and family politics and the type of protest and a high association between the family ethos and the type of protest. (iv) Activists were more modern in terms of their value orientation
as they differed significantly from non-activists in civics, independence, achievement, scientific, secular and universalistic values. (v) The family ethos in terms of more democratic rather than authoritarian background was significantly and positively related with activities modernity level, political awareness, ideological orientation and political participation whereas the family status was not significantly and positively related with activists' modernity level, political awareness, ideological orientation and political participation whereas the family status was not significantly associated with all these things. (vi) Activists had greater political awareness, political participation, leftist affiliation and liberal ideological orientation, and were more in favour of the student participation in politics. (vii) Activists with a high level of modernity had a higher political awareness and political participation than those with a low level of modernity.

Dutta (1982) investigated the personality characteristics of the orphans with reference to the orphanages in Assam.

The random sample consisted of ninety four orphans (fifty boys and forty four girls) in the different orphanages of Assam. Data were collected using descriptive survey, case study, interview and observation method. Personality characteristics were treated as criterion variables and the deprivation in emotional, social and cultural aspects in the life of the orphans as variate variables.

The major findings were: (i) Absence of parents was not the main cause in becoming orphaned. Other causes were economic trauma,
careless parents, mother's/father's remarriage, insane mother, death of mother, mother's malpractice / polygamy. (ii) Intensity of psychological disorder was seen more in higher age groups and they had a low level of intelligence. (iii) Children living in orphanages suffered more from the deprivation in emotional, social and cultural aspects than those living in home under parental care and affection. (iv) The prevailing environmental conditions in the orphanages were not satisfactory and had the absence of positive outlook in life. (v) The sign of neurotic phenomena and insecurity were found in orphans. (vi) They were introverts and suffered from the non-development of personality.

Kalra (1979) conducted an analytical study on childcare. The findings of the study were: (i) There were 176 boys and 74 girls among whom 56.8 per cent were mentally retarded. (ii) The maximum number of children came from the families of businessmen followed by the children of Grade II employees. (iii) Faculty rearing practices resulted in habit disorders, speech defects, personality problems, sleep defects and psychosomatic problems. (iv) Emotional deprivation on the part of the parents led to the problems of personality, habit and anxiety state and to a lesser extent, scholastic backwardness, psychosomatic problems and speech defects. (v) Socio-economic deficiencies of the parents mainly resulted in the problems of habit and sleep rather than other behavioural problems. (vi) Organic deficiencies led to various behavioural problems like scholastic backwardness, habit disorders, speech defects, feeding problems, antisocial activities more than
other problems. (vii) Age showed significant difference but other factors like sex, birth order, family size and structure did not reveal significant relationship with children's behavioural disorder, (viii) Scholastic backwardness, habit disorders, speech defects, personality problems and feeding problems were more prominent than the problems of sleep, psychosomatic problems, antisocial activities, anxiety, schizophrenia and functional fits. (ix) Organic deficiencies of children were the etiological factors of behavioural problems, next were faulty rearing practices, emotional depression, SES deficiencies of the parents (in order). As a result of the scrutiny of etiological factors, it was found that over-protection, rejection, strict discipline and the lack of training led to faulty rearing practices, emotional deprivation was due to separation from the parents, lack of affection and sibling partiality; socio-economic deficiencies were due to maladjusted family, low economic condition and absence of recreational facilities, and organic deficiencies were due to mental retardation and reaction to physical injury and ailment. Intelligence played an important part in determining different types of behavioural problems. (x) Antisocial behaviour and functional fits were observed in the males only. (xi) Children's behavioural problems never appeared alone but in clusters. Aggressiveness, rigidity, timidity, and sensitiveness were common associated problems, fear of darkness, animal sounds and persons were common with children. (xii) Birth order (first-born), family size and structure, SES and parent's education did not play a significant role in causing behavioural
problems. (xiii) One cause could lead to various behavioural problems, viz.,
overprotection could lead to enuresis and delayed speech development.

Mhaskar (1978) was interest on survey of the institutions of homeless children in Maharashtra State (Bombay Division). The major findings were that voluntary institutions for the homeless children played an important role for meeting the needs of those children, primary and secondary education was provided by these institutions and the available finance was inadequate and their expenditure was more than their income.

The purpose of the investigation of Khattri (1979) to bring about a reduction in the abusive behaviour as a function of types of reinforcement and awareness among socially disadvantaged children. The findings were (i) Significant differences in abusive word usage between the control and the experimental groups were observed. (ii) Negative reinforcement was observed to be more effective than positive reinforcement for reducing the abusive word usage. (iii) There was significant difference between the two levels of state of awareness and two levels of reinforcement. (iv) Negative reinforcement was always found better for both the state of awareness as compared to positive reinforcement. (v) The abusive word usage was not a function of the caste. (vi) The non-schedule caste subjects improved more than the scheduled caste subjects under both types of reinforcement. (vii) Negative reinforcement was observed as more effective than positive reinforcement for conditioning irrespective of caste. (viii) Both types of reinforcement were effective for both types of birth order. The first born
improved more under the positive reinforcement whereas the last born improved more under negative reinforcement. (ix) The reduction in the abusive word usage was a function of conditioning with generalisation from laboratory training situation to natural situation.

Nayar (1985) enquired the socio-psychological problems and personality patterns of the deprived children living in destitute homes of Rajasthan. The sample consisted of 200 deprived children from 14 out of 47 destitute homes of Rajasthan and 200 normal children. Sex-wise there was equal number of boys and girls. The major findings were that 75 per cent of the deprived children were suffering from many problems. The deprived girls had more problems than boys. The normal children and the deprived children different significantly in their problems. The deprived girls had more family problems and worried about their uncertain future, dowry and problems related to broken homes. The deprived children showed lack of adjustment with the environment. They did not accept group moral standards and they disregarded social rules. They had low mental capacity and could not handle abstract problems. They had low self-concept and they were unstable emotionally. They had shyness, guilt proneness, group dependency and high tension. The deprived girls had more superego, more reserved, detached, critical, aloof, inactive and stiff than the deprived boys. The environment of destitute homes were not good.

Garhok (1973) in an investigation into the personality characteristics of orphans arrived at the following conclusions: The
personality make up of the orphans as a group was different from that of the non-orphans. The orphans showed psychoneurotic tendencies in the form of exhibition of more negative emotion, feelings of anxiety, inferiority, dejection, helplessness, insecurity, shyness, reserve passivity, anxiety and emotional instability. They seemed to acquire a feeling of hostility towards authority and society. They had less positive attitude towards society, life, humanity, religion and elders than non-orphans. The adjust in the home, social adjustment and health adjustment were unsatisfactory among orphans. Their personality was dominated by negative emotions. They were less co-operative and social in comparison with non-orphans.

Another study by Pandey (1979) was aimed at the adjustment problems of boys in health, social, aesthetical and emotional areas.

The findings of the investigation were: (i) Rural students secured better points in emotional, health and school adjustment areas. (ii) Urban students secured comparatively better marks in the aesthetic adjustment. (iii) Significant relationship existed between adjustment, the level of aspiration and achievement, (iv) Urban students were facing difficulty in adjustment in school, health and emotional areas.

Sarkar (1979) wanted to find out the relationship between children’s mental health and their family characteristics, viz., family structure and family tension.

The conclusions were: (i) families today had mostly either autonomic (which means parents to be mostly independent) or mother
dominant (mother is to be the decision-maker mostly) family structure. (ii) The mentally unhealthy group of children had higher family tension than the healthy group. The family structure (excepting syncretic division of functions) was not related to the mental health of the children.

The study of Joshi (1980) aimed at investigating the educational problems of students belonging to scheduled caste and scheduled tribes of Baroda district. The major findings were: (i) Eighty five percent of the fathers were below forty-five years of age and about 82 percent had no education or had been educated up to class IV only. (ii) About 95 percent were small farmers or landless labourers. (iii) About 95 percent of the mothers had practically no education. (iv) The parent had a positive towards education. (v) More than 65 percent parents had a poor assessment of the capability of their children to benefit from education. (vi) A majority of the parents did not show much interest in the day to day school work of their children because of their educational level being very low. (vii) The children had no facilities for studying at home. (viii) The aspiration level of the students was lower than the average showing lack of clarity about their future. (ix) The students suffered from a feeling of diffidence. (x) In spite of their poor sociological background, the students did not have a high level of feeling of rejection. (xi) The students of SC/ST had a rather clear image of their strengths and weaknesses and their perception of school was positive and better.

Verma (1986) proposed an explanation problem solving as related to intelligence and personality in socially deprived and non-deprived
children for determining the objectives like the impact of social deprivation, intelligence, sex and two personality dimensions, namely extraversion and neuroticism on the problem solving ability of children.

The main findings of the study were: (i) Social deprivation was found to relate negatively to problem solving. (2) Intelligence was found to relate positively to problem solving. (3) Males were better on problem solving tasks than females. (4) The interaction between deprivation, sex and problem solving also revealed significant differences in favour of non-deprived males over deprived females.

The study on emotional factors in problem children in the age group of seven to twelve years was an attempt by Yadav (1980) to assess the actual conditions in which the problem children lived and behaved. The results of the study were: (i) The children indulged in all types of misbehaviour from sexual immorality to stealing and use of abusive language. Truancy was of highest frequency. (iii) Among the factors responsible for this type of behaviour were family conditions like the separation of parents, low income and low education. (iv) The highest percentage of problem children was found among the business class of society. Nuclear families had greater number of problem children than joint families. The main reason was attributed to father not having time to look after the children and therefore the children felt rejected. (v) Harsh treatment by parents and strict discipline led to maladjustment as against pampering. Tension and quarrels on money matters as well as on domestic work contributed to the problem behaviour.
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(vi) Home environment, drinking, smoking, and gambling by parents also contributed to problem behaviour among children. (vii) The size of the family and the number of children in the family had serious effects on the character of the children. Housing problem (shortage of accommodation) also gave rise to problem behaviour. (viii) The types of friends also played an important role in developing problematic behaviour. (ix) The problem of children were those who misbehaved but were subjected to legal punishment.

Gupta (1981) conducted a study of parental preference in relation to adolescents’ personality adjustment and achievement. The findings of the study were: (i) parents as a group tended to show varying parental preferences in different spheres while some tended to exist as core preferences, these preferences were primarily focussed on higher academic achievement followed by the physical and social fields and tended to neglect influence of tradition, culture and Indian social norms. (ii) While adolescents from joint families tended to exhibit significantly better educational, social and health adjustment, emotional adjustment and home adjustment.

Sharma (1981) conducted a comprehensive study on the mother-child relationship as function of family size and socio-economic status among working housewives of Meerut and mother-child relations scale by Tiwari were used. The main findings of the study were: (i) Working mothers had positive relationship in acceptance – rejection, encouragement, discouragement, democratic,-autocratic, trust-distrust and tolerance-hostility dimension to their children. (ii) working mothers with a moderate family size
used punishment to maintain discipline (iii) In large size families, children received more acceptance, love, encouragement and democratic attitude from their working mothers than the children of middle and small size families. In small size families, children received punishment from working mothers. (iv) SES has significant effect on some mother-child relationship dimensions, high SES significantly promoted more acceptance, dominance, encouragement, love democracy, trust and reward but had significantly less trust in comparison to the other two levels of SES, middle and low. (v) High SES working mothers placed a very significant role in seven dimensions of mother-child relationship but, in an inappropriate manner, the undue pampering and overprotection significantly contributed to several problems in their children. (vi) A working mother with middle or low SES seemed to be better because of a positive but balanced relationship between her and her children than those working mothers who had high SES. Low SES family working mothers with low SES sometimes showed hate and autocratic attitudes.

Meera (1987) concluded as, "The family’s responsibility for the socialisation of children is not less important than their physical care, the burden of education and socialisation falls primarily upon the family. Perhaps more than any other single factor, collective responsibility for education and socialisation would the various relationships of the family firmly together. While fulfilling these functions the family introduces the child to the culture of the society as well as forming the child’s personality". 
Another study by Mariamma (1966) on the education of children in the poor homes and reformatories in Kerala was to understand the problems of children living in the poor homes and reformatories. The investigator laid down the truth that the area of this problem attained the attention of the research workers, administrators and social workers only after Indian independence. The children lived in the poor homes have deep educational, social, cultural, moral and psychological problems. The population census in 1951 showed that there were as many as 50,000 persons in the country who have begging as their occupation. People become beggars due to poverty and lack of parental control.

Jose (1995) conducted a study at Thiruvananthapuram city among 300 street children who were chosen as samples for the survey. They showed characteristics very much similar to that of street children in any other city in India. The main findings of the study reveals nearly half (43%) of the street children in Thiruvananthapuram are boys. The male female ratio of the street children is 7:1. Ethnically, there are two main groups, Malayalees (57%), and Tamils (42%), religion wise there are three major groups. Majority (57%) are Hindus remaining are Muslims (23%) and Christians (20%). In almost all cases, the mothers are working. Almost all (90%) of the male are collie workers. Most females have an average 8 members (5-6 children) and do not have much affiliation to the parents.

Most children have daily bath. Majority of them have only one pair of cloths. They live in unhygienic conditions. The common illness they
suffer are 55 percent having skin disease, 16 percent fever, 13 percent diarrhoea, 12 percent common cold. Immunity is very among these children. Nearly 42 percent seldom get sick and 22 percent only seasonally. Most children do not have proper food at proper time. When they fall sick, many (32%) are looked after by their friends and assistance provided by government hospitals.

A vast majority (75%) of them live in gangs. Almost all (96%) of the children have strong affiliation towards their friends. Almost all activity like play, work recreation, and sleep are together. They do not have organised games or recreation. Some of them (33%) see as many as 406 movies per week. These films have a great influence in the life of these children.

Sixty three percent expressed their desired to return to school if given a chance. Majority (64%) have also expressed their desire to learn a trade and get better employment and income. Their future ambitions are coloured by their experience in the street, 33 percent want to become policemen and film actors where 27% just want to be employed. The remaining want to become leaders, political or otherwise.

Irwin et al. (2000) made a study on coping efficiency and psychological problems of children of divorcees to realise their behaviour problems, coping problems, emotional adjustment and self-efficiency. The investigator revealed that these group of children fail in active coping due to psychological problems. They were absent minded and many avoid to take the mental task of coping. Their emotional adjustment and self-efficiency
were found to be very poor. Individual growth use model supported coping efficiency as mediating between active coping and psychological problems.

Singh (1981) conducted a study on adjustment problems of the scheduled caste and the scheduled tribe students in residential schools of Rajasthan. The findings of the study revealed that (i) Cumulative record cards of the students over a three-year period indicated an improvement in performance among 26.6 percent, a consistent trend among 25.6 percent, decline in 28.9 percent cases and fluctuations in 5.9 percent students. (ii) Regarding their socio-economic background, the majority belonged to agricultural class with parents in rural areas, and the family size varying from five to eight members in large number of cases. Approximately 30 percent of the family were literature. The mother tongue of sixty-five percent was Hindi. Sixty four percent had been in residential schools for over three years. (iii) Responses on the study habit inventory revealed the presence of good study habits. (iv) The creative verbal ability test revealed complete lack of originality while fluency and flexibility scores 50.5 and 40.3 respectively. (v) Responses on the seven interest areas indicated a lack of crystallisation of interest. (vi) As regards their interpersonal values, a large proportion were conformists while a few possessed leadership qualities. (vii) The sample was of average intellectual ability on Raven’s Standard Progressive Matrices and well-adjusted on Rotter’s Incomplete Sentence Blank. (viii) The majority suffered from fear, anxiety and lack of self-confidence. (ix) They had positive attitudes towards others and schools, while towards society, the elite group
and the opposite sex they had negative attitudes. (x) Examination and scholarships also caused worry and anxiety. (xi) The major had academic problems like poor handwriting, difficulties in English and mathematics, lack of book and food. (xii) They suffered from anxieties, uncertainty about future, unpleasant dreams, inferiority, indecision particularly regarding vocations and higher education, retention of scholarships and the like. (xiii) By and large, they were free from health problems. (xiv) Some listed partiality and biased attitude of teachers along with lack of recreational facilities as problems. (xiii) By and large, they were free from health problems. (xiv) Some listed partiality and biased attitude of teachers along with lack of recreational facilities as problems. (xi) Interviews with heads, teachers and wardens indicated that the students were of average ability, having learning difficulties in English. The placement of human and non-human resources on the basis of role differentiation was also adversely affected. Achievement and ascription was operative with utter confusion. The actors were suffering from role conflict. (ix) The interrelated units were disintegrated. Particularistic attitude was operated as the cost of universalistic norms and values.

Kreger et al. (1984) attempted to realise the developmental approach for identification, assessment and intervention of psycho-social problems in children. The study reveals that there is behavioural difference in each individual and style of behaviour determines his character. His study also considered for emotional, social, and cognitive functioning.
The study on the personal problems of adolescent girls led Sudha (966) to conclude the following: (i) The personal problems affect their academic achievement adversely. The more the number of personal problems, the lower is the level of academic achievement. (2) The problems in the area labelled as emotional appear to have greatest evil effect on academic achievement.

Solladurai et al. (1977), the participants of the consultation on Children at high risk, at Vishranthi Nilayalam, Bangalore from 14th to 16th March 1997 revealed that by 2000 AD, half of the global population will be children and two billion (200 crores) of these will live in extreme poverty. Today 10 million street children are found in the cities. Their number will double in the next five years and rise to 800 million by 2020. In just three more years, the number of AIDS orphans will swell to 10 million.

The number of child labourers in the world is estimated at 200 million. In India alone, there are as many as 75 to 115 million child labourers. Of these, one million work in hazardous occupations. An unofficial estimate on the numbers of urban street children states that there are 20,000 in Delhi, 150,000 in Calcutta, 100,000 in Bombay and 1000,000 in Madras.

India is nearly the world capital of AIDS. At the 1996 world AIDS conference, Dr. Peter Piet, Executive Director of the Joint United Nations Programme on HIV/AIDS estimated that India has three million HIV infected citizens higher than any other country. The Indian Health Organisation prediction that the number of infections will be double every 18 months which
means 20-50 million HIV positive Indians by the year 2000. The statement of the consultation concluded with a question that often where we are strongest, we are the weakest. In India, we pride ourselves on our tradition of honouring children. We claim to be the family oriented and loving children. Yet the statistics tell a different story.

Mcgivering (2000) in his study on Kashmir’s orphaned thousands gives an account on a political violence, in Jammu Kashmir resulted in the occurrence of 100,000 orphans whose parents were killed by the crisis. Due to this turmoil, they became frightened and have deep psychological problems. They have seen their parents killed in front of them, so they feel very threatened. Some had been praying day and night for their misfortune and many were tend to become child labourers.

(2) Studies Conducted Abroad

Bhalla (1999), made a study on Ethiopian orphans to sue charity on thirty Ethiopian orphan boys aged between 13 to 22. The investigator said that they have endured almost 15 years of physical, sexual and verbal abuse while under the care of ‘Terre Des Hommes,” which runs a home for Ethiopian orphaned by the 1984 drought. The boys had plan to hire a lawyer and take the organisation to court. They accused the organisation for providing little rehabilitation and care which contributed deep psychological problems.

Another study done by Sengends and Nambi (1997) on the psychological effect of orphanhood; a study of orphans in Rakai district.
The main objectives are:

(a) To identify the emotional support given by adopted parents to their orphan children.

(b) To realise the role of school teachers and adopted parents in handling the psychological problems of orphan children.

(c) To know the relationship between their psychological problem and Environment.

This study consisted of a sample of 193 children in Rakai district of Uganda. The main findings were the following:

(a) Adopting parents and schools had not provided the emotional support needed to these children.

(b) Most adopting parents lack information on the problem and are therefore unable to offer emotional support; and school teachers do not know how to identify physical and social problems and consequently fail to offer individual and group attention.

(c) Most orphans risk powerful cumulative and often negative effects as a result of parents’ death, thus becoming vulnerable and predisposed to physical and psychological risks.

(d) Most children lost hope when it becomes clear that their parents are helpless or sick or died and when they are adopted, many of them felt angry and depressed.

Slawson (1965) found that delinquent boys did not gain scores comparable to those of non-delinquents in abstract intelligence.
In an article by et al. (2000) titled as care for orphans children affected by HIV AIDS and other vulnerable children presented that as per the revised 2000 estimates, there are 34.7 million children under age 15 in 34 countries who have lost their mother, father, or both parents to HIV AIDS and other causes of death. Appropriate government policies are essential to protect orphans and other vulnerable children in their families who have lot of physiological, sociological and psychological problems.

Waseman (1992) studied on the outcomes of a community college student progress follow up and counselling intervention programme among academically at risk students. Findings showed that personal intervention of a college counsellor significantly improved grades, retention rates and academic persistence for at risk students.


Death is the ultimate brutality for the bereaved because it is final, but orphans secure in past love might be regarded as fortunate compared with illegitimate and abandoned children for whom separation is a continuing desolation of life.

The plight of a solitary deserted child in an institution would arouse spontaneous reasons and bring warm-hearted offers to give the child the love of real home. When there is a group of children in an institution of any kind their very number anaesthetises emotion and their problems cease.
to be individually human and urgent, becoming instead primarily a matter of administration. The emptiness of their separate plights becomes obscured and situational welfare takes over, effectively insulating the conscience of those moved to help from personal involvement. The good intentioned can now join a committee and help the institution to run efficiently, the fund of pity which might have removed the need for the home has been subtly channelled toward its performance.

It is not true of children to say that trouble shared is troubled diminished. This is the appearance of the present-day institution offer. The reality is a large number of human tragedies, made the more piteous because the victims are too young to conform to each other and then not old enough to have understood the separation that has forfeited of parental love.

Every human being possesses a claim to life and health, and to the necessities of life including proper medical services. The 1948 UN Universal Declaration of Human Rights thus proclaims "Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment sickness, disability widowhood, old age or other lack of livelihood in circumstances beyond his control. Motherhood and childhood are entitled to special care and assistance (Art 25) and the Preamble to the WHO Constitution states "the employment of the highest attainable standard of health is one of the fundamental rights of every human being without
distinction of race, religion, political belief, economic or social condition" (Joseph, 1983:2).

Schuritzgebel and Kolb (1964) launched an interesting project to modify the behaviour of delinquents. The adolescents working within the project were labelled by Court. The laboratory of the project was set up in a large store in front of a street corner. The project is known as Street Corner Research. The project employed 50 male delinquents with an average of 18 years of age. A control group was formed from the police.

Quality programmes in vocational resource centres related to the dropout rate of special needs population when studied by Aguirre (1992) supported the concept that centre characteristics such as peer tutoring, counselling, computer programs, parental participation and teacher ability were the services that helped to increase the retention level of at-risk students.

The findings of the investigation, "The Intellectual, social and nutritional status of children in an Ethiopian Orphanage" arranged by Frances et al. (1991) reveal the following:

The orphans fail to develop the Leadership Qualities. The majority of children are from the rural areas. They are kept away from taking up the leadership of their own villages or areas. The inmates have no contact with others outside the compound wall. The progress of children lies in having involved with a view to becoming responsible and to develop, coming forward to experience a sense of belongingness and becoming active by
recognising themselves, as important persons, each taking up a leadership role. Children’s participation and involvement, and opportunity to develop their potentialities to become each one a leader individually are not satisfactory. Usually the inmates in the orphanages have the notion that they are not ‘born leaders’ or ‘that the leadership does not belong to them. They have the notion that, they need to depend on others.

Manifestation of anxiety due to behavioural problems among children aged 6 to 17 years was given a psycho-educational education by Kubiak (1988). High relationship was observed between community crime level and the manifestation of anxiety.

In the study “Romania’s Poor Orphans” by Peter (1991) reveals that there are many internal and external psychological changes in emotion. Normally emotions cannot be recognised from their external signs, though with practice some of the emotions can be recognised. In practice we know that our emotions make an impression of others. Thus we try to conceal out baser emotions as hate fear etc. Culture requires us to conceal our baser emotions but it is the emotions which reveal to us the profundity of thoughts in another person’s mind. Though people make an effort to conceal their emotions at some juncture it becomes necessary to make a complete exhibition of his love is necessary. Sometimes another person’s behaviour necessary takes an exhibition of anger.

Another study by Theresa (1994) on “Children Orphaned by AIDS, providing homes a most vulnerable population” deals with child welfare
in United States, AIDS Disease in children, children of AIDS patients, Orphans and Orphanages.

Jackson (1993) documented the thinking of successful African-Americans regarding value education as an education approach for improving social and academic changes of 'at-risks' students. The results shown that values and character education will improve the cognitive learning of 'at-risk' students while reducing their socially deviant behaviour. The results also challenge the reticence of educators and policy makers to provide values and character education in public high schools.

Studies related to the inmates in the orphanages reveal that they belonged to low socio-economic backgrounds. They are backward in education and social status.

Character education was interwoven throughout the existing curriculum of an elementary education programme to explore its influence on the social behaviour of children. Results analysed by Jacobi (1997) indicated that the programme did have a positive influence and empowerment upon the primary and intermediate age students but reflected very little empowerment for the 7th and 8th grade students.

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makers today can learn from the past' (Smith, 1995, pp. 115-142), 'Analysis of Environmental deprivation: Cognitive Orphans. (Kaler, 1994, pp. 769-78).
'The Charitable Institution in the early Modern Dutch Economy; The case of the Amsterdam Burgerweeshuis"(Mc Cants, 1992, pp. 447-449) Burkhalter (1996) says that Western adoption agencies must not cover up for the Chinese authorities, but should insist that their representatives and UNICEF monitors be given unimpeded access to every orphanage without having to give advance notice (Burkhalter, 1996, p. 25).

There are many studies conducted outside India to explore the problems related to health. The abstract of the study of Patrick is that seeking to defend themselves from charges by a human rights organisations thousands of orphans in China's State-run orphanages die each year from deliberate starvation and neglect. The Chinese officials opened the doors of shanghai orphanage to foreign journalist on Jan. 8 1996. Hundreds of well-fed children at the orphanage were living in what appeared to be a healthy and nurturing environment, and the facility's former director denied charges that some orphans had been deliberately singled out for maltreatment and death (Patrick, 1996, p. 3). One editorial discusses a new Human Rights Watch Asia report that details how Chinese orphans were routinely starved to death to rid society of its unwanted citizens. China refutes the claim and the Editorial hopes the report is proven wrong but it expresses doubts that such in the case (Joseph. 1996, p. 14).
Comparison of two therapeutic interventions with institutionalised delinquents males was done by Frankline (1979). Results of the study indicated higher ratings on moral judgement for the treatment groups.

Shuyun was a physician in China who worked with the Chinese orphans but left the country in order to expose the abuse of these orphans. He says that many Chinese orphans received poor care and were allowed to die (Peter 1996, pp. 495-496). A new report changes that horrifying conditions in China make them virtual death camps. The terrible conditions in China make them virtual death camps. The terrible conditions at many Chinese orphanages, in which children die of malnutrition is, discussed (Carrol 1996, pp. 42-43).

Lucas (1998) examined the effect of family and home characteristics upon children's academic performance, pace, ethnicity, family-configuration and sibling group size were found to have effect on the levels of academic performance, when the effects of maternal cognitive performance and the home environment were controlled. Poverty remained a predictor of reading comprehension, growth rate scores, but not for math performance. Maternal cognitive performance was the most powerful predictor of children's reading and math capabilities.

In the abstract, Patrick summaries the Human rights, child abuse neglect orphans; international relations viz., Welfare; Human Rights Watch/Asia has singled out the Shanghai children's institute in a lengthy report that contended that Chinese doctors deliberately starve orphans to
death to minimise the State Welfare Systems, a move that is likely to put China's treatment of abandoned orphans high on the international human rights agenda. Some diplomats Shaky Sino-Vs are set for another test. Human rights watch again asserted that thousands of children have died in China's State run Orphanages from deliberate starvation, medical malpractice and staff abuse (Patrick, 1996, p. 1).

Kimball (1953) has found that boys whose performance is quiet low have poor relations with father compared to those whose performance is high.

In his studies on “The lost generation” Vicki (1992) tries to find out the causes of the 'low self esteem' of the orphans in the orphanages. The study revealed that 86% of the Orphans in the orphanages were from the rural community. They have a very low opinion about their own selves and have no concept of appreciating themselves. They think that they cannot achieve anything in their lives. The accept suffering and are not willing to come out of their inhuman conditions. They have to respect for themselves and feel that they deserve to be living like this. They do not like their own potentialities and strength but experience only the one cursing their own spontaneity and creativity. They do not recognise the power within themselves which if they become aware of, can bring about changes in their own lives and the situation around them (Vicki, 1992, pp. 62-63).

Aichhorn (1955) in the study, "Wayward Youth" asserts, "There must be something in the child himself which the environment brings out in
the form of delinquency. Another assumption is that the environment may function as a precipitating force but never as a primary force in causation.

Bonny (1960) opines that when children who are openly rejected in all sorts of cruel ways, come to school, they are likely to shown one of the two extreme types of adjustment depending upon his temperament and out of home situation circumstances. Either he is likely to be very submissive and cowed with strong feelings of defeat and unworthiness or he is likely to be hyper-aggressive and full of hostility which he compulsively releases on school situation.

Emotional disturbances of many kinds have been identified in the aetiology of delinquency. Grossbard (1962) provided an example of this view. He averred that most offenders show inefficient or under developed e.g.; mechanisms and tend to act out mental conflicts instead of handling them by rational means or symptom formation.

Arkoff (1968), revealed in the study "Adjustment and Mental Health" the problem families constitute destitution deprivation delinquency, poor hygiene, disease, general failure to observe the minimum standard of their community etc. These families may fail to cope with the basic problems of living, such as findings employment of support, maintaining a home or feeding, clothing and caring for their children. There may be desertion by a parent, excessive drinking, fighting filth and disorder.

Healy and Bronner (1936) studied on "New Light on Delinquency and its Treatment" is an important of the early studies of
delinquency and emotional problems. It compared 105 delinquents with 105 of their non-delinquent sibling in New Haven, Boston and Detroit. The investigators concluded that "if finally appears that no less than 91 percent of the delinquents gave clear evidence of being or having been unhappy and discontented in their life circumstances or extremely emotionally disturbed because of emotion – provoking situation or experiences.

Maslow (1954) notes that autonomy or independence is a characteristic of self-actualising people-people who makes the most of themselves, such people are relatively free of their physical and social surroundings. Although they are dependent upon their environment for the satisfaction of basic needs, once these needs have been met, they are free to go their own way and develop their potentialities. These people are "self contained" and not easily upset by environmental adversities.

Authorities like Moodie and Rogers (1940) from their long clinical experience, believe that behaviour difficulties in children such as truancy, stealing and dishonesty are mainly due to the thwarting of psychological needs of security and affection.

Egmond (1960) in his doctoral study with 640 elementary school children, found that boys who achieve some self-esteem and recognition by being able to influence other boys come closed to actualising their potential from boys who are not able to gain esteem and recognition through influencing other boys. For girls, Egmond found that those who were
liked by their classmates actualised their potential rather fully, while those who were disliked by very few tended to actualise their potential less fully.

To those who face the awesome task of educating the disadvantaged children, success lies in using the human needs as a spring board to learning in the opinion of Bottom (1970). The deprived child is a paradox to many who teach him overcoming their impoverished background appears an overwhelming task as put it – "You need the wisdom of Solomon, the patience of Jolo and strength and endurance of Samson (Bottom: 1970).

Rhodes and Paul (1978) view special education as an alternative regular education programme from which the socially and emotionally vulnerable children cannot make profit. Their major hope is that the disadvantaged in the regular classroom can successfully adapt to the special curriculum.