Chapter 2

REVIEW OF RELATED LITERATURE
“A systematic canvas of the related literature is means of determining whether the proposed study unnecessarily duplicates some earlier investigation. The knowledge secured for such readings, in terms of sources, procedures and results represent essential orientation for definition of the problem, selection of method and interpretation of finding”. (Carter V. Good and Douglas E. Scates).

The review of the related literature is an essential aspect of every research project. The review of literature is an exciting task calling for a deep insight and clear perspective of the overall field. It also gives the information about what has already been done on the problem. The present chapter deals with review of the related literature.

Research takes advantage of the knowledge which has accumulated in the past as a result of constant human endeavour. It can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher. A careful review of the research journals, books, dissertations, theses and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study.

Though investigator’s attempt is to present an evaluational analysis of the studies relating to Orphans in India particularly, yet references have been pertinently made of foreign studies also in order to present a comprehensive picture of the whole sphere of work done in this field. An attempt has also been made in the study the nature and effects of variables used in the study.

The researcher has organized the studies related to the present work under the following headings:

1.) **RESEARCH STUDIES CONDUCTED ABROAD**

2.) **RESEARCH STUDIES CONDUCTED IN INDIA**

### 2.1 RESEARCH STUDIES CONDUCTED ABROAD

Walakira, Ochen, Bukuluki, and Allan (2014) described a model of care for abandoned and neglected infants in need of urgent physical, social, and medical support as implemented by the Child's i Foundation, an international, nongovernmental organization operating in Uganda. The model discounts the need for long-term care of
young children within institutions and challenges the basis for inter country adoption. Underpinned by the essentials of care continuum provided under the Uganda National Alternative Care Framework (Ministry of Gender, Labour and Social Development, 2012), the model emphasizes the need to effect the reintegration of the separated child within the family of his or her birth, or locally organize foster care or adoption. Highlighting policy and programming lessons, the model showcases a holistic approach to the problem and puts emphasis on interventions that are protective, promotional, and transformational and the use of a community-oriented approach. The model offers guidance to both government and nongovernment actors in addressing the problems of child neglect and abandonment through the implementation of the alternative care framework.

Knuiman, Rijk, Hoksbergen René and van Baar Anneloes (2014) studied the behavioural problems in adoptees have been related to adverse circumstances prior to adoption. We examined pre-adoptive risk factors and post-adoptive behavioural problems in children adopted from Poland. Dutch adoptive parents of 133 Polish adoptees ($M_{\text{age}} = 8.7$ years, range 2.8–15.2; $M_{\text{age adoption}} = 3.0$ years, range 0.4–6.9) answered the Child Behavior Checklist and questions regarding pre-adoptive risk factors, such as institutionalization, neglect and abuse. Polish adoptees in our sample were four times more likely to have clinical behavioural problems than non-adopted children. Compared with a group of children adopted from various countries, predominantly from Asia, Polish adoptees had higher levels of behavioural problems as well. Multiple pre-adoptive risk factors were present. Only a history of abuse was found to be associated with behavioural problems after adoption. Special attention and support after adoption are needed for these children and their adoptive parents, especially when a pre-adoptive history of abuse is known.

Nayak (2014) assessed the role of community participation in alleviating the problem of orphan children at “Nefas Mewcha” town 75 km away from Gondar town in Ethiopia. Both quantitative and qualitative methods are adopted for the study and semi-structured questionnaire was administered to collect the data for quantitative data collection and in qualitative method, focus group discussion and key informants and some individual in-depth interviews were employed. The study used descriptive statistics for quantitative
data and thematic analysis for qualitative data. Systematic random sampling techniques were used to select the actual 35 samples out of 109 (30%), with lottery method. The result showed that the problem of orphans was serious socially and economically. The study also identified possible outcomes in social, economical, poor health status, poor academic performance, food shortage, child delinquents, child begging, dependency syndrome, school dropout and street children. Though orphans undergo different problems like socio-economic and psychological problems. The study suggested possible solutions to alleviate social, economical, problem children with community participation.

**Gudina, Jibat and Tariku Ayele (2014)** studied the situation of orphans and vulnerable children in selected Woredasi and towns in Jimma Zone. Orphan and vulnerable (OVC) children are children that are susceptible to various types of physiological, psychological and social problems. A qualitative research was conducted to assess the situation of orphans and vulnerable children in four Woredasi and two towns of Jimma Zone, Southwest Ethiopia. 21 focus group discussions and 29 key informant interviews were conducted to collect data required for the study. The data collected were analyzed using thematic analysis. The study revealed that OVC are vulnerable to malnutrition, poor hygiene, child sexual abuse, drug use, child labor exploitation. Moreover, they had little/no access to essential social services such as health, education and housing. The finding of the study also revealed that non-governmental organizations operating in the areas have been supporting very few children with educational materials, health care cost and food. The supports being offered by the non-governmental organizations were insufficient, intermittent, duplicated and limited to few children in terms of their coverage. Consequently, a number of OVC were still in a difficult situation and seek immediate attention. Thus, strengthening families'/guardian’s economic capacity through income generating activities, social and emotional inclusive support programs, inter-organizational coordination, launching institutional care/ promoting local adoption for the abandoned and orphans were recommended based on the findings.

**Malawi Ministry of Gender, Children, and Community Development (2013)** in a baseline study of children in institutional care in Malawi reported in-depth interviews, questionnaires, and focus group discussions to provide an overview of the situation of children in orphanages in Malawi. A “snowball” technique was utilized, whereby
subjects identify or recommend others to be included in the study to expand the reach and number of participants. A total of 104 institutions were identified including five types of care facilities- orphanages, special needs centers, church homes, transit care centers, and reformatory centers. The study included the number of children in care, reason for placement, case planning, HIV status of children, types of services offered by the orphanages, and the profile and the education or training status of staff.

It was noted that more than 50% of the residential care facilities included in the study were engaged in direct recruiting of children from families by the orphanage staff or others (e.g. teacher, health care officials), and that 91% of the 6000 children in care lacked a case plan.

**Bilson and Larkins (2013)** explored research on gate keeping in Bulgaria, focusing on children under age three and prevention of placement in residential care. Bulgaria recently instituted a significant care reform initiative that includes deinstitutionalization, with particular focus on children under age three, and the establishment of gate keeping mechanisms. Gate keeping, within this document, is described as a key strategy to ensure that unnecessary placement in orphanages is avoided through decision-making processes informed by assessments and the availability of a range of child welfare services. The paper suggests that current efforts could be enhanced and benefits children if issues of social exclusion and poverty were addressed and a strengths-based approach was adopted by social workers.

**Wedge (2013)** studied the needs and characteristics of street children in institutional care in Addis Ababa, and to identify existing good practice that can help inform Retrak’s work in the area of reintegration and de-institutionalization. The study uses qualitative data about current practices of de-institutionalization and reintegration to safe home families and communities. The primary target groups of the study were street children currently residing on the streets and participating at Retrak or other programmes, and children who had previously been on the streets but are presently living in public institutional care. The aim was to understand the target population’s needs and characteristics and to garner their opinion on de-institutionalization and reintegration. Secondary target groups were individuals, organizations, and government officials.
involved in care, protection and provision of services for the target population of children. There were six main tools employed during this study. These were comprised of: literature review; questionnaires; in-depth interviews and key informant interview; focus group discussions; and case reports. The main findings of the research found that when comparing self-reporting from children regarding their current situation, most children felt safer in institutional care than they did on the streets, since they are not working and being exploited. This report synthesizes learning from a multitude of reports, studies and programming documents around issues related to children separated from parental care, such as those torn from their families by emergencies, children who have been trafficked or migrated for work, and children living in institutions or on streets. It states that while there is no global definition of the term “reintegration”, there is now general agreement that reintegration is a process and not an event, that requires tracing, identification, preparation of the child and for return, and significant monitoring and follow up.

**National Survey of Institutions for Children (NSIC) in Rwanda (2012)**

Hope and Homes for Children, in partnership with the Ministry of Gender and Family Promotion (MIGEPROF) in Rwanda. The survey covered 33 orphanages, all of which were registered with the MIGEPROF. Information was gathered regarding the location, staffing, infrastructure and management of the orphanages as well as data regarding the children in care. This data included age at placement, reason for placement, length of time in care, and existence of living relatives. Qualitative data from a group of children representative of those in orphanages regarding their personal experience within the orphanage was also included. It was found that 30% of children had been in the orphanage for more than ten years, illustrating how the orphanage had become a permanent rather than temporary care option for a significant number of children. The results of the study were used to advocate for and inform the development of the National Strategy for Child Care Reform approved by the Government of Rwanda in 2012.

**Rutter, Beckett, Castle, Colvert, Kreppner, Mehta, Suzanne Stevens and Sonuga-Barke (2012)** studied the effects of profound early institutional deprivation. They compared a randomly selected sample of 165 children from Romania (of whom 144 had been reared in institutions) who were adopted by UK families, with placement before the
age of 42 months, was studied at 4, 6, and 11 years of age. Comparisons were made with a sample of 52 non-institutionalized UK children adopted before the age of 6 months, who were studied in the same way. The paper briefly summarizes circumstances at the time of adoption and then reports findings at age 11, focusing on changes between 6 and 11. Marked catch-up in psychological functioning was evident following adoption, but significant problems continued in a substantial minority of the children placed after the age of 6 months. The theoretical implications of the findings are considered, and the policy implications are noted.

Leiden Conference on the Development and Care of Children without Permanent Parents (ISEHD Institute for the Study of Education and Human Development) (2012) discussed elements of research, practice, and policy pertaining to the development and care of children raised in institutions. It covers such children’s development while they reside in institutions and after their transition to adoptive or foster families. Of special interest are attachment and indiscriminate friendliness, physical growth, neurobiological deficits, and sensitive periods. Early exposure of a year or 2 to a substandard institution is related to higher than expected rates of a variety of long-term neurological, physical, cognitive, and behavioral deficiencies and problems, even if the children are subsequently reared in advantaged families. Countries hoping to transition from a reliance on institutions to family care alternatives face a variety of unique challenges relating to their prevailing historical, cultural, political, and financial circumstances. Although there has been progress, developing a child welfare system of family alternatives may take time in some countries.

Groark, Robert and Fish (2012) studied the characteristics of environments, caregivers, and children in three Latin American orphanages. They gave descriptive empirical information on the environments, organizational structure, caregivers, caregiver-child interactions, and children's general behavioral development and problem behaviors from three institutions for young children in Central America. While the institutions were clean, they were physically sparse and had Infant-Toddler Environmental Rating Scale (ITERS; T. Harms, D. Cryer, & R. Clifford, 2006) and Early Childhood Environmental Rating Scale (ECERS; T. Harms, R. Clifford, & D. Cryer, 2005) scores that averaged 1.62 (7 = highest). Caregivers provided routine care giving with limited emotion,
responsiveness, support, empathy, or guidance. Caregivers tended to work long hours and then were off 2 to 3 days, and children periodically graduated to new wards, so there was little stability of caregivers in children's lives. Children's average Battelle Developmental Inventory Total Developmental Quotient = 58 to 63, which would be considered mildly-moderately retarded in non-institutional U.S. populations; no child scored >90, 80% scored <70, and nearly half scored <60. Children displayed high frequencies of indiscriminate friendliness, noncompliance, and provocative and aggressive/violent behaviors. These data and that of a few other studies represent the only comprehensive, empirical description of institutions for young children, which constitutes the independent variable (institutionalization) for a burgeoning literature on post institutional adopted children. Results are consistent with the hypothesis that a lack of warm, sensitive, contingently responsive interactions with relatively few consistently available caregivers may be a major contributor to delayed contemporary development and persistent deficits and problems observed in some post institutional adopted children and adolescents.

Cantwell, Davidson, Elsley, Milligan, and Quinn (2012) in a handbook named Moving Forward reported the implementation of the guidelines for the alternative care of Children by making strong connections between national policy, practice, and the guidelines themselves. It includes policy and “promising practice” examples, and provides signposts to additional resources. It is a user-friendly document for actual implementation.

Muguwe (2012) investigated perceptions of caregivers on attachment and behaviors exhibited by institutionalized children. The sample consisted of nine caregivers, purposively selected from three identified registered children’s institutions. Three caregivers were selected from each institution following set criteria. The study employed a qualitative research design and data were collected through the use of semi-structured interview schedules. The results revealed a number of emergent themes. Caregivers worked for long hours. The ratio of children to caregiver is too high in most cases. Psychological needs of children for proper attachment and positive care was being compromised. Children had mixed feelings about caregivers which indicated attachment behavior problems. Younger children adjusted to institutional care much faster than older
children. A wide range of behavioral problems were noted, with detrimental consequences in some cases. The study recommended reduction of child-caregiver ratio and employment of additional staff. Training workshops should be held regularly to keep caregivers abreast of the requirements of childcare. There is need to channel some funds from the AIDS levy to children’s institutions.

**John, Goldman, Philip, Shriberg, Hillis, Susan, Yun, Allison and Light (2012)** reviewed the available evidence regarding the efficacy, effectiveness, ethics, and sustainability of approaches to strengthen systems to care for and protect children living outside family care in low- and middle-income countries. For trafficked children, children of and on the street, children of conflict/disaster, and institutionalized children, a systems framework approach was used to organize the topic of sustainable approaches in low- and middle-income countries and addresses the following: legislation, policies, and regulations; system structures and functions (formal and informal); and continuum of care and services. The evidence reviewed indicates that child protection systems should aim for appropriate, permanent family care (including reunification, adoption, kinship care, or kafalah) for children in order to secure the best environment for a child's developmental prospects. Evidence also suggests that the quality and duration of care, including both permanent family care and alternative care, are important regardless of setting. The diversity of political, socioeconomic, historical, regional, community, and cultural contexts in which child protection systems operate need to be taken into account during programming and research design.

**Boothby, Wessells and Williamson etal. (2012)** identified evidence-based early response strategies and interventions for improving the outcomes of children outside of family care, including children of and on the street, institutionalized children, trafficked children, children affected by conflict and disaster, and who are exploited for their labor. A multi-phased, systematic evidence review was conducted on peer-reviewed and gray literature, which yielded a total of 101 documents that met the inclusion criteria and were reviewed. The review explain promising early interventions and approaches including family tracing and reunification of children in emergency situations, livelihood supports, psychosocial and educational supports, social integration, and child participation. A
A recurrent theme was the need for interventions to be contextually appropriate and child-centered.

**Javed, Arshad, Khalid and Alia (2011)** overviewed systematically and analyzed the existing literature of institutional care for children tracing its earliest forms from "Egyptian temples" to "Xenodochia" of Greece to the present form of formal care provided in the light of the International Conventions regarding children rights. Institutional Care for the children aims to reduce the vulnerability of children to different risks, abuses and exploitation. It also provides shelter, food, education, recreation and other welfare services. The secondary data was collected from libraries, government & Non-Governmental organizations, civil society organizations, internet and other available sources. However the findings of different researches identify the implications of the institutionalization on children and the discussion made in the article concludes with these sociological implications. It also invites the researchers to make scientific investigation about the effects of residential care services being provided in the country.

**Family Health International (FHI), Children’s Investment Fund (CIF) and UNICEF (2011)** together initiated a national study to understand the scope of the information on institutional care practices in Ethiopia, understanding institutional child care and factors driving institutionalization. The methodology used to collect qualitative and quantitative data included interviews, FGDs, site visits, a checklist, and document reviews. This study takes an in-depth look at residential care in Ethiopia including information regarding reasons for placement, as well as a review of the types and quality of residential care facilities for children and youth. The study aimed to collect up-to-date and relevant information on the current situation of children in residential care, including attitudes and practices of staff and community members. Young adults raised in residential care during their childhood were included to ensure that the voices and experiences of youth were taken into consideration. One of the main objectives of this study was to provide information to help inform policy and practice, promote de-institutionalization efforts, and bolster alternative, family-based care efforts.

**Cambodian Ministry of Social Affairs, Veterans and Youth Rehabilitation (MoSVY) and UNICEF (2011)** commissioned this study to understand attitudes and beliefs that are
contributing to the increase in residential care facilities in Cambodia. Primary and secondary qualitative research was conducted by the research team in 2009 on attitudes of families, national and local government, residential care directors, overseas donors and volunteers, key informants from NGOs and the tourism industry, and adults who had formerly lived in residential care as children. Research was conducted through semi-structured interviews, focus group discussions, in-depth email questionnaires and secondary printed and online data sources. Purposive sampling was used throughout the study, except with the general survey, in which random sampling was used. It was found that residential care has a negative impact on the development of children. It has been shown to result in delays in physical and mental development and to affect the long-term ability of children to find a place in society. Children in residential care are also more at risk of health problems and abuse.

Van Ijzendoorn (2011) described the comparison the emotional and physical well-being of children in orphanages and foster care in Romania. It was found that children who lived their first two years in an institution had a lower IQ and reduced brain activity compared with children who were placed in foster care (after being in an orphanage) and children had always been within a family. The study highlights the idea of a sensitive period wherein a child must receive emotional or physical contact (also referred to as reciprocal relationship) for appropriate development to occur. When this does not exist, as in the case of Romanian orphanages, there are notable physical and cognitive developmental delays. The research findings contained within several articles related to the Romania study are cast in a format and language accessible to policy makers and practitioners.

Johnson, Dana and Gunnar Megan (2011) studied growth failure in institutionalized children. Children within orphanage settings experience significant suppression of growth, which is more profound in children with a higher baseline risk of growth impairment. Findings in growth-restricted infants and those children with psychosocial growth are similar, suggesting that children experiencing growth restriction within institutional settings may also share the risk of developing the metabolic syndrome in adulthood. Better cognitive development was found when the child was placed in a more nurturing family-based setting. Psychosocial deprivation within any care-giving
environment during early life must be viewed with as much concern as any severely debilitating childhood disease.

**Nelson III, Charles, Gunnar, Megan, Sonuga-Barke, Edmund and Bos Karen (2011)** reviewed the neurobiological literature on early placement in orphanages that may account for psychological and neurological pathological conditions including deficits in attention, executive functions, and disorders of attachment. Children raised in institutions frequently suffer from a variety of behavioral, emotional, and neuropsychological sequelae, including deficits in attention, executive functions, and disorders of attachment and in some cases a syndrome that mimics autism. The extent and severity of these disorders appears to be mediated, in part, by the age at which the child entered and, in some cases, left the institution.

**Cantwell, Davidson, Elsley, Milligan and Quinn, N. (2011)** examined critical components and characteristics of alternative care for children in low-resource countries. Different care options within a continuum of care options are noted, beginning with family strengthening and reunification, alternatives such as kinship care, foster care and permanent options of domestic and intercountry adoption. An approach is advocated that recognizes the importance of family-based care, existing international guidance, and the importance of a strong social welfare workforce. The role of values within policy and practice related to child welfare are explored; and comparisons are made to alternative care in high-versus low-resource low resource countries. Specific examples are provided from Eastern Europe, Latin America, and Africa. Finally recommendations are made for more research on alternative care for children to help inform policy and practice.

**Mmari and Kristin (2011)** in an article explored the relationship between Care giving and Health, Perceptions among Orphaned and Non-Orphaned Adolescents in Tanzania. The objectives of this study were to (1) explore the nature of caregiving for orphaned and non-orphaned adolescents; and (2), examine how changes in the caretaking roles, as a result of a parental loss, impact on an orphan's sexual behaviors. A total of 52 in-depth interviews and 11 focus group discussions (n = 83) were conducted among adolescent orphans and non-orphans, as well as among 17 caregivers of orphans in Tanzania. Findings revealed three important caregiving roles that contributed to
adolescent health: the provision of basic needs, advising and monitoring adolescent behaviours, and assigning household chores. Adolescent participants believed that when these roles are compromised, female orphans’ sexual behaviors are impacted.

**Camfield and Laura (2011)** described outcomes of Orphanhood in Ethiopia: A Mixed Methods Study. The paper addresses the question of whether parental death always has a strongly negative effect on children's outcomes using quantitative and qualitative data from Young Lives, a longitudinal study of childhood poverty in Ethiopia. It investigates the validity of potential mediating factors identified by other studies in Sub-Saharan Africa using data from the whole sample (n = 973) and explores these processes in-depth through the experiences of three orphans in one community in Addis Ababa. The paper concludes that the outcomes of orphans and non-orphans in poor communities are not significantly different, supporting the need to address vulnerability at a societal level. Nonetheless, specific groups, for example, older female children who have lost their mothers, may face particular risks that should be addressed with targeted interventions.

**Muola (2010)** investigated the relationship between academic achievement motivation and home environment among standard eight pupils. The sample comprised of 235 standard eight Kenyan pupils from six urban and rural primary schools from Machakos district. The results indicated a low but positive relationship (0.15) of parental education with academic achievement of the students that revealed a positive relationship between parental education and academic achievement of their children.

**Bahago (2011)** investigated the influence of achievement motivation and demographic characteristics on academic performance of nomadic Fulani girls in Adamawa state. The data were collected from a sample of 300 girls selected from nomadic primary schools by administering achievement motivation rating scale and nomadic girls’ achievement test. The results indicated that academic achievement of the girls was influenced by parental education levels. The findings revealed the relevance of parental education in academic achievement of the girls.

**Derosier and Lloyd (2011)** tested whether social adjustment added to the prediction of academic outcomes above and beyond prior academic functioning. School records and peer-, teacher-, and self-report measures were collected for 1,255 third grade children in
the fall and spring of the school year. Social acceptance by and aggression with peers were included as measures of social adjustment. Academic outcomes included math and reading GPA, classroom behaviour, academic self-esteem, and absenteeism. As expected, support for the causal model was found where both forms of social adjustment contributed independently to the prediction of each area of academic adjustment. Gender differences in the patterns of results were present, particularly for the impact of aggression on academic adjustment.

Maria Chong Abdullah, Habibah Elias, Jegak Uli and Rahil Mahyuddin (2010) explored the relationship between coping and university adjustment and academic achievement amongst first year undergraduates in a Malaysian public university, sample of study was 250 first year undergraduate students from Malaysian public university. The results of the study provided that there is a positive significant relationship between coping and their overall university adjustment, social adjustment, academic adjustment, personal-emotional adjustment, students’ attachment to the university, and academic achievement students.

United Nations General Assembly (2009) provided a framework for use by governments, service providers, social workers, and other practitioners in the provision of alternative care. It highlights the need for preventing unnecessary separation of children through the provision of services aimed at strengthening families. Key principles include the necessity and suitability of alternative care, as well as the importance of the best interests of the child and child participation. Used with its handbook - Moving forward: Implementing the Guidelines for the Alternative Care of Children - this tool provides a framework for ensuring that children have a range of care options available, beginning with family strengthening and support, and suggests that residential care is used only when appropriate and necessary. The evidence base related to the negative effects of residential care on children’s development is reflected in Article 21 where family-based care is prioritized especially for children under age three.

Whetten, Ostermann, Whetten, Pence and Donnellet al. (2009) compared orphans or abandoned children in an institution with orphans or abandoned children in community-based care setting. They employed two-stage random sampling survey methodology in 6
sites across 5 countries to identify 1,357 institution-living and 1,480 community-living orphan abandoned children(OAC) ages 6–12, 658 of whom were double-orphans or abandoned by both biological parents. Survey analytic techniques were used to compare cognitive functioning, emotion, behavior, physical health, and growth. Linear mixed-effects models were used to estimate the proportion of variability in child outcomes attributable to the study site, care setting, and child levels and institutional versus community care settings. Conservative analysis limited the community living children to double-orphans or abandoned children. Health, emotional and cognitive functioning, and physical growth were no worse for institution-living than community-living OAC, and generally better than for community-living OAC cared for by persons other than a biological parent.

Pantiukhina (2009) in an article described the Social and Pedagogical Protection of orphan in Russia. This article discusses the history of the provision of children's care in Russia which provides evidence that the desire to help those close to one, especially orphans and the poor was a traditional trait of the Russian national character. The system of children's welfare as it took shape over many centuries is unique in its own way. The work of upbringing is structured on the basis of the personality (individual), creative, value-based, activity-oriented, and differentiated approaches in upbringing. The basic principle is an interest in the youngster's personality and individuality. More and more often, teachers engaged in upbringing work are applying the methods of humanistic pedagogy: creative collective doings, situations of moral success, self-analysis, self-control, self-observation, pedagogical collaboration, and so on. A great deal of attention is being focused on the creation of a comfortable psychological environment for the development of the personalities of the students and on preparing them for independent family life. The teachers are doing everything that they can to make the content of the work, relationships and interaction, and the entire atmosphere of the institution similar to the conditions of life in a comfortable family.

Awod (2009) had studied the intellectual, social, nutritious conditions of an Ethiyopiyai Orphanage in which he had distributed a test battery to the 5-14 years children of Jimma Community Orphanage. Intellectual and social nutrition test has been done in comparison with a controlled group by family. Two tests “Revin Progressive Matrix” and
“Conservation Test” were given for intellectual capacity. Children living in orphanages performed better than those children living in family. Children living in orphanages since early childhood and children entered in orphanages in 8th standard got same marks. Still in reference with communication with elders, orphan children were less interactive than family children. Apart from this, orphanage children had more possibility of being spoilt than family children.

Crokenberg, Rutter, Juffer, Izendoorn and Bakermans-Kraneburg (2008) studied social-emotional experience and adult-child relationships in developing children and those with disabilities birth to 4 years of age living in orphanages in St. Petersburg, Russian Federation in a quasi-experimental test. Two interventions designed to improve the social-emotional-relationship experience of children were implemented. “Training” used a train-the-trainer approach to educate staff on all aspects of early childhood development and mental health, emphasizing warm, caring, sensitive, responsive, and developmentally appropriate interactions especially during routine care giving duties. “Structural changes” consisted mainly of reducing group size from approximately 12 to 6, assigning two primary caregivers to each subgroup. Results showed that the interventions were successfully implemented, and caregivers improved their ward behavior (HOME Inventory) over the course of the study, more in training and structural changes (T+SC) than training only (TO). Developmental improvements occurred for physical growth (e.g., height, weight, chest circumference), all aspects of general behavioral development (Battelle Developmental Inventory), a variety of social-emotional-relationship behaviors (Parent-Child Early Relationship Assessment, Infant Affect Manual), and attachment categories, behavior ratings, and dimensions.

Prisiazhaia(2008) in his study described Orphan Children Adjusting to Life after the Boarding Institution an according to official statistics, in Russia there are over 800,000 orphans and children who are deprived of parental care; 260,000 are living and being taught in more than 4,000 state boarding institutions. The category "orphan child" consists of children up to the age of eighteen, one or both of whose parents have died. The term "social orphanhood" refers to a child deprived of parental care even though his parents are alive (cases such as abandoning a child, giving him up in the maternity hospital, refusal to retrieve a child placed temporarily in a social institution or a treatment
facility, parental antisocial behavior, and so on), or parents whom the courts have relieved of their parental obligations (deprivation or limitation of parental rights, inability to perform parental functions owing to illness, incompetence, whereabouts unknown, incarceration, and so on). Social orphanhood is a diverse phenomenon, and in Russian society there are a number of associated problems. This article is based on an on-site study conducted from 2004 to 2007 of residents in Moscow's Correctional Boarding School No. 80 for orphans suffering from retarded mental development, where the present author has been working for three years, as well as the study of 245 student files from 1997 to 2006. The picture of their lives after boarding school has been augmented by materials of a semi standardized interview participated in by thirty graduates of that institution (the average age was eighteen; 73 percent were male), as well as by specialists working with orphans, who served as experts (personnel of the correctional boarding school as well as centers that provide assistance to families and children in Moscow, a charitable foundation—a total of twenty-one people). This study of the lives of graduates of the Moscow Correctional Boarding School shows that despite all the state support, the orphans still suffer from a low level of adaptation in society.

**Marinus, IJzendoorn, Luijk Maartje and Juffer (2008)** analyzed 75 studies on more than 3,888 children in 19 different countries, the intellectual development of children living in children’s homes (orphanages) was compared with that of children living with their (foster) families. Children growing up in children’s homes showed lower IQ’s than did children growing up in a family (trimmed d = 0.74). The age at placement in the children’s home, the age of the child at the time of assessment, and the developmental level of the country of residence were associated with the size of the delays. Children growing up in children’s homes show a substantial lower level of IQ (average IQ of 84) than their peers reared in (foster) families (average IQ of 104), and the difference amounted to 20 IQ points. More research is needed to detect the causes of the large IQ delays and to test ways of improving the intellectual development of millions of children in orphanages around the world.

**Smyke Anna, Koga Sebastian, Johnson Dana, Fox Nathan, Marshal lPeter, Nelson Charles and Zeanah Charles (2007)** reported individual differences in the care giving environments of young children being raised in Romanian orphanages in relation to
developmental characteristics including physical growth, cognitive development, emotional expression, and problem and competence behaviors. Videotaped observations of the child and favorite caregiver in their home environment were coded for caregiving quality, and this was related to child characteristics. Child emotional reactivity was assessed during responses to interactional tasks. Cognitive development was assessed from child responses to the Bayley Scales of Infant Development. Data regarding problem behaviors and competence were obtained from caregiver report. Children reared in institutions were compared on all of these measures to never institutionalized children to assist gauging degree of impairment. Data confirm that children raised in orphanages have significant delays in physical and cognitive development, highlighting the important role that caregiving quality by staff has on the development of young children in orphanages.

**Cluver and Gardner (2007)** explored a qualitative study on risk and protective factors for their emotional and behavioural well-being of South African children orphaned by HIV/AIDS. Orphaned children (n = 60), caregivers of orphaned children (n = 42) and social care professionals (n = 20) completed semi-structured interviews and focus groups. Participants were recruited from schools, shelters and welfare services. Findings from multiple sources indicate potential risk and protective factors in a range of dimensions, including bereavement, family functioning, social support, poverty, access to education and perceived stigma. Many factors reflected international literature on children experiencing similar stressors (e.g. non HIV/AIDS-related bereavement). However, this study also identified factors which may be specific to this group, notably stigma, abuse and peer factors. Current research is quantitatively testing associations between these identified factors and psychological outcomes.

**Engle, Black, Behrman, Cabral de Mello, Gertler, Kapiriri and Martorell, Young (ICDSD - International Child Development Steering Group) (2007)** explored the strategies to promote child development and to prevent or improve the loss of developmental potential. They concluded the most effective early childhood development programs provide direct learning experiences to children and families, are targeted toward younger and disadvantaged children, are of longer duration, high quality and high
intensity, and are integrated with family support, health, nutrition, or educational systems and services.

Oleke, Christopher, Bystad, Astrid, Moland, Karen Marie, Rekdal, Oleorn, Heggenhougen and Kristian (2006) This article is based on a qualitative study carried out in Lira District, northern Uganda, to assess the situation of orphans cared for in extended families. The objective of the article is to bring attention to the varying vulnerability of different categories of orphans. The methods employed in data collection included ethnographic fieldwork, qualitative interviews and focus group discussions. The study found that the decision-making process that leads particular orphans to particular homes, the kin category an orphan resides with, the age and sex of the orphan and the economic situation of the household have particular influence on the orphans' vulnerability. The authors conclude that categories of orphans who face the greatest risk of suffering, exploitation and abuse can be identified and targeted for support by drawing upon these factors as indicators

Benjamin, Cantor-Graa and Bajunirwe (2005) investigated the psychosocial consequences of AIDS orphanhood in a rural district in Uganda and to identify potential areas for future interventions. The study was conducted in a randomly selected sub-county in Bushenyi District in Uganda. The study population consisted of 123 children aged 11–15 years whose parents (one or both) were reported to have died from AIDS and 110 children of similar age and gender living in intact households in the same neighborhood. Symptoms of psychological distress were assessed using the Beck Youth Inventories of Emotional and Social Impairment (BYI). The standardized interview also included questions concerning current and past living conditions. A multivariate analysis of factors with possible relevance for (BYI) outcome showed that orphan status was the only significant outcome predictor. Orphans had greater risk (vs. non-orphans) for higher levels of anxiety. Furthermore, orphans had significantly higher scores than non-orphans on individual items in the Beck Youth Depression Inventory that are regarded as particularly “sensitive” to the possible presence of a depressive disorder, i.e. vegetative symptoms, feelings of hopelessness, and suicidal ideation. High levels of psychological distress found in AIDS orphans suggest that material support alone is not sufficient for these children.
Makame, Ani and Grantham-McGregor (2002) compared 41 orphans whose fathers and/or mothers had died from AIDS, living in the poor suburbs of Dar Es Salaam, Tanzania, were compared with 41 matched non-orphans from the same neighborhoods. They were given an arithmetic test and a semi-structured questionnaire concerning any internalizing problems, their attendance at school and their experiences of punishment, reward and hunger. The scale of internalizing problems comprised 21 items adapted from the Rand Mental Health and Beck Depression Inventories concerning mood, pessimism, somatic symptoms, sense of failure, anxiety, positive affect and emotional ties. Orphans had markedly increased internalizing problems compared with non-orphans and 34% reported they had contemplated suicide in the past year. Multiple regression analysis indicated that the independent predictors of internalizing problem scores were sex (females higher than males), going to bed hungry, no reward for good behaviour, not currently attending school, as well as being an orphan. There is an urgent need to expand and improve current intervention programmes not only to meet the basic needs but also to include psychosocial support, counselling services for the orphans, and training for their care takers and teachers.

Barth (2002) examined the varied role that institutional care plays in child welfare services Barth described children served in group care programs, perceptions of group care, outcomes, placement stability and re-entry, cost, and policy implications. It was found that there is no evidence to indicate that group care enhances the accomplishments of any of the goals of child welfare services: it is not more safe or better at promoting development, it is not more stable, it does not achieve better long-term outcomes, and it is not more efficient as the cost is far in excess of other forms of care. Group care should only be considered for those children who have the most serious forms of mental illness and self-destructive behavior.

Pamei, Shaganglung (2002) in his study of social motives, values and level of aspiration as related to identity crisis among Naga students found that Naga students strongly believe in a set of terminal and instrumental values. Their most preferred terminal values were salvation, wisdom while least preferred were true friendship. Again their most preferred instrumental values were honesty and ambition whereas least preferred value was forgiveness. The study further revealed that level of aspiration had significant effect
on some of the Naga Problem Questionnaire items. Goal Discrepancy score had significant effect on five items, Attainment Discrepancy score had significant effect on three items, while Number of Times Goal Reach Score had significant effect on Two Naga Problem Items.

**Adedji Tella (2007)** investigated the impact of motivation on students’ school academic achievement in mathematics in secondary schools in Nigeria. Results showed that gender difference were significant when impact of motivation on academic achievement was compared in male and female students. Also other result indicates significant difference when extent of motivation was taken as variable of interest on academic achievement in mathematics based on the degree of their motivation.

**Lee, S.M., Daniels, M.H, & Kissinger, D.B. (2006)** identified distinct patterns of parental practices that differently influence adolescent adjustment using the National Educational Longitudinal Survey (NELS: 88). Brenner and Fox’s research model (1999), the cluster analysis was used to classify the four types of parental practices. The clusters of parenting practices in the current study showed convergence with Baumrind’s parenting style. The results indicated that these four clusters differentially affected students’ self-concept, locus of control, and AA (Adolescent Adjustment).

**Altshuler and Poertner (2002)** assessed well-being of children in group homes and institutions. The Child Health and Illness Profile-Adolescent Edition (CHIP-AE), a new standardized instrument, was administered to 63 adolescents living in group homes or institutions in Illinois. The CHIP-AE measured overall health and self-concept, emotional health and disorders, and achievement of social expectations in education and employment. to help these youth connect with an adult who can provide needed support and guidance as these youth transition into the community. Youths in the study appeared to be doing well in terms of resilience and problem-solving skills, and feelings of safety. Youths reported having little involvement with their families.

**Desmond Gow, Williamson and Greenberg (2001)** studied the cost effectiveness of six models of care for orphans and vulnerable children in South Africa. A variety of models of care for orphans were found currently exist. These models vary in both the quality of care offered and the cost of providing it. This study concentrates on the cost of providing
care in each of six identified models ranging from formal children’s homes to community-based structures, utilizing cost effectiveness analysis. The results show the high costs associated with formal (institutional) models of care, but also the difficulties of providing care in the informal (family-based) models due to lack of access to resources. It was concluded that resources should be concentrated on the more informal community-based interventions that are traditionally used to protect children. It advocates that these existing interventions or approaches are the most cost effective care for orphaned and vulnerable children while recognizing the need for more formal organizations as a last resort.

Arrington, Doris, Yorgin and Peter (2001) Reports on medical evaluation processes and art-based assessments used in identifying psychosocial health of children in orphanages in Kiev, Ukraine. Because American health professionals, including an art therapist/psychologist, had actually come to treat orphans, they were invited to state shelters never before open to foreigners. Includes fifteen art-based assessment illustrations and children's traumatic life histories.

Foster (2000) described indicators by which weakened or saturated extended family safety nets can be identified. Most orphans in Africa are still being cared for by members of their extended family. The traditional safety net for orphans in Africa used to be their aunts and uncles. The alternate safety net of grandparents or more distant relatives is becoming prevalent as a result of weakening of the extended family and increasing orphan numbers; comparative data on uncle/aunt: grandparent caregiver rates are presented. Indicators of the strength of the extended family safety net include the prevalence of widow remarriage, purposive fostering and contact with relatives. Measures of the weakening of the safety net include the paternal: maternal caregiver ratio, the uncle/aunt: grandparent caregiver ratio, the prevalence of child-headed households, sibling dispersal and migration. Increasing numbers of children are slipping through the extended family safety net, leading to child-headed households, street children and child labour, such children have increased likelihood of physical, social, economic and psychological morbidity and vulnerability to HIV infection. It is essential to understand extended family safety net mechanisms so that proposed orphan initiatives support rather than undermine traditional orphan care.
Chamberlain and Reid (1998) studied 79 boys aged 12-17 years with histories of previous out-of-home placement and serious and chronic delinquency. The boys in the study were referred for community placement and randomly assigned to either multidimensional treatment foster care (MTFC) or group care. Multidimensional treatment foster parents were trained to use structured behavior management techniques, to closely supervise the boys’ whereabouts, and to be in contact with school staff. The foster family is carefully selected, trained, and heavily supported to monitor the youngster closely and continuously in the home, at school, and in the community. It was found that developmentally appropriate, intensive, and individualized family focused treatment is both feasible and superior to group care at any point in the developmental trajectory of antisocial youngsters.

Berrick, Barth, Needell and Jonson-Ried (1997) examined 52, 613 children California’s Foster Care. The study focused on children under age six. Group homes in this study included child-caring institutions with six or more beds, including residential treatment, but excluding hospitalization. Compared with a primary placement in foster homes, group care for young children results in less stability, lower rates of adoption, and a greater likelihood of remaining in care. Group care placement costs much more, provides less stability of care giving, and does not increase the likelihood of adoption, very young children should not be placed in group care.

Sengend and Nambi (1997) explored the psychological effect of orphanhood in a case study of 193 children aged 6-20 years in Rakai district of Uganda. All of the children were orphaned due to their parents' death from AIDS. Teachers and some orphans also participated in focus group discussions, while teachers, and where possible, guardians were interviewed. The concept of the locus of control is used to show the relationship between the environment and individuals' assessment of their ability to deal with it and to adjust behaviour. The children were able to distinguish between their quality of life when their parents were alive and well, when they became sick, and when they eventually died. Most children lost hope when it became clear that their parents were sick. They also felt sad and helpless. Many were angry and depressed when they were adopted. Children living with widowed fathers and those living on their own were significantly more
depressed and externally oriented than those who lived with their widowed mothers. Teachers should be trained how to diagnose psychosocial problems and given skills to manage them. Short courses on problem identification and counseling should also be organized for guardians and community development workers.

Frank, Klass, Earls and Eisenberg (1996) explored five areas of potential biologic and social risk to infants and young children in orphanage care. It was found that the pediatric and child psychiatry literature makes clear that orphanages are neither an effective nor a humane mode of assistance to infants and families. Infants and young children are uniquely vulnerable to the medical and psychosocial hazards of institutional care, negative effects that cannot be reduced to a tolerable level even with massive expenditure. Institutionalization in early childhood increases the likelihood that impoverished children will grow into psychiatrically impaired and economically unproductive adults. The available data from all sources consistently indicate five areas of risk to infants and young children in orphanage care: (1) infectious morbidity, (2) nutrition and growth, (3) cognitive development, (4) socioaffective development, and (5) physical and sexual abuse in the institution.

Colton (1992) compared the practices of 12 residential and 12 foster carers on children with 12 years old or older. Residential caregivers were found to make use of inappropriate and ineffective techniques of control than foster parents. The children’s homes caregivers were generally found to be markedly less child-oriented than the foster homes caregivers. The role of residential caregivers involves a heavy emphasis on control and supervision. It was found that a greater degree of familiarity, reciprocity and social closeness characterized relations between foster parents and foster children than existed between residential caregivers and the youngsters they looked after.

Triseliotis and Hill (1990) compared adults reared in adoptive and foster care with residential care. The residential group had been cared in institutions for an average of 11 years. Those who were adopted and, to a somewhat lesser extent, those formerly fostered experienced more intimate, consistent, caring, and closer attachment to their caregivers compared with those who grew up in residential establishments.
Hodges and Tizard (1989) studied IQ and behavioral adjustment of 39 ex-institutionalized adolescents. Compared each ex-institutionalized adolescent with a comparison 16-year-old who was matched based on sex, one- or two-parent family, occupational classification of primary income earner, and position in family. It was found that ex-institutional children had more behavioural and emotional difficulties than comparison children. Children who had spent at least the first 2 years of their life in residential care were likely at age 16 to have more social and emotional problems than other children, and more disruptions in their lives.

Quinton (1987) studied adult adjustment of previously institutionalized children. In both groups [the ex-residential care women and the women, who had never been in residential care,] lack of marital support was associated with poorer parenting but this effect was much stronger amongst the women who had been in children’s homes. This suggests that their backgrounds had made them more vulnerable to the effects of current hardships the ex-[residential] care group appeared much more vulnerable to stress.

Cohen (1986) examined the quality of care in 33 Los Angeles group homes for adolescents. Normalization of youths, institutionalization, treatment goals, continuity of care, and the qualifications of group home staff quality of care were assessed. It was found that problems for group homes were the availability and retention of qualified, caring, and competent staff. The reported low salaries and the highly demanding nature of the work with little opportunity for advancement appear to be the primary causes of the high turnover rate.

Quinton, Rutter and Liddle (1984) studied the institutional rearing, parenting difficulties and marital support of 81 adult women who had been institutionalized, most before age 5, compared in research with 41 women never admitted into residential care. The ex-institutionalized women had been raised in cottages with 15 to 20 children, mostly school-aged, under the care of a housemother, her deputy, and an assistant. The comparison group was a quasi-random sample from the general population whose parents had some form of psychiatric disorder. The institutionally-reared women showed a markedly increased rate of poor psychosocial functioning and of severe parenting difficulties in adult life. 25% of the institutionalized women developed personality
disorders, while none of the [non-institutionalized] women exhibited personality disorders. Institutionalized women were predisposed to lives of poverty more than the non-institutionalized women.

**Bush (1980)** surveyed the therapeutic option of choice for dependent and neglected children in institutions. 370 dependent and neglected children aged 10 – 18 were randomly selected from the population of such children in a large metropolitan area through stratified sampling. Only 269 children were surveyed. It was found that children do not consider institutions supportive places to reside. The children who were living in institutions at the time they were interviewed felt less comfortable, loved, looked after, trusted, cared about, and wanted than children in any other form of surrogate care or than children who had been returned to their original families. The children interviewed did not like living in institutions, and their comments included criticism of institutions for the absence of some essential qualities of parental care.

**Auluck and Tewari (1980)** explored low creativity levels in terms of fluency, flexibility, originality and elaboration among female orphans than non female orphans.

**Tizard and Hodges (1978)** compared 65 of the institutionalized formerly, institutionalized children and non-institutionalized children. It seemed that the ex-institutional children in this study more often had problems at school, and of a particular kind, than children adopted in infancy. Significant differences were found between institutionalized/formerly institutionalized children and their non-institutionalized counterparts on total problem behaviors and anti-social scores. Deviations included restless behavior, poor peer relations, disciplinary problems and disruptive attention-seeking behavior among children who had been institutionalized.

**Tizard and Rees (1975)** studied the effect of early institutional rearing on the behavior problems and affectional relationships of four-year old children. 26 four and a half years old children who had lived in small, well-staffed residences since infancy were compared to a group of 39 working class children and a group of 39 children who were adopted or reunited with birth mothers after 2 to 4 years in an institution. Despite great improvements, these institutions have so far been unable to provide children with long-term, stable, affectionate relationship that are essential to later social relations.
Youngleson (1973) compared 24 institutionalized children and a matched control group, for age, sex, religion, school performance, ordinal position of birth, and parental socioeconomic status. The study’s subjects were high school students between ages 15 and 17 who had been in a children’s home. All had been institutionalized since early childhood, with the age at which they were separated from their mothers ranging from 21 months to 7 years 10 months. The data gleaned from the social adjustment inventory confirmed that institutionalized children are less well adjusted and that they manifest less self-esteem compared with a control group.

Gairokh (1973) had studied that institutional care effects the unsatisfied skills, their personal problems, intelligence, personality and tension and anxiety, interests, aspiration levels of deprived children. In his sample he had taken 100 orphan children and 100 general or normal children. At the end he found that orphan children need special and better care.

Chhazed (1973) aimed at finding out the problems of institutionalized children residing in two orphanages at Indore were studied with familial background reason for admission into institutions, educational habits, discipline, socialization and health fulfillment of children basic needs and relations with authorities. Children of age group 1 to 16 years were selected for study. Data was collected using schedule and interview, taking case study of 100 orphans. It was found that most children were deprived of parental love and care. Orphans were not looked after well in their respective schools, and they lacked encouragement from school authorities.

Youngleson (1973) compared self-esteem of 12 male and 12 female institutionalized students with non-institutionalized students for age, sex, religion, school experience, ordinary position of birth and present SES. It was also found that institutionalized children were less well-adjusted and manifested less self-esteem in comparison to control group.

Tanner (1965) compared speech development of pre-school deprived children in residential care with that of those living their families. The sample comprised 18 pairs of children matched for age, sex, intelligence and home background. The results of the quantitative comparisons revealed that nursery children were in advantage of the child in residential care.
Decco (1968) found that the child who is reared in an impoverished environment during the pre-school period fails to develop the required or desired behaviour necessary for beginning his formal education at school.

Deutsch (1965) examined relationships between socio-economic status, race, grade and language variables on a sample of 292 white and Negro children in first and fifth grades. It was found that deprivation influenced greatly on later developmental stages than earlier ones. There were differences by SES and race at first grade level, they become more marked as the child moves through early years of school.

Bossio (1965) studied the intellectual, emotional and social development of 188 destitute children belonging to age groups of 8, 11 and 14 years, and compared it with that of ordinary school children. The effect of five variables: age, sex, age at first separation, total length of institutional residence and severity of deprivation was found out. The symptoms of maladjustment, emotional deficiencies or character weaknesses, educationally backward were revealed by a large proportion of destitute children.

Coleman et al. (1965) showed that the role of family was more important than the school. Parents who took interest in their children’s education, guided and supervised them did better in nearly all fields especially education, than of parents who lack these qualities. Inter-psychic determinants as sex role, self content and social set differentiated the experimental subjects from the normals.

Havinghurst (1964) emphasizes the impoverished nature of the environment of the socially disadvantaged children which handicaps and makes them helpless to be able to lead a competent and satisfying life.

Provence and Lipton (1962) found that children who received adequate mothering and general stimulation develop much and learn many things. They can communicate their wants and feelings in a variety of ways. The deprived group showed marked retardation of speech and language development and no signs of strong attachment to any one person nor any signs of strong attachment to any one person nor any signs of the development of a sense of trust in the adults who cared for them.

Casler (1961) stated that ill effects caused by maternal deprivation during the first six months of life were in fact due to perceptual deprivation and breaking of an established
emotional attachment between the mother and the child. He asserted that visual and auditory stimulation to be necessary for normal social and intellectual development.

Dennis and Najaran (1957) explored the effects of minimum mothering on the infant development and behaviour during the first year of life. They found perceptual retardation during the first year of life, but had no adverse effects on intellectual development in later school years.

Bowlby (1951) is a pioneer who established the concept of maternal deprivation claims that early life experiences may have serious and lasting effects on development. Bowlby concluded that when a child is deprived of maternal care, his physical, intellectual and social development is always retarded and these effects of early deprivation are permanent. He summarized effects of maternal separation on children from 2 to 5 years of age who were hospitalized for prolonged periods. He cited three stages of their separation reaction, 1. initial protest, 2. despair and 3. detachment. He concluded the effect of long term or permanent separation from one or both parents is complex.

Spitz (1945) described adverse effects of mother-infant separation which are at maximum during the second six months of life according to his experimental findings. He studied the effects of maternal deprivation in a prison environment where the mothers were sent out on work approximately six months after the delivery of their infants. He found a marked deceleration in perceptual motor development, became socially withdrawn and depressed and failed to make normal progress in physical growth.

Goldfarb (1944) reported the impact of early institutionalization. He studied two groups of infants, one group consisted of 15 children who lived in an orphanage from the age of four months to three years and were then put in foster homes, another group also consisted of 15 children who had arrived at the orphanage at the same age but who had been fostered out at once after birth and found that the children who had been deprived of family life in early childhood were inferior to those reared by foster parents in many aspects of development. They were retarded in language and speech development and their memory was poor.

The works of Spitz 1945, Goldfarb 1944 and Bowlby 1951 are considered to be the landmark studies in the exposition of the adverse effect of institutional care on children.
2.2 RESEARCH STUDIES CONDUCTED IN INDIA

Kesarwani (2015) explored achievement motivation and intelligence of orphans from the orphanages of Allahabad city. A sample of 50 orphanage-reared children was selected through purposive sampling. Survey method was used to collect data after taking permission from the authorities concerned. Age group of 13-18 years orphan children were selected for study. Achievement Motivation test developed by K.S. Misra and General Intelligence test by Dr.Asha Tiwari were used. The data collected was statically analyzed using ‘t’ test to make comparison between male-female orphan in achievement motivation and intelligence. There was found no difference between male-female orphan children in intelligence level and achievement motivation. Since they are given similar encouragement and appreciation. The in charge of the orphanage provides them both with equal educational opportunity and same basic requirements.

Pandey (2014) attempted to find out academic achievement motivation of the children living in urban and rural orphanages. A sample of 100 orphan children was selected through incidental sampling. The study was conducted among the 5 rural and 5 urban orphanage children of Allahabad city. Survey method was used to collect data after taking permission from the authorities concerned. The orphan children belonged to the age group of 10-14 years. Academic Achievement Motivation test Standardized tool developed by T.R Sharma was used. The data collected was statically analyzed using ‘t’ test to make comparison between rural and urban orphan children. There exists difference between male-female urban and rural orphan children. It was found that urban male-female orphan children have more academic achievement motivation than rural orphan male-female children owing to better opportunities and requirements available in urban areas than in rural areas. There exists no difference in male and female orphan children in academic achievement motivation since they have same psycho-social environment.

Mohammed and Viswanathan (2016) explored the influence of individual competence like emotional intelligence, culture intelligence and supporting systems like perceived organization support practices and family support on work adjustment of Indian IT exparites who are on international assignment in USA. Emotional Intelligence Scale by Wong and Luw and Cultural Intelligence scale by Ang et.al. It was concluded that for
work adjustment in cross cultural setting culture intelligence is of primary importance for establishing cross cultural work adjustment.

**Manisha (2016)** studied the difference between adolescents in relation to their level of adjustment. Survey method of investigation was employed. The findings of the study showed that there was no significant difference between boys and girls adolescents in relation to their level of adjustment. Also no significant difference was obtained between rural and urban adolescents in relation to their level of adjustment. No significant difference was also found between government and non-government school adolescents in relation to their level of adjustment.

**Sridharan and Adiga(2015)** examined the life satisfaction and adjustment among married and unmarried women. The sample consisted of 30 married women and 30 unmarried women of the age 23-25 years from an urban population were selected using random sampling procedure. The Life Satisfaction Scale developed by Singh and Joseph used to assess an individual’s level of satisfaction in life. The Bell’s Adjustment Inventory developed by Hugh.M.Bell was used to study adjustment. No significant difference was found in life satisfaction and adjustment among married and unmarried women.

**Joshi and Rizwan (2015)** studied the impact of aggressive behavior on the academic achievement of adolescents boys and girls studying in 10th and 12th standard of higher secondary schools of Haldwani were selected through stratified random sampling. 80 students among 40 boys and 40 girls were selected as a sample. Educational achievement of the senior secondary students aggression scale standardized by Dr. Gauri Pyari Mathur and Dr. Raj Kumari Bhatnagar were employed. It was found that the level of aggression is higher among girls comparatively boys and higher academic achievement boys aggression is higher than girls. The development of adolescent anti-social behaviour is often considered to be the result of a set of family and personal factors. It was seen that children with difficult temperaments and early behavioral problem are at greater risk.

**Banga Lal Chaman (2015)** studied the aggression of 300 secondary school students of Himachal Pradesh in relation to their gender and type of school. The purposive sampling method was used for the selection of the sample. Aggression Scale for Children
developed by Dr. R.L. Bhardwaj was used. In short, secondary school students had very high level of aggression. There existed gender-wise significant difference in the aggression of secondary school students. Because, boys had higher level of aggression than girls and there existed school-wise significant difference in the aggression of secondary school students. Because, private school students had higher level of aggression than government school students.

**Aggarwal and Bihari (2014)** determined the aggression of school students of secondary school in relation to their academic achievement. The sample for the study consisted of 100 students, from East Delhi. For collecting the data Aggression Scale developed and was standardized by Mathur and Bhatnagar (2004) was used. Analysis of data was done by using, mean, SD, ‘t’ test and Product moment Correlation. The study revealed that (i) there was negative correlation between academic achievement and aggression of school students. (ii) Academic achievement of boys was found to have negative correlation with aggression. (iii) Academic achievement of girls was found to have negative correlation with aggression. (iv) the average and low aggressive secondary school students were found to be significant in their academic achievement. (v) the high and average aggressive secondary school students were found to be not significant in their academic achievement. (vi) the high and low aggressive secondary school students were found to be significant in their academic achievement.

**Thomas, Shreehari, Sudhakar and Jiji Mol (2014)** compared personality traits and adjustment of physically disabled and non disabled adolescents. 60 adolescents 30 disabled and 30 non-disabled adolescents 15-18 years were taken in this study. Adjustment inventory by Ojha and Neo Five Factor Inventory test was constructed by Costa and Mccrae were used. There was significant difference in adjustment of disabled and non-disabled adolescents students and negative correlation was found between personality traits and adjustment.

**Paramanik, Saha and Mondal(2014)** studied the adjustment ability among secondary school students in relation to gender and residence. The sample consists of 471 class X students with 234 boys and 237 girls which were drawn randomly from different schools of Purulia districts, WB. The investigators have constructed and validate an Adjustment
Inventory (AI) for school students to collect the necessary data. The study revealed that there is no significant difference between adjustments of students residing either at urban or rural area. But on the other hand the mean adjustment score of girls is higher than those from boys which indicate that the girls are better adjusted as compared to their boys counterpart.

Awasthi (2014) studied that the value based education is the only solution to the problem of crisis of moral values among the youth of India. It was concluded that providing value based education to our children from early childhood especially during adolescence age group, can help us in overcoming the problem of deteriorating moral values in our youth. Collaborative efforts of parents, teachers, society and media can bring the Indian youth on right track to live a disciplined life.

Singh (2014) studied the values of secondary level students of Bhiwani district, Haryana. A sample of 100 students were selected from Jawahar Navodayay vidyalay secondary schools using random sampling technique. Personal Value questionnaire by Sherry and Verma was used to collect data. No significant difference was found in democratic, religious, aesthetic, economic, and commercial materialistic, vocational, prestige and health values between boys and girls of secondary schools.

Firouzeh Sepehrian Azar (2013) investigated the relationship between self efficacy, achievement motivation, and academic procrastination as predictors of academic achievement in pre-college students. The results revealed that there was significant difference between boys and girls in terms of the level of achievement motivation, academic achievement and academic self-efficacy.

Chaturvedi (2013) studied value patterns of deprived adolescents in relation to academic achievement and mental Stress of 600 students of class 8th standard belonging to different C.B.S.E.schouses of Varanasi was selected applying random cum cluster technique of sample. It was found that there is significant negative relationship between value for excellence and mental stress for high deprived female adolescents. It means mental stress increases value for excellence. It was also found that there is significant negative relationship between mental stress and academic achievement for high deprived male adolescents. It means as mental stress increases academic achievement decreases. The
showed significant negative relationship between environmental value and academic achievement for high deprived adolescents. The findings can be helpful to teachers and parents who want balance development of different values and improvement academic performance of adolescents.

**Jindal (2013)** studied the value based education—the need of day and stated that future growth in any country depends on its youth. Unfortunately, youth in India are getting increasingly inclined towards violence, social evils and lack of respect towards world around them. Value Education provides motivation and guidance to our youngsters. It builds character which is beneficial for growth of both the individual and the society in general. It influences our decision-making in life and helps us to build healthy relationships in society. The prosperity of a country depends on its men of enlightenment and character.

**Rahman and Goswami (2013)** identified the value dimensions of undergraduate students of technical courses in relation to their sex and parental occupation. Standardized scale measuring values in six dimensions namely Theoretical, Economic, Political, Aesthetic, Social and Religious was administered on 107 male and 35 female sample students selected at random. For measuring parental occupation a self structured questionnaire was employed. The findings revealed existence of significant sex difference with regard to aesthetic value where female group outscored the male group. The study further revealed significance of difference in the relationship of parental occupation and economic value between male and female undergraduate students of technical courses. Thus, the present findings may help the parents and educational policy makers in developing strategies to inculcate right values among the youths.

**Agnihotri (2013)** studied the academic adjustment and problems of socially disadvantaged senior secondary schools students. A total sample of 200 senior secondary school students from different Government senior secondary schools was taken. Five schools from urban area and five from rural area were taken. These 200 students included 100 male students and 100 female students were further divided into 50 urban and 50 rural students in both of the cases. Adjustment Inventory for school students (AISS) by Sinha and. Singh and self
made Questionnaire for the problems of socially disadvantaged senior secondary school students were administered. Low negative correlation was found between academic adjustment and problems of socially disadvantaged senior secondary school students. Academic adjustment of male socially disadvantaged students was more than female socially disadvantaged students and problems of female socially disadvantaged students were more than male socially disadvantaged students.

**Opara and Onyekuru (2013)** investigated the psychosocial predictors of secondary school students adjustment to school in Obio-Akpor Local Government Area of Rivers State Nigeria. A sample of 452 students was drawn from the population through stratified random sampling technique. Two instruments were used for data collection- Psycho-Social Predictor Scale (PPS) and School Adjustment Scale (SAS) which were developed by the researchers. Relative effects of the psychosocial factors, self-concept was found to be most effective, followed by emotional intelligence and lastly peer group.

**Anitha and Gnanajane Elijo (2013):** studied the mental health status among Orphan Adolescents Reared in Orphanages at Tiruchirappalli district. used self-prepared interview schedule along with the standardized inventory to measure the level of mental health status formulated by Dr. Jagdish and Dr. A.K. Srivastava which contains six dimensions such as positive self-evaluation, perception of reality, integration of personality, autonomy, group oriented attitudes and environmental mastery. The sample consisted of orphan adolescent reared in orphanages between the age group of 13-17 years in 6 government aided orphanages. Census method was adopted and the data was collected from the 360 respondents in all the selected orphanages. The findings of the study revealed that nearly half of the respondents have medium level of mental health status. If proper interventions in not rendered at the right time there is high risk for orphan adolescents to develop low level of mental health status.

**Goswami (2013)** compared self-Concept and Academic Performance of Institutionalized (orphan) and family-reared children. She found that the specific pattern of self-concept of institutionalized orphan children and family-reared children and sought to investigate to investigate the relationship between their self-concept and academic performance. The survey was conducted in Guwahati city on 50 deprived institutionalized children from
different destitute homes and orphanage situated in Guwahati city using purposive random sampling technique in the age group of 12 to 18 years. Data was analyzed using the t test and chi-square test. The study found out that there was a difference in self-concept and academic performance between orphans living in institutions and those living with guardian homes or in parental homes. The institutionalized orphan performed better academically than those who are non-institutionalized. He found that if orphan children are treated as ordinary children than this would enhance their self-concept and academic performance.

**Mudasir Naqshbandi, Sehgal and Hassan (2012)** examined the effect of institutionalization on orphans and aimed to find out the psychological impact on orphans in Kashmir. This study adopted quantitative techniques using the survey method. The survey was carried out by using interview schedule which targeted orphan children in institutional care. A total number of 530 interview schedules were collected from five different orphanages of Kashmir. First, we tested for normality of the data. Normality test showed that the data were normally distributed. Secondly, descriptive statistics was used to analyze the demo-graphic information of the qualified respondents. Thirdly, cross tabulation was conducted to understand the relation between variables. Chi-square test was conducted to find the statistical significant difference between males and females with regards to the cause of their being orphans. The showed that there is significant difference between conflict and children being orphans, and significant difference between poverty, family breakdown, family conflict and institutionalization of orphans. This study showed that there are many psychological/adjustmental problems with the children living in institutions.

**Madankar (2012)** compared the values and job satisfaction of high school teachers. Sample consisted of 200 graduate and post-graduate teachers at Dharwad Taluka. Random sampling technique was used. Personal Value Inventory by Sherry and Verma and job satisfaction by Dixit Meera were administered to collect data. It was concluded that graduate and post graduate teachers donot differ significantly on personal values and job satisfaction.
Sucharitha (2012) conducted a study to examine the influence of seven independent variables namely sex, class of study, locality, subject of the study, level of institution, age and family size on moral judgement of secondary school students. The study revealed that sex and class had no significant influence on the moral judgement of secondary school students. However, the girl students scored higher in the mean score of moral judgement. The study further revealed existence of significant difference between rural and urban students in their moral judgement.

Shagufta and Mariya (2012) argued that due to modern developments and fast changing role of parents, it has been very difficult for parents to inculcate significant values in their child and as such value oriented education needs to be realistically achievable in consonance with the academic framework of a school. They advocated that a judicious combination of academics, culture and value education would be an ideal approach to education and value education needed to be integrated within the school curriculum.

Chhabra (2012) found that students of high and low level achievement motivation differ significantly in academic achievement in Hindi. It implied that high achievement motivation enhances the academic achievement of students in Hindi. Male and female students having high level achievement motivation differ significantly in their academic achievement in Hindi. Female students achieve higher than male students. Female students with low achievement motivation had high academic achievement in Hindi in comparison to male students.

Saadi etal. (2012) in correlative research investigated the relationship between academic self-concept, achievement motivation and academic achievement, in order to measure the effects of these items on each other. Study sample were 219 fifth grade students selected by cluster sampling method. Analysis of data was performed by simple univariate linear regression method. Results indicated that there was a relationship between academic achievement motivation and academic self-concept of the students, there was a relationship between academic achievement and academic self-concept of students and indicated there is a relationship between academic achievement motivation and academic achievement.
Aggarwal and Bhalla (2012) studied gender differences in academic achievement of adolescents in relation to their home adjustment and found that out of the numerous factors that might have an effect on the academic achievement of adolescents, their adjustment plays a vital role. Adjustment with family, peers, emotions, etc., determines the mental make-up of young adolescents. This age is said to be the age of transition from childhood to adulthood. Home or family adjustment can be a significant factor in determining the success in academics.

Gawali (2012) correlated academic stress and adjustment among school student and found that there was significant adjustment difference between male students and female students in themes of their home adjustment. In terms of academic stress between male students and a female students result indicate that there is no significant difference and negative correlation between academic stress and adjustment of school students.

Prajapati (2012) studied adjustment of adolescents with special reference to their gender and education. The result showed that the secondary school going boys are more adjusted in social area than secondary school girls. Higher secondary school girls are more adjusted in home and health area compared to boys. Higher secondary school boys are more adjusted in health and emotional areas than secondary school boys but secondary school boys are more adjusted in educational area compared to higher secondary school boys. Higher secondary school girls are more adjusted in home, health and social area of adjustment compared to secondary school girls. But secondary school girls are more adjusted in educational area than higher secondary school girls.

Gupta and Sadh (2012) attempted to study the existing adjustment problem of these secondary school students, which involves emotional, social and educational dimensions. Survey method, was used for the study. A sample of 150 students of Class IX was selected from Balh valley of Mandi district in Himachal Pradesh. The study revealed that no significant difference between boys and girls regarding different dimensions of adjustment as well as in total adjustment.

Francisco Rodriguez (2012) studied the estimates of coping strategies and adjustment in children, based on four types of stressors school, family, peer interaction and health, whence of changes coping, school, stress, and social and clinical maladjustment, the
sample were 402 students their age between 9 to 12 years. The study results presented that the coping variable with ACS (Adjustment coping strategies), also stress and clinical maladjustment predict, with different effect, and the coping strategies appointed by children.

**Kumar and Malik (2012)** found that level of aggression among adolescent boys were higher than the adolescent girls. There was no significant difference between the scholastic achievement of highly aggressive boys and girls as well as low aggressive boys and girls. They also found that self-concept level of highly aggressive boys and low aggressive boys were higher than the highly aggressive girls and low aggressive girls.

**Gupta and Verma (2011)** studied emotional intelligence in relation to mental health and adjustment of senior secondary school students. The sample consisted of 200 students of class 10th, 100 male and female each. The tools used were comprehensive inventory for measuring intelligence, adjustment and mental health, Emotional intelligence by Hyde, Pethe and Dhar, Adjustment Inventory by Asthana and Mental Health Inventory by Srivastave and Jagdish. The result of research revealed that correlation between emotional intelligence and mental health was significant and another correlation between emotional intelligence and adjustment also proved significant. The t-ratio regarding emotional intelligence between male and female is significant but after considering adjustment the result was not significant.

**Upadhyay(2011)** investigated life value, mental stress and academic achievement of secondary level students. Sample consisted of 400 students (200 male and 200 female) of class 10th of U.P.Board.Value tool by Srivastava and Rai,Stress by Misra and Pandey were used. For academic achievement class 10th board exam grand total of the students were taken. Significant difference was found between male and female students with regard to economic, aesthetic, patriotic, health, capacity and power values and significant difference was found having high low knowledge value, social value with regard to mental stress related to school and significant difference was found having high low economic value with regard to mental stress related to society.

**Benjamin Maxwell (2011)** conducted a study to find out the prevalence of moral judgement among higher secondary school students of Chennai city with respect to
classification of different school climate and home environment. The findings revealed that the school students in high school climate had higher moral, personal, social, aesthetic, humanitarian and religious values than the students in moderate and low school climate. On the other hand, in all these values the scores among the students of moderate and low school climates were similar. Contrary to this, the academic value was found similar among school students irrespective of the level of school climate. With regard to the influence of home environment, the study showed that in moral, personal, academic, social and aesthetic values students were similar irrespective of the level of home environment (high, moderate and low), whereas in humanitarian and religious values the students of low home environment were significantly higher than the students of high and moderate home environment.

Rajkumari, Sumati (2011) designed a cross cultural study to examine the impact of home and school environment on values of adolescence girls of Coimbatore city of Tamil Nadu and Imphal West of Manipur. The results revealed that girls of Coimbatore city obtained higher mean scores for aesthetic, economic, family prestige and hedonistic values than their counterparts, whereas girls of Imphal West of Manipur obtained higher scores in religious, social, knowledge, power and health values. With respect to the impact of home environment, the study revealed that control and protective dimensions of home environment had positive correlation with religious and democratic values of the Coimbatore girls. So far the girls of Imphal West of Manipur were concerned the study found that permissiveness and religious value, rejection and knowledge value, deprivation of privilege with hedonistic, social and power values, protectiveness and democratic value; reward and knowledge value, permissiveness and hedonistic value were positively related.

Prakash Chandra Jena (2011) has made a study on to compare the memory and achievement motivation of male and female students of secondary schools in Sikkim state. The findings were; there was a significant difference in the memory of rural boys and girls, there was no significant difference in achievement motivation of urban boys and girls, and there was no significant difference in achievement motivation of rural boys and girls.
Aydın and Coşkun (2011) investigated the achievement motive among secondary school students. The relations between the achievement motive and gender, class level, parent education level and family income level with variables. They revealed that the views of students about the scale of geography lesson achievement motivation has shown significant difference according to class level, but did not show any significant difference according to gender, mother’s education level, father’s education level and family income status.

Singh (2011) studied 500 pupils’ level of achievement motivation (250 girls and 250 boys) of Xth grade in Unnao city, were selected by lottery random sampling method. Academic achievement motivation test constructed and standardized by T. R. Sharma (1984) was administered on them to know their level of AAM. After analyzing the data was found that xth grade pupils had an average academic achievement motivation.

Ali (2011) in his study checked the impact of motivation on students’ academic achievement in problem based learning environment in the mathematic elementary level. A control group comprising 19 participants received treatment of traditional teaching in shape of lecture/ demonstration method for four weeks. At the end, post-test was administered and the scores of pre-test and post- test were served as data of the study. It indicated the significant impact of motivation on the academic achievement of students in problem based learning environment. The result further indicated that motivation in problem based learning plays more effective role than traditional method of teaching.

Kaur (2011) studied the levels and relationship between academic achievement, achievement motivation, parental encouragement, intelligence of the college students. Descriptive method of research was used to conduct the study. 600 college students of Punjab constituted the sample for the study. Majority of students come nearly mean value of academic achievement, parental encouragement, intelligence and achievement motivation score. The academic achievements of having high achievement motivation were better than that of students showing low achievement motivation. Academic achievement was found to be positively & significantly correlated with all the variables.

Bal and Baruss (2011) examined the role of perceived parental attachment in achievement motivation. Self-report data obtained from the parental attachment
questionnaire, achievement goals questionnaire, and the performance failure appraisal inventory were collected from 50 university students with a mean age of 18.8 yr. Correlation and regression analyses indicated that parental facilitation of independence correlated significantly and negatively with fear of failure. Results yielded partial support for the hypothesis that performance-oriented goals are related to a fear of failure, whereas mastery-oriented goals are not. The results also suggest that high parental attachment in the case of high-frequency religious practitioners is related to an increased chance of acquiring a more avoidance-oriented achievement motivation.

Kumar (2011) conducted a study on risk-taking behaviour of male adolescents in relation to their aggression level and found that high aggressive male adolescents are more risk-taker than normal aggressive male adolescents on Hills (A), Sea (C), Police and intelligence services (E) and Fire (F) areas of risk-taking behaviour. Also the male adolescents did not differ significantly in their risktaking behaviour in relation to their aggression level on Space (B), Commercial traders (D), Professional traders (G) and Military Services (H) areas of risk-taking behaviour. He also found that the male adolescents differed significantly in their overall risk-taking behaviour as related to their aggression level. The highly aggressive male adolescents are significantly more risk taker than normal aggressive male adolescents on overall area of risk-taking behaviour.

Pathak et al. (2011) explored the prevalence and patterns of behavioural and emotional problems in adolescents. A stratified random sampling was done. 1150 adolescents in 12 to 18 year age group in grades 7 to 12 in 10 co-educational schools (government run and private) were the subjects of the study. Behavioural and emotional problems were assessed using Youth Self-Report (2001) questionnaire. An alarming number of our adolescents suffer from emotional and behavioural problems which have their roots in the family environment. These data suggest urgency in establishing a school based mental health service.

Singh (2011) attempted to analyse the impacts of value education on the academic performance of the students as well as the overall environment of the academic institutions where value education programmes had been explicitly put into practice. The observations of the report indicate the profound potential of value education to transform
the learning environment, ethos, coherence and inclusiveness of a school and, in so doing, to stimulate student social development by strengthening relationships between students, and students and teachers.

**Neha Acharya and Shobhna Joshi (2011)** investigated the relationship between achievement motivation and parental support, and to examine the gender differences in parental support. The sample for the present study consisted of 500 adolescents in the age group of 16 to 18 years from Varanasi city who were enrolled in class 11th and 12th. Deo Mohan achievement motivation scale and family support scale were used to assess achievement motivation and parental support, respectively. The results indicate a positive correlation between achievement motivation and parental support. Girls are sensitive to parental support as compared to boys. Achievement motivation is related to success in life, life satisfaction and quality of life. The study revealed that parental support for their children seems to have a strong influence on achievement motivation. The results of the study are generally positive and have an important implication for educators and parents.

**Kauts and Kaur (2010)** in their investigation on value preferences among adolescents revealed that common preferred values of boy and girl adolescents were world at peace, freedom, true friendship, wisdom, national security, equality, salvation, courageous, honesty, self-control, forgiving and cheerful. So far the terminal values were concerned, the study revealed that boys placed highest preference to value-wisdom and lowest preference to value-salvation, whereas these were the value of national integration and mature love respectively for girl adolescents. Again, with regard to instrumental values, the boys preferred honesty the most and cheerful the least, whereas these were honesty and logical respectively for girls.

**Singh (2010)** in a brief study compared social behaviour of orphan male and female students from the orphanages of Varanasi city. A sample of 66 orphan students studying in classes 7th to 9th of different schools of Varanasi city was selected through purposive sampling method. Social Behaviour Questionnaire developed by S.K Pal, K.S Misra and Meenu gupta was used. The Social Behaviour has 10 types namely concern for others, compliance, dependence, power assertion, ingratiation, social conversation, social passivity, aggression, withdrawl and tolerance. Comparison was made on these variables between male-female of 7th to 9th class. The tool was standardized before collecting data.
After taking permission from the authorities data collection was done through survey method. Data collected was statistically analysed using ‘t’ test to make comparisons. It was found that there is no difference between class 7th male and female for concern for others, dependence, power assertion, social conservation, social passivity, tolerance and withdrawal. Difference was found in compliance ingratiating and aggression. Males showed more of these behaviour types than females. Difference was found in power assertion in class 8th male and female. Males had more power assertion than females. No difference was found in class 9th male and female in any of the behaviour types.

**Agarwal (2010)** investigated the effect of deprivation on value preferences. Researcher tried to study the value preferences of high deprived and low deprived preadolescents. The population of the study consisted of students studying in 8th standard of different secondary schools in Varanasi city run by U.P. Board. A total of 800 students were selected randomly from 10 different schools of Varanasi City. For measuring deprivation, deprivation scale constructed by Pal, Mishra and Pandey was used. For measuring value measures “Sadgun Bodh Prasnawali” developed by Pandey and Dubey was used. Patriotism, social, cultural and knowledge value was higher in low deprived while law abiding, spiritual and value of excellence was found higher in case of high deprived preadolescents.

**Kumar and Thakur (2016)** studied the levels of aggression among senior secondary school students in relation to family Environment. For this purpose a sample is taken which is the representative of the population. The investigator was used Aggression Scale (AS) by Mathur and Bhatnagar (2004) and Family Environment Scale (FES) by Bhatia and Chadha (1993) were employed by the investigator to collect the data. Non-probability method of sampling was followed for selection of Ludhiana district out of 22 districts of the state. Then, using the probability method of sampling, 10 senior secondary schools of Ludhiana district and further, the adolescents from these schools was selected. In all, a sample of 200 senior secondary students was drawn from the different schools of Ludhiana district. The result of the study showed that there is a significant negative relationship was found between the aggression of senior secondary school students with five dimensions of family environment, i.e. cohesion, conflict, acceptance and caring, independence and active recreational orientation. However, no significant relationship
was found between expressiveness, organization and control dimensions of family environment and aggression of senior secondary school students. The results of the study also show that there a significant difference was found between mean scores of aggression on the basis of gender and areas among senior secondary school students.

**Sharma (2010)** conducted a study on relationship of creativity with academic achievement, achievement motivation, Self-Concept and levels of adjustment among adolescents. The different levels of all independent variables were found and by taking three variables at a time, it was found that (i) there was no significant interaction effect of creativity, achievement motivation, self-concept, index of brightness and adjustment on mean performance of academic achievement of adolescents. (ii) there was significant contribution of creativity, achievement motivation and index of brightness in predicting academic achievement of adolescents, whereas self-concept and adjustment did not contribute in predicting academic achievement of adolescents. (iii) index of brightness and adjustment were negatively correlated to creativity, achievement motivation, self-concept and academic achievement among adolescents. However, both these variables were positively correlated to each other.

**Sharma (2010)** showed that there was no significant interaction effect of creativity, achievement motivation, self-concept, index of brightness and adjustment on mean performance of academic achievement of adolescents. However, both these variables were positively correlated to each other.

**Mariam Haider (2010)** investigated the prevalence rates of emotional and behavioural problems among Pakistani children. Age and gender effects were also investigated. The internal consistency and construct validity of the Urdu Child Behavior Checklist (CBCL) were examined. Data were collected from private and public schools in the Pakistani city of Lahore. A higher pervasiveness of internalizing problems as compared to externalizing problems was found in the overall sample. Within empirical syndromes, Anxious/Depressed was the most prevalent whereas among the DSM-oriented scales, somatic problems were the most prevalent.

**Majed and Fatema (2009)** evaluated the difference and relationships between stress with aggression, social anxiety and social skills across adolescents of Kuwait and Indian
samples. It was found that the level of stress among Indian adolescents is higher than those of Kuwait, because of the surrounding environment of the sample of India facing many economical and sociological problems.

Shafi (2009) compared study of health, nutrition and socio-psycho behaviour of adolescent boys and girls. The field work of this thesis has been undertaken in six districts of Kashmir valley i.e. Srinagar, Budgam, Anantnag, Kupwara, Pulwama and new line Baramulla, covering a sample of 1500 adolescents i.e. 750 boys and equal new line number of girls in the age group of 10-19 years, studying in Government Schools during 2004-07. The findings of the study are interesting and useful for framing programme guidelines towards adolescent development. During last couple of years, various policies have been formulated to bring adolescents to the centre stage of development planning. The present study critically examines different dimensions of health, nutrition and socio-psycho behavior of both rural and urban adolescents of Kashmir valley. The suggestions of the study demand interventions to be initiated by Government, parents, teachers, NGO s, academic institutes and new line health workers.

Chaikaew Monthiwa (2009) investigated social and emotional skills and their relationship with behaviour problems in Thai secondary students. With two major aims above study was to investigate first the psychometric properties of the Thai social and emotional skill rating scale (TSESRS) developed by the author. The measurement model of this material is a three factor model containing social skills, emotional skills, and social-cognitive skills. These results suggested that the TSESRS measures three distinct latent constructs, that is, social skills, emotional skills, and social-cognitive skills. The second aim was to examine the structural relationship of three exogenous variables, that is, social skills, emotional skills, and social-cognitive skills with two types of behavior problems, that is, internalizing and externalizing problems and the results revealed that among the three exogenous variables, social-cognitive skills were the only significant predictor of both internalizing and externalizing problems. The relationship between social-cognitive skills and two types of behaviour problems was negative. This concluded that if higher a students’ social-cognitive skills, the lower their level of internalizing and externalizing problems. The indicators of social cognitive skills were emotion control, problem solving, and decision making skills.
Singh and Kumar (2008) studied the religious, social, democratic aesthetic, economic, intellectual, happiness, power, family prestige and health value of boys and girls studying in secondary school level. Results indicated that religious, social democratic aesthetic, economic, intellectual, happiness, power, family prestige value did not differ significantly among boys and girls. Girl students have higher level of economic value in comparison to boys. Boys have higher health value than girls.

Tripathi, Sujit Ram (2008) conducted a study entitled patterns of social identity and value orientation and their implications for conflict resolution. In this study the multiple regressions for conflict resolution styles indicated that values were more powerful predictors than social identities for conflict resolution. It further revealed that females and adults had higher scores on social and protection values while males and young adults were higher on personal and growth values.

Deb and Srivastava (2007) conducted a study to find out the relationship between environment responsibilities and environment values of class IX students. The findings indicated that there is a significant positive relationship between environmental responsibility and environmental values. Students with high environmental value exhibit more environmental responsibility than those with low environmental values. There was no significant sex difference among boys and girls with respect to their environmental responsibility.

Vijayalakshmi and Ghali (2006) in her study on prioritization of secondary school children’s values by their parents and teachers, revealed that teachers and parents gave more importance to only 5 values, namely worthiness, sympathies, discipline, equality and caring. The results further revealed that hundred per cent of teachers gave priority to open mindedness, practicality, academic bent of mind, self-reliance, forgiveness, obedience and creativity, whereas hundred per cent of parents gave priority to the values namely honesty, truthfulness, cleanliness, duty mindedness, love, kindness, spirituality, humanity aesthetics morality, punctuality, cooperation and objectivity. Light difference ranging from 81% to 97% was observed in the preference of values of teachers and parents. The study reported a significant difference between rural and urban teachers as well as parents, male and female teachers as well as parents, educated and uneducated.
parents above 40 years, rich and poor parents and teachers teaching arts and science subjects with regard to values.

Chaturvedi (2009) investigated the effect of school environment and certain demographic variables on achievement motivation and academic achievement of young adolescents. The respondents of the study were 300 students in the age range of 12-15 years of Bhopal. Percentages of marks obtained by the students in last three years were used as measures of academic achievement. The results indicated significant gender difference in academic achievement, the girls scored higher than boys significantly.

Sangeeta (2009) studied the impact of self-concept and academic achievement motivation on academic performance of secondary school students of Hyderabad Karnataka region. She concluded that academic achievement motivation had a high impact on the academic performance of the students. Further the academic achievement motivation and academic performance of the students were significantly correlated and were interdependent.

Swaran Lata (2009) attempted to explore the psycho-social environment of the orphanages, identify social skills deficits among young orphan girls, devise ways of removing these deficits, that is, develop a plan for intervention, impart social skills training to these girls and evaluate the effectiveness of the social skills training(SST) intervention so that such interventions can be refined in future to meet the needs of the underprivileged. The sample of the study consisted of 100 orphan girls living in the two orphanages at Lucknow. The girls belonged to the age group of 7 to 14 years. Family Environment Scale was used to explore the psychosocial environment prevailing in the two orphanages. It was essential for developing an understanding of current level of psycho-social competence of orphaned girls and also to design a SST intervention accordingly. Social competence of young girls were obtained through the use of social behaviours observation checklist and social skills scenarios specifically constructed for the study. The data helped in identifying social skills deficits among girls. Finally, a social skills intervention was designed to fill in the skill deficits. Social skill training was imparted to young girls through various activities and games. At the end level of social competence of the sample pre and post was compared to evaluate how effective the SST
intervention has been. Designing and implementing the SST intervention was most demanding and proved to be satisfying and rewarding experiences too.

**Pandey (2008)** tried to see the relationship of academic achievement with achievement motivation and parental background of the students. The study was conducted on 92 higher secondary students of Mizo tribes, both male and female. Achievement motivation scale by Beena Shah was used. Information blank for parental background and achievement scores from school record were use of in the study. It was found that there is a positive correlation between academic achievement and achievement motivation of Mizo student. Working of parent does significant effect on academic achievement and achievement motivation. However, qualification of parents does not affect variation in achievement scores was found to be relatively small when compared to the contribution of social status.

**Agarwal (2008)** compared the value preference in high deprived and low deprived pre-adolescents. It was found that most preferable value among high and low deprived preadolescents is patriotic value. Knowledge value was at second place in case of low deprived and value of excellence was high in high deprived. Low deprived adolescents have higher patriotic in comparison to low deprived.

**Deb and Srivastava (2007)** conducted a study to find out the relationship between environmental responsibilities and environment values of class IX students. The findings indicated that there is a significant positive relationship between environmental responsibility and environmental value. Students with high environmental value exhibit more environmental responsibility than those with low environmental values. There was no significant sex difference among boys and girls in respect to their environmental responsibility.

**Kumar (2007)** investigated educational achievement, aspirations and values of deprived students belonging to different caste groups. Researcher used deprivation tool by Kalplata Pandey, value tool prepared by Kalplata Pandey and Geeta and to measure aspiration, researcher used tool prepared by R.R Tripathi. To measure educational achievement marks of Hindi, Science and Social Science subjects were taken. The study was conducted on 800 students of class 8th of U.P.Board of Varanasi city. It was found that
there was significant difference for cultural, environmental excellence values and academic achievement when comparison was made high deprived and low deprived students of general category and backward category. Academic achievement was found high in case of low deprived students of general, backward and SC category.

Anuja ,Panicker,Janaki and Kumar (2006) in their study identified the predominant problematic behaviour seen in adolescents residing in institutionalized care and to implement on intervention programme.Sixteen female adolescents aged 13-18 years were taken for study.Socio-demographic details predominant problematic behaviour were identified following pre-past and intervention assessment of these behaviours were done. Intervention programme consisted of individual cognitive behaviour counseling and group counseling sessions. Analysis indicated significant improvement in identified problematic behaviour after 14 weeks of intervention focused on significant problems seen in adolescents staying in residential child care institution and significant changes in problem behaviour after intervention.

Pandey (2006) tried to find out whether adolescent girls with high, moderate and emotional intelligence differ on various types of deprivation. The sample of the study consisted of 100 ninth grade students studying in four Hindi medium secondary school of Varanasi city. On the basis of the findings, it was inferred that girls having low emotional intelligence perceive various deficiencies in their environment. They perceive social isolation, rejection from their parents, insufficient housing and other infrastructure facilities, economic insufficiency, meagre educational opportunity, unavailability of reasonable share of pleasant emotional experiences, lack of warmth and parental care in comparison to girls having high and moderate level of emotional intelligence.

Singh (2006) studied the relationship between deprivation and emotional intelligence on a sample of 100 ninth class students of Allahabad city. Deprivation scale by Pal, et.al.was used for measuring deprivation and Emotional intelligence Questionnaire made by K.S.Mishra was used to measure emotional intelligence. The result revealed a negative correlation(r=−.2008) between deprivation and emotional intelligence. It indicated that highly deprived students had low emotional intelligence.
Tickoo (2004) investigated the relationship between sense of deprivation and mental health. The sample of the study consisted of 600 boys studying in 10th standard in Senior Secondary School of Jammu city. Mental Health Inventory by Jadish and Srivastava (1983) was used to measure sense of deprivation in two areas namely home and school deprivation. The results of the study revealed negative significant relationship between sense of deprivation and mental health indicated thereby that sense of deprivation deteriorates mental health of the students.

Islam Sirajul (2002) in his study of value pattern of college students revealed that college students were mostly inclined towards modern values and attitudes. The study also revealed that B. Sc students endorsed modern progressive outlook in their values and attitudes than B.A. and B.Com students. The investigator has also reported a significant difference between high socio-economic status group and low socioeconomic status group as well as high media exposure group and low media exposure group in relation to their values and attitudes.

Dubey (2002) compared values, achievement motivation and moral judgement among the adolescents studying in school run by various educational agencies. Sample consisted of 400 students of both sexes studying in class IX of Varanasi city. Significant difference was found in value preference in among adolescents. Adolescents of government schools have more patriotic and cultural value whereas adolescents studying in aided schools have more spiritual value. Adolescents studying in Vyabharati schools had more law abiding, social and cultural value than adolescents of private schools. Adolescents of minority school had more social and environmental value.

Benson (2002) investigated the psycho-social problems of orphans in Kerela. A sample of 270 (135+135 orphan and non-orphans) was selected using stratified random sampling technique. The age ranges of 13-17and high school children were preferred. Orphans from different orphanages and non-orphans studying in high school in kerela state were selected. Normative survey method was used for data collection and personal data sheet, psychological problem scale200, interview were used as tools. Statistical techniques ‘t’ test, correlation and anova were used for comparing orphans from non-orphan students in relation to psycho-social problems, general achievement with respect to
sex, locale, religion, number of family members. Opinion of teachers and warden regarding problems were studied. It was concluded on basis of the analysis that there exists a difference between orphan and non-orphans on these variables. Orphans showed high rate of problems more than non-orphans.

Gupta (2000) did a brief research on self other orientation among institutionalized children. Various components of the self-concept of destitute children taking gender differences and type of institution into account, in an effort to understand whether having had the opportunity to live with parents for sometime before coming to the institution may be considered privilege, that is, do early home experiences ensure the development of a favourable self-concept and also enable a child to perceive himself in relation to others and others in relation to himself. The study focused on the core of a child’s experience, his self and how does he perceive it. As such, it has important implications for policy-makers and care-givers engaged in survival, protection and development of destitute children. The study confirms the findings of earlier researches that even good institutional care is likely to fall short of a desirable home environment. It suggested that identifying resilient factors among destitute children such as personality attributes and environmental resources would be useful to design strategies for preventive programs.

Shrivastava (2000) had studied the academic motivation of orphan children. He used the test of J.P. Shrivastava’s Academic Motivation of orphan boys and girls. He found that there is no difference in academic motivation of orphan boys and girls.

Mamta (2000) explored the perception of self-other relatedness and self image of a sample of 40 male orphans from an orphanage of Lucknow consisting of 25 subjects group I residing from 0-5 years and group II consisting of 15 subjects residing from 6-11 years. The period of stay was taken as independent variable which would affect the other relatedness the dependent variable of the subjects. Personal interview, Life Space Technique, Rorschach Test, Self image were used to measure independent variable. Group II seemed to be more realistic in their perception and group I more idealistic. Group II who’ve stayed is the orphanage for longer period of time perceive friends & brothers is more significant than group II staying for a shorter period of time, who still holds true the nurturance of their mothers.
Singh (2000) in his research studied relation between academic motivation to academics of students. He had done his research to study the academic motivation of children living in orphanages in relation to their academic achievement motivation.

Deb (1999) studied the development of cognitive abilities among children exposed to various levels of social deprivation. She found that development of class inclusion ability the children exposed to moderate and high level of social deprivation. Socially non deprived as well as moderately deprived children exhibit greater grouping ability than the highly socially deprived children. So far as the development of hierarchical classification as well as overall concept formation ability is concerned, socially non deprived children are superior as compared to moderately and highly socially deprived children. It reflects the adverse impact of social deprivation on concept formation abilities.

Jagdish and Yadav (1999) conducted a study to examine the relationship between home deprivation and mental health among 120 students of high school class of four intermediate colleges of Agra city. Self-expression inventory by Verma and Upadhyaya (1984) and mental health inventory were employed to measure home deprivation and mental health. The result of the study revealed that home deprivation was negatively correlated with self-evaluation, perception of reality, integration of personality, autonomy, group oriented attitude, environmental mastery and overall mental health.

Pandey (1996) used J.P Srivastava’s Academic achievement Motivation Test Battery to know the academic achievement motivation of normal and orphan children. He used t-test for sample analysis. In his research he had taken 50 normal and 50 orphan children and their academic achievement has been known on the basis of their high school marks. He found that there is correlation in academic motivation and achievement of normal and orphan children.

Pandey Prasad (1996) studied achievement motivation and academic achievement of orphan boys and family-reared boys. He found that academic achievement and academic motivation are affected by each other.

Shukla (1995) studied the impact of experiential deprivation and motivational feedback of some behavioural processes. The result revealed that increasing amount of experiential
deprivation was found to be related to the magnitude of behavioural processes and increasing chronological age facilitated the advancement of behavioural processes.

**Chatham and Murthy (1994)** studied the effect of achievement on adjustment of deprived adolescents. The findings revealed that subjects belonging to general caste were better adjusted as compared to subjects of schedule Caste and Schedule Tribes.

**Seth (1994)** conducted a research on cognitive development of socially disadvantaged children (orphans). The sample consisted of 150 orphan children and 150 general category children of age group 4 to 12 years for comparison. The geographical setting of study was Lucknow only. The study confined to the institutionalized orphans only, not other groups of disadvantaged children for which pilot survey of orphanages was employed. The study made use of cross-sectional rather than longitudinal approach for collecting data for different age levels. For measuring the development of logical grouping and conservation concepts, the study made use of only clinical method as advocated and practiced by Piaget rather than experimental or survey method as practiced by traditional researchers. The tools used are based on the Piagetian tasks for eight logical groupings of the concrete operational stage and four conservational tasks. It was found that there were differences in underlying thought as expressed by the disadvantaged and general children. The disadvantaged children were slow to respond to the experimental material and had difficulty in expressions, due to lack of vocabulary and language problem as well as grasping. Rich and stimulating environment produce competitive and self confident individuals endowed with higher mental abilities on the other hand poor an unstimulating cause ambiguity, insecurity and impairment of performance. Thus development achievement of cognitive abilities is hampered.

**Alam Salf Duzzafar (1993)** investigated the relationship between prolonged deprivation and dependence proneness. They found that Hindu subjects were significantly less-dependent prone than low deprived or non-deprived Hindu subjects. On many areas of prolonged deprivation, dependence proneness has been found to be negatively correlated among Hindu and Muslims.

**Agarwal (1993)** studied the academic motivation, academic responsibility, academic achievement and self-concept of advantaged and disadvantaged students. The sample
consisted of 500 girls of both the group studying in Hindi medium secondary school of Allahabad city. The result indicated that the advantaged girls have higher academic motivation, higher academic responsibility, higher academic achievement and higher self-concept in comparison to non-advantaged students.

Singh (1993) found the way of child rearing on the part of the parents and behaviors of the teachers are mainly responsible for the low achievement, values and aspiration levels among the adolescents. Researcher found that poverty is the main cause of delay in the implementation of universalisation of education. Father-child interaction is perishing from our family environment and this is affecting the values functioning and personality of an individuals. Emotional deficiency affects the aspiration, achievement and values of the children. Researcher used Deprivation scale, Personal value questionnaire tool prepared by Sherry and Verma and level of aspiration tool prepared by Diwedi for academic achievement class 8th annual examination marks was taken.

Singh Narendra. (1993) had done a psycho-social study of the deprived and non-deprived adolescents aiming at a comparative study of values, aspiration levels and academic achievement motivation of deprived and non-deprived 500 adolescents high school students of different colleges of Varanasi were selected by employing random technique of sampling. Deprivation Scale, Personal Value Questionnaire, Level of aspiration booklet and academic achievement indices from aggregate of 8th class annual examination. They were statistically tested by using mean, Standard deviation and critical ratio. It was concluded that for deprived students, proper economic support, education of parents, mild psychological punishment and proper teacher’s behaviour can prove favourable environment for enhancing the achievement, academics, whereas proper aspiration level, proper reinforcement, values, home environment and loving care can foster the achievement among non-depriveds whether they are girls or boys.

Sinha and Sinha (1991) concluded from their study that socially disadvantaged students differ significantly from the socially advantaged students in home, health, social, emotional and overall total adjustment.

Reddy (1991) studied the psychological strategies for the emotional development of socially disadvantaged groups. The findings of the study were1.) If some psychological
strategies were tried out, these would be rather effective or helpful in raising standards in the performance of scheduled castes and scheduled tribes students in their studies.2.) Some psychological strategies need to be evolved along with development of social programmes to improve their achievement in their studies.

**Mukherjee, Chatterjee and Gupta (1992)** investigated the effect of prolonged deprivation on the intelligence level of school going adolescents. Results indicate that the effect of prolonged deprivation varied with respect to region but not with respect to sex. The growth of intelligence is restricted because of socio-economic and socio-cultural deprivation.

**Bhargava(1992)** investigated the locus of control in relation to achievement motivation and creativity among socio-culturally deprived and non-deprived adolescents. The sample consisted of 400 adolescents (200 deprived, 200 non-deprived) from Agra city. The findings revealed that the deprived and non-deprived adolescents did not differ from each other regarding their locus of control but they differed significantly regarding their need achievement and creativity. Adolescents having internal and external locus of control differed significantly in their total creativity scores. The interaction of socio-cultural deprivation and locus of control did not affect the total creativity scores or the scores on all the dimensions of creativity.

**Awasthi(1992)** found out the effect of prolonged deprivation parental education and intellectual ability on self-concept, self ideal discrepancy and scholastic achievement. The findings of the study revealed that: 1) The relationship between degree of deprivation and intellectual ability was found to be negative but significant(2) The self-ideal discrepancy was found to be unrelated to parental education, degree of deprivation and intellectual ability(3) There was significant correlation between degree of deprivation and self-ideal discrepancy and intellectual ability and scholastic achievement.

**Bhatt (1992)** in a cross-sectional study of logical reasoning among socially disadvantaged groups of children 9-14 years of age studied the rate of development of logical reasoning in children belonging to socially disadvantaged sections. The sample consisted of 372 SC and 178 ST children. The findings of the study suggested that both SC and ST children. The findings of the study suggested that both SC and ST children
lagged behind general group by at least one year on all the reasoning abilities, viz. seriation, conversation of weight, number, mass and quantity. It had also confirmed that SC boys seemed to be generally ahead of SC girls with respect to attainment of reasoning abilities, especially at higher ages. This was not the case with the ST children. ST girls were ahead of ST boys with respect to the attainment of concept of age, horizontally, conversation of substance, mass, weight and liquid by majority.

Kaul, Ramachandaran, Chitvea and Gupta (1991) in a comparative study of child-rearing practices of mothers of high and low achievers in socio-economically disadvantaged groups. The findings of the study: 1) Parent-child interaction emerged as the only significant variable. 2) While the differences were not significant, the means for the variables were consistently in favour of high achievers. 3) Parental attitude toward school and facilities available to children for play also appeared to have significant impact on high achievement.

Dave (1991) conducted a study to find out the effect of level of aspiration, prolonged deprivation and educational achievement on the awareness of youth towards population problem. The finding of the study revealed that: 1) the level of aspiration played an important role in determining population awareness. 2) High and low deprived groups differed significantly in population awareness and 3) High academic achievers and low academic achievers differed in their attitudes with respect to all the factors of population awareness.

Gupta (1991) attempted to find out the effect of deprivation on certain cognitive and non-cognitive variables among adolescents. The sample comprised 120 elected adolescents of 15 + years selected from schools of Jammu Intelligence, creativity and academic achievements were used as the cognitive variables, personality, motivation and neuroticism were used as non-cognitive variables. The findings of the study indicated that students from a non-deprived home environment were found to be extrovert and the students from an non-deprived home environment were found to be extrovert and the students of high socio-economic status showed high temperament. Moreover male students exhibited extrovert tendencies in comparison to the females.
Misra and Tripathi (1991) studied the effect of deprivational and non-deprivational environment on some aspects of language development including locatives, be transitive verbs, Wh-questions, vocabulary etc. It also attempted to develop a model for classroom interaction in Hindi medium schools. The findings of the study revealed differential impact of deprivation on variation in choice of word order for expression of locative relationship between a pair of objects. Children predominantly preferred the use of topic comment strategy for describing locative relationship “on” in both high and low deprived conditions.

Pal, Kalyani Rani (1990) investigated a comparative study of the trends in the development of social-life adaptibilities of socio-economically deprived and non-deprived children’s groups. The findings of the present investigation revealed that Social Maturity scores of the normative sample comprising school boys and girls (age range 6.5-12.6) from different socio-economic strata, followed the normal distribution, whereas the Social Maturity Score of the socio-economically deprived children revealed the following characteristics: 1) Children with both parents alive but without any employment and with extreme financial hardship failed to develop the expected social habits and social communication skills. 2) Children with either of the parent alive, and without any employment and under extreme self-help, communication skill, socialized habits and occupation.

Chobey, Madhuri (1990) conducted a comparative study of personality factors, the academic adjustment and the scholastic achievement of socially high and low deprived tribal youths in Rajasthan. The result indicated: 1) There was no difference in terms of personality was found between socially high and socially low deprived tribal youths. 2) No difference was found in the academic adjustment of socially high and socially low deprived tribal youths. 3) There was no significant relationship between the scores obtained on academic achievement inventory and social deprivation scale in the case of socially high and low deprived tribal youths.

Srivastava (1990) studied value-patterning and self-esteem of deprived and non-deprived boys and girls. The result indicated that: 1) The deprived and non-deprived boys groups differed in value patterns. 2) Boys and girls differed in values. 3) The analysis of two
independent variable i.e. value. 4.) Deprivation was found to be a strong determinant of self esteem. The non-deprived subjects had higher self-esteem.

Mehrotra (1990) found that disadvantaged students pinned their faith in satisfaction of need and motive to earn money. They wanted to achieve their objectives by preparing for competitions. Both the groups advantaged and disadvantaged show significant difference with regard to their academic achievement. Advantaged students have shown that they have better achievement in examination than disadvantaged students. A comparison of academic achievement of boys and girls show that boys are significantly better than girls in their academic performance. Researcher had divided advantaged and disadvantaged students on the basis of (1) Family status (2) Parent’s education (3) Occupation (4) Income (5) Caste and dwelling areas—possession of a few prestigious commodities, membership of famous clubs, political affiliation etc.

Venkatramana (1988) investigated the vocational needs and occupational choices of socially disadvantaged pupils. The findings indicated that the pupils hailing from socially disadvantaged families and socially non-disadvantaged families did not differ significantly in their vocational needs. Socially disadvantaged pupils differed significantly from the socially non-disadvantaged pupils in their occupational choices.

Pandey (1987) studied the cognitive processes motives and achievement of deprived students on the sample of 600 students of class 8th were drawn randomly from 10 high school and intermediate colleges of Varanasi city. The age ranged from 12-14 years. Deprivation, verbal reasoning, numerical ability, concept formation, intellective performance, level of aspiration, self-concept and academic anxiety. The results revealed that deprived children were significantly lower in these variables level than the low deprived children.

Agarwal (1987) explored the psychological characteristics of the disadvantaged female learners. The psychological characteristics studied were intelligence, level of aspiration, sense of deprivation, anxiety, values, need achievement and educational aspiration, academic achievement and socio-economic status. Multistage random cluster sampling technique was used to select 500 girls studying in class 12th standard of 15 girls institution of Varanasi city. The intelligence level of the female disadvantaged was found
to be below average, higher level of anxiety did not have serious sense of deprivation, need achievement and educational aspiration was found to be lower for disadvantaged female learners, high level of aspiration, more money-minded for values and 35% of variance in academic achievement from their advantaged counterparts.

**Singh Chandra Hans (1986)** reported the problems and adjustment patterns of Children living in destitute homes in Uttar Pradesh. 209 boys and 201 girls studying in classes 6\textsuperscript{th} to 8\textsuperscript{th} living in 25 destitute homes were randomly selected on cluster basis. Guidance Need Questionnaire and Vyaktiwa Parakh Prashnavali for destitute children and headmaster and superintendents were interviewed using interview schedule. Statistical analysis was confined to the application of chi-square test of independent and t-test only. The findings made it clear that general condition of the destitute home children is not very satisfactory. They are to great extent deprived of essential requirements of life. Maladjustments prevails among children living in the destitute homes. Superintendents as well as teachers have also referred to problem behaviours of destitute home children.

**Zaidi (1986)** carried out composite characteristics of causal comparative and correlational survey research in which effect of parental deprivation and some socio-psychological factors on scholastic achievement of primary school children was studied. A sample of 200 parentally deprived and 100 non-parentally deprived boys of class 5\textsuperscript{th} standard studying in Hindi medium primary schools of Allahabad city were selected. The age of the subjects ranged from 10-12 years. Purposive sampling technique was used. Intelligence test (colour Progressive Matrices) by J.C.Raven, Socio-economic status scale questionnaire-urban by S.D.Kapoor etal., CPQ Children’s Personality Questionnaire, Self-concept Scale by S.P.Ahluwalia (Pier’s Harris Children Self-concept scale) and self made achievement test were used to collect data. Data collected was statistically tested using ‘t’ test, correlation and regression to test the hypotheses. It was concluded that children’s performance is very much affected of psychological factor if parents are not alive. Socio-psychological characteristics of the parentally deprived children influence their educational achievements.

**Nagar (1985)** studied the socio-psychological problems and personality patterns of the deprived children living in destitute homes of Rajasthan. The major findings of the study
About 13 percent of the students fell in the category of highly problematic children, 75 percent of the deprived children were suffering from many problems. 1.) The tribal deprived children felt less problems than the non-tribal deprived children. 3.) The deprived girls were found overburdened and highly tense. 4.) The deprived children showed lack of adjustment with their environment. Both tribal and non-tribal deprived children were equally aggressive, reserved emotionally less stable and stubborn. etc. 5.) There were significant differences between the personality patterns of deprived tribal and non-tribal children.

**Chatterjee and Royghatak (1982):** compared the acquisition of conceptual Vs perceptual sensory motor skills of 2 groups of 8-12 year old institutional children. 36 students with father and 36 students without father. The Stroop Color-Word Test was used to assess the effect of father loss on cognitive development. Results show that they differ significantly in test performance. Students with father showed significant superior performance irrespective of age.

**Bhargava et al. (1984)** concluded that prolonged deprivation has inverse relationship with academic performance. It is affected to great extent by prolonged emotional and economical dimensions rather than socio-cultural ones. Prolonged deprivation has negative correlation with academic performance.

**Gupta (1984)** compared parentally deprived and non-deprived to know the difference of aggressive behaviour of class 8 to 10 years boys of low socio-economic status, studying in 3rd to 7th grade schools of Kanpur city. Children-Apperception –Test (CAT) and Peer rating tool were used for the investigation. It was found that parentally deprived boys had more aggressive behaviour than non-deprived boys since parental love, care and security was missing in their life.

**Sharma (1981)** investigated the academic performance as a function of prolonged deprivation. One hundred sixty colleges going fresher’s between the age of 17 and 20 years evenly drawn from two sexes were given prolonged deprivation scale and the scores so obtained were correlated with their average academic performance of two internal and one external examination. The results revealed that out of 15 components of prolonged deprivation ten have shown an interfering effect whereas the other 5 have
indicated a facilitate effect on the academic attainments of the pupils. Prolonged emotional and economic components have shown greater adverse effect than the socio-cultural ones.

Kalai (1981) studied “values and ideals of early adolescents living in different types of home environment”. The main objective of the study was to discriminate between values and ideals of every adolescents living in one parent, both parent and orphan homes. The sample comprised of 562 early adolescents in the age range of 12 to 14 plus. The tools used were adjustment inventory, study of values and a scale to assess the ideals developed by the investigator, for analyzing the data descriptive statistics t tests, Duncans multiple range test and factor analysis were used- The major findings of the study were –

The both parent; male and one parent, were similar in their theoretical, economic ideal whereas orphans scored higher on family and sports ideals. The both parent, male adolescents scored significantly higher on theoretical and political values than those from orphan home who excelled in aesthetic and social value. The both parent adolescents scored higher on physical, educational, political and economic ideal whereas orphans scored higher on family and sports ideals. No significant difference between the both parent and the one parent female in value expect in political value. In case of ideals, the former group was found higher on physical, educational and political ideals and the later group on family and apart ideals. The both parent female were significantly higher on theoretical and religious values than those from orphanages.

Khan (1982) compared orphans and family-reared children in personality development. He took 670 students of class 8-9 of age group 13-16yrs. He found that there is difference in personality of orphans and family-reared children.

Quaisar (1981) studied the impact of socio-cultural deprivation on intelligence. The socio-cultural deprivation on intelligence. The sample consisted of 50 deprived and 50 non-deprived children with age-range of 5-10 years. The result revealed that the deprived children were significantly lower in their intelligence level than non-deprived children.

Ushashree(1980) contends that socially disadvantaged children did not internalize the motivation to achieve academically and had not learnt to work for delayed gratification of needs. They had difficulty in working towards distant goals and displayed lower
academic adjustments than the non-disadvantaged pupils. Greater capacity of the middle class children to delay rewards was attributed to the ability to look further into the future than the lower class children.

Srivastava (1980) also assessed the relationship between socio-cultural deprivation and neuroticism on 50 deprived and 50 non-deprived subjects and on the basis of his study concluded that the socio-culturally deprived boys were significantly more neurotic than their non-deprived counterparts.

Upadhyay (1980) studied the relationship between sense of deprivation with sex, intelligence, socio-economic status, self-concept and scholastic achievement of high school students. The findings of study indicated negative correlation between sense of deprivation with intelligence, socio-economic status, self-concept and scholastic achievement. The various institutions differed significantly in accounting for sense of deprivation among their students.

Misra and Shukla (1979) aimed at determining the developmental differences in serial memory of words, numbers and pictures on 400 subjects belonging to the age level 4-8 years. The study indicated that low deprived children performed significantly higher than high deprived children on all the three tasks of serial memory and at all the three age groups except at the age group 6-7 years for which the difference in performance was not statistically significant.

Seth et al. (1979) examined the effect of socio-cultural deprivation on personality factors of 100 socio-culturally deprived (50 boys and 50 girls) and 100 advantaged (50 boys and 50 girls) youths. The criteria used for selecting non-deprived groups were family income, above Rs.500 per month. Hugh caste (i.e. brahmin), father’s education above graduation and urban residence, and for deprived groups, family income less than 150 rupees per month, low caste (i.e. Scheduled Caste) father’s education below upper primary and rural residence (Rath and Samant, 1975). The tool used for personality assessment was the hindi adaptation of cattell and Eber’s 16 PF Questionnaire by S.D kapoor. It was found that the deprived boys were more anxious and introvert than the advantaged boys while the deprived girls were more enterprising and decisive than the non-deprived ones. Comparison of deprived boys and girls indicated that the deprived boys were more
tender minded and more subdued than the deprived girls. The findings suggested that the socio-cultural deprivation had a great effect on mental health of the youth.

Nair (1978) studied the study habits and achievement of culturally deprived secondary school pupils, subgroup of culturally deprived pupils differed in achievement in school for all the groups except urban and rural pupils with in coastal groups and forward and background community pupils.

Tiwari and Misra (1977) analyzed the development of achievement motive in relation to prolonged deprivation. A sample of 72 males belonging to the 15-20 years age range was drawn from three villages of Deoria and Gorakhpur districts of eastern U.P. strength of achievement was measured by two separate measures: (1) Motive to achieve success (MS) and (2) Motive to avoid failure of anxiety (MAF), developed by Misra and Tripathi (1976). The result indicated that the strength of n-achievement significantly varied as a function of deprivation level. The low-low deprived group had highest tendency of n-achievement and the middle deprived group the lowest. The high deprived group was also found to be high in n—achievement in comparison to middle deprived group. The result also revealed that the strength of n-achievement increases with age at all the three deprivation levels, that is, high, middle and low.

Parikh (1977) has studied the educational achievement in relation to socio-economic status, parental educational and occupational status. Findings reveal that there was no significant difference between educational achievement and the four socio-economic variables such as economic status of family, social class of the family, parental occupation and parental education.

Tripathi and Mishra (1976) have attempted to investigate motivational characteristics of young men having different degrees of experimental deprivation. On the basis of scores on the prolonged deprivation scale (PDS) developed by authors, subjects were divided into high, middle and low deprivation categories, achievement, affiliation, power, approval motives along with state and anxiety traits were measured through verbal scales. The results showed that the low deprived group has significantly high degree of achievement motive and low degree of anxiety as compared to high deprived group. Regarding other motives the mean scores of low deprived group were higher than mean scores of the high
deprived group, though the differences were non-significant. The correlation analysis of data showed a negative relationship of prolonged deprivation with all the motives, except anxiety which however, showed a positive relationship. The results seem to support the view that growth needs emerge after satisfaction of the lower order needs.

**Sahu and Mahanta (1977)** examined the effect of socio-cultural deprivation on the subjects level of intelligence and primary as well as semantically mediated generalization abilities. The sample comprised 50 sixth graders and 50 second graders advantaged and deprived subjects. It was found that with regard to basic intelligence, deprived and advantaged groups of subjects did not differ from each other. However, grade variance was significant. With regard to primary generalization ability, the advantaged second graders showed better primary generalization to circle socio-cultural differences were significant across both the grades. In semantic generalization ability, none of the differences was found to be significant.

**Verma and Sinha (1977)** have investigated the effects of SES on perceptual differentiation and found that the high SES children demonstrated significantly greater amount of perceptual differentiation on toy construction and story production than children of low SES. **Das and Panda (1977)** investigated the school achievement and other achievement related measures of low income group elementary school children belonging to three different castes. And the deficits also showed progressive or cumulative retardation in most of the measures used.

**Singh (1979)** studied the effect of economic deprivation on educational achievement. Sample of the study constituted 400 students studying in first and fifth classes of urban and rural schools. Findings revealed that the students of high SES achieve better than students of low SES in both urban and rural setting. Intelligence affects more on the achievement than the socio-economic status.

**Khan (1976)** studied parental deprivation in relation to academic achievement of denotified tribes of U.P. Sample included 587 boys and girls studying in Government. Ashram Type schools and colleges of U.P from 8th to 12th of 3 academic groups Arts, Science and Commerce. Groups were matched on the variables of age, sex and educational standards. Their half yearly marks were taken as indicative of academic
achievement. He concluded that parental deprivation has adverse effect on academic achievement. Performance of parental group children appeared to be more achievement oriented than that of the parentally deprived. His another study was conducted on effect of parental behaviour on personality and adjustment, with special reference to the denotified tribes of U.P. A sample of 670 students consisting from 8th to 12th of age group 13 to 16 years was selected from Government Ashram College of U.P. Mittal’s adjustment Inventory, Jalota’s group test of general mental ability were administered. Half yearly examination scores were taken as achievement index. He found significant difference in respect of total adjustment scores among parental group children and non-parental group children in respect to academic achievement scores.

Misra and Shyam (1977) concluded by his study of “Juvenile-delinquency and parental-deprivation” that separation, neglect and deprivation of love contribute the development of juvenile delinquency. He found a significant relationship between “parental-deprivation and delinquency. The case study data reveal evidences of role of the father in the formation of the attitudes of delinquent boys.

Sinha and Shukla (1974) investigated the impact of familial deprivation on the acquisition of perceptual skill for pictorial depth perception in children. The sample comprised two groups of subjects belonging to the age range of 3-6 years: a group of 125 normal children (69 boys and 56 girls) randomly selected from nurseries and another of 125 deprived children (52 boys and 73 girls) randomly selected from orphanages. It was observed that the development of the deprived children’s skill for pictorial depth perception was more retarded than that normal children and this effect was more obvious in children between the ages and 6½ years.

Das, Jachuck and Panda (1970) conducted a socio-psychological survey to identify cultural deprivation and its harmful consequences on cognitive growth in Hindu social system. The cultural deprivation under reference in this study was determined by the high and low caste to which a child belonged. Four sub-cultural categories were formed: the rich high-caste, the rich low caste, the poor high caste and the poor low caste. The sample of the study comprised 96 children between ages 9 and 12 of which 52 were Brahmins.
(27 rich and 25 poor) and 44 were Harijans (19 rich and 28 poor) drawn from the schools of the city of Bhubaneshwar. The tools used were: Raven’s progressive Matrices (RPM), the stroop test, a, test for short-term memory and a recognition test. The result revealed that: (1) in addition to economic status, caste was an important factor in cultural deprivation in the Hindu society.

**Chopra (1969)** evaluated the impact of cultural deprivation on academic achievement. A sample of 433 students of glass X belonging to the age range 15-17 years was randomly drawn from 16 boys secondary schools in Lucknow. Student’s socio-economic status was taken as the indicator of cultural deprivation. There was positive correlation between SES background and achievement in English, Mathematics and Science, but achievement in Hindi, Biology and Art was relatively free from the influence of SES background. The pattern of relationship between SES background and achievement was the same at all the three intellectual ability levels.

**Prakash and Saran (1966)** conducted a study on orphan children. The sample comprised 50 inmates (21 boys and 29 girls) belonging to the age group of 13 to 18 years, drawn from the orphanages of four big cities of Madhya Pradesh (Gwalior, Indore, Bhopal and Jabalpur). These children were tested on the basis of the stories narrated by them on Thematic Apperception Test (TAT). It was observed that mostly their stories were structured, realistic but incomplete and stereotyped. There was a lack of coherence. The language used was poor and grammatically incorrect at several places. The range of imagination was illogical and childish. There was enough evidence of poor mental content and meagre organizational ability. An analysis of the imaginal content suggested that in the present group, the dominant emotions were those of abasement, aggression, rejection and anxiety towards health. Their attitude towards life was pessimistic.

**Khatri (1965)** examined the differences in goals, interests, intelligence and scholastic performance of 356 children brought up in various orphanages in Gujarat state and 435 family reared up in various orphanages in Gujarat state and 435 family reared children in Ahmedabad. The tools used were: Children’s completion test form A and Form B, children’s sociometric test, children’s chain association test, Desai’s group intelligence test for classes 8th - 11th, Bhatt’s group intelligence test for class 5th - 7th. The result
revealed that: 1) the IQ of orphanage reared girls was considerably lower than that of family reared girls, 2) aspiration level of family reared girls were higher and more realistic than orphanage reared girls, 3) family reared girls had kept higher professional ideals, 4) circle of friends indicated by family-reared girls was smaller than that of orphanage reared girls, 5) scholastic performance of orphanage reared girls was also poor.

Bose (1960) has conducted a psychological study of the personality patterns of a group of institutionalized boys with a view to understanding certain emotional factors leading to problem behaviour. For this study she has taken the sample from observation home, Delhi Gate, New Delhi. On the basis of some projective techniques, detailed case histories, two detailed interviews for each student and direct observation, she has tried to find out the specific factors in the personality makeup of the institutionalized children that are responsible for the appearance of delinquent behaviour.

2.3 ANALYSIS OF REVIEW


Mamta (2000), Singh (2000) reveal lack of research evidence in Indian context also prompts the investigator to study the variables in the present study for further investigation in Indian settings.


LINKAGE BETWEEN THE PREVIOUS RESEARCHES AND THE PRESENT STUDY

The analysis of the review of the researches presented in the preceding pages shows that-

- A detailed analysis of the studies, Indian as well as foreign reveal that researchers have tried to study few aspects of life of children living in orphanages. No attempt seems to have been made in these studies to study the values, social behaviour, adjustment and academic achievement motivation of orphan children in a comprehensive way.

- Parental deprivation is drawing attention of the researchers as it plays important role in the normal development and mental function of children. It also affects the personality, adjustment and academic achievement. There is a complete dearth of related review on parental deprivation in Indian studies. Because work is being done on socially, culturally and economically deprived groups of society and parentally deprived sector has remained unexplored. Very few research studies have been found related to this field.

- It is true that children living in orphanages form a very small portion of the total population of the group called disadvantaged. It are not justifiable to neglect them. Therefore it is necessary to study their psycho-social behaviour. Such an attempt is bound to create an awakening in the minds of all those who are committed to the building of an egalitarian society in India.

The present investigation is a humble attempt in that direction. Most of the Indian studies have been conducted on deprivation but there is a complete dearth of studies in which parentally deprived children living in orphanages and studying in schools would have been considered. The present study is an attempt to investigate the impact of mother as well as father absence on values, social behaviour, adjustment and academic achievement motivation in Indian climate. Not a single study is based on all above four dimensions together.
In developing nations like India this is the most emerging and upcoming problem which is affecting the education of young children. Therefore it becomes essential to do in-depth study on such issue so as to help orphan children to come out of this situation which hinders their growth and development. Since every child grows up to fit in his society and socialization of the child begins in close contact with his family and environment.