CHAPTER I

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CHAPTER 1

(A) INTRODUCTION AND REVIEW

The family is the psychological field in which the transactional process between the parents and their children takes place. The core of this field is the husband and the wife. The family unit remains the crucial guiding influence in the child's personality development. Faulty family patterns are a fertile source of unhealthy development and maladjustment. In very general terms, the love, parental-warmth and permissiveness are needed for the healthy personality development of the children.

COLEMAN (1949) described that the child is born with some biological needs and generally acquires psychological needs. "Biological needs" are of two kinds - (i) VINCULAR NEEDS (basic human needs of food, water, sleep etc.) and (ii) STIMULATION-seeking ACTIVITY NEEDS (safety and avoidance of pain etc.). "Psychological needs" for healthy human development and functioning are influenced by social-status and social-norms. These needs are love, affection, security, understanding, predictability, curiosity, order, adequacy and competence etc. The most crucial and persuasive of all the influences exerted in the home, is the love and warmth imparted by the parents. The need for love continues throughout life and becomes, specially important in times of severe stresses or crises. Absence of love makes a child
an orphan, in one way, regardless of the fact that the parents are alive or not. Disturbed homes, where one or both the parents are absent, create many psychological problems among children and adolescents.

The first few years are considered to be the most important years in the life of a child. These years play a very important role in the development of personality and other psychological characteristics. FREUD (1955) has given great emphasis to the first five or six years in the later development of a child's personality. During these years, the child is almost fully dependent upon his parents for his basic needs. Thus, in the process of growth, all children go through major or minor stresses for example illness, accidents, deprivation, dominance, inhibition, etc. Children may react to these stresses by successfully coping or by developing dis-orders like nightmares, bed-wetting, excessive fears, aggressiveness etc.

Even, in normally structured families, children undergo life stresses but, then, they have their parents by their side, who can help them in minimizing the adverse effects of such problems. In addition, parents also provide emotional security to their children have a fewer chances of developing deviated behaviour but those children who are deprived of one or both parents, generally become impoverished in this sense.
Behavioural problems may occur also on account of certain "hereditary factors" for example genetic factors, defective-glandular system etc. But "psychological factors" like absence of positive experience in early life, defective parent-child relationship, deprivation of parents (physically or psychologically both), emotional trauma, imbalanced coping behaviours in stressful condition etc. are equally important.

The deprivation of parents during 6 to 12 years is specifically damaging because this is the formation period of the children. This is the time when parents are needed most for their emotional growth and also for providing a model for healthy identification, unless and until, the person is in a significant proximity not only physically but also psychologically. A child's personality development is impaired without a proper model of identification during this period.

Deprivation may occur in a number of spheres for example: social - economical deprivation, emotional - deprivation, parental deprivation and so on. This research is concerned only with "PHYSICAL DEPRIVATION OF PARENTS". Absence of parents due to death, divorce or separation is called physical deprivation of physical deprivation of parents, where as, the "psychological deprivation" stands for the situation where parents may be alive but they do not pay proper attention to the child nor do they give adequate love and affection needed by the child.
Several studies indicate that those children who suffer from deprivation of parents, become more hostile, frustrated and aggressive than non-deprived children because of many psychological repercussions. This deprivation of parents may be associated with the later development of aggressive & antisocial behaviour and also with neurotic-sytems. If that deprivation become a continuous and prolonged factor and the coping is not positive, the children may also grow up as delinquents.

A noncontextual or excessive aggressive behaviour of children is a kind of behavioural disorder. Aggression is an act, which is intended to hurt someone or something, usually another person but sometimes oneself. It may be directed at the object, which is perceived as causing the frustration, or it may be displaced to some innocent source. The target of aggression, quite as easily may be an inanimate or an animate object. Anger, Resentment, Hatred, Hostility, Irritation, Annoyance etc. are the nouns which carry partially of the meaning of this concept of "Aggression". Aggressive behaviour, like all other forms of behaviour, is frequently forced into culturally defined patterns. Some of these are inhibited, some are permitted, some of these are prohibited and some are actually rewarded by the social set-up. In a civilised Indian society, it is taken as a common result of inadequate rearing.

Aggression is not always manifested in overt movements, but may also exist as the content of fantasies, imaginations and
day-dreams or even a well thought-out plan of revenge. Acts of physical – not violence e.g. unprovoked-fighting, hitting, biting, threatening, teasing, bullying and other indisciplinary activities are perhaps the most obvious.

Sometimes an individual (adult/child) has conscious or unconscious difficulty in coping with or managing his aggression and he may also have trouble expressing these behaviours. In fact, adults are expected to inhibit almost all forms of aggression while the child is not expected to do so.

It is evident from reviews of the literature that very little and fragmentary work has been done on this subject of elucidating, the effect of deprivation of parents leading to aggressive behaviour in children.

The systematic work on the effects of emotional and social deprivation on children began with studies on orphans in 1940. LOWEY, an American child psychiatrist, who described a clinical syndrome of self-centredness, has given various evidences of aggressive behaviour and speech impairment among children as a result of deprivation. These behaviour-patterns were rarely found in these children who lived in integrated family.

Important clues about the development and the needs of human infants and children come from studies of animal behaviour.
HARLOW (1950) investigated the behaviour of non-deprived and deprived (who were separated with their mother from birth) rhesus monkeys and found that deprived monkeys in later life, failed to establish the usual social heritage with other monkeys. They were solitary and aggressive and they failed in normal development of social, sexual and parental behaviour in adult life.

SPITZ and CORSINERS (1943) defined "MATERNAL-DEPRIVATION" as a situation where the child is completely deprived of his mother due to protracted hospitalization, divorce, death or any other form of separation. The consequences of maternal-deprivation can be seen in many ways such as emotional insecurity, an inferiority complex and guilt feelings because in the first three years of his life, the child establishes a very close and important relationship with his mother. He learns that he is totally dependent upon her for the satisfaction of his needs.

A later research in "maternal-deprivation" has been done by BOWBY & Others (1953). They studied sixty children (7 to 13 years) who had been separated from their families before the age of 4, and found more symptoms of maladjustment in the experimental children, particularly, apathy and rough behaviour than in controlled children. BOWBY concludes that children who had the experience of institutionalization and deprivation in early life, commonly, develop psychopathic or affectionless characters in comparison to their counterparts in normal
situations.

DOMBY (1958) has also summarized the effects of "PARENIAL SEPARATION" on children from 2 to 5 years of age who were hospitalized for prolonged period. He cited three stages of their "separation-experience" (i) Initial - protest-characterized by increased crying, screaming and general activity. (ii) Despair - which includes dejection, decreased activity and general withdrawal from the environment. (iii) Detachment - in which the children appeared indifferent and sometimes hostile towards their mothers.

JOHNSON, R.G. (1965) studied the hospitalized young children who had a syndrome on account of fear of loss of love (due to separation from parents) and fear of physical injury.

HUTCH (1965) compared disturbed and controlled groups of children for bereavement rates at different ages. He found that the differences between disturbed and controlled children to be most marked when the death of one or both parents had occurred during the ages of 3 to 16 years of life and explained that this is the period when the parents are most needed as models for identification for the children.
Bennet (1977) studied many families in the U.S.A. in which one parent or none of the parents is alive and concluded that loss of a mother typically affected family life differently from the loss of a father. For a growing child, a father becomes a model for identification and hence an important source of learning appropriate adjustment with the opposite sex.

Mesra, Shyam, S. (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.

Hausen (1977) studied the effects of long-term or permanent separation from one or both parents when the separation occurs as early as within three months after birth, the infant is emotionally upset for a while but he, usually, adopts a substitute mother and a compensation is made to at least some degree. In cases, when the child has developed an attachment for mother, the emotional hurt of separation may be deeper and more sustained and the child may pass through a period of bereavement and has greater difficulties in adjusting to the change.
LINDAS and BEVERLEY, C. (1983) studied emotional adjustment and self concept of VI grade children by comparing divorced with non-divorced and happy with unhappy home (n = 20). Results suggest that children from an unhappy but intact home have more problematical attitudes and lower self-esteem than children from either divorced home or happy intact homes.

It is routine finding that children from broken homes tend to have more adjustment problems than those from intact homes. KOLLER, K.L. (1971) found in his survey research, that over 61% of delinquent girls in a State Training School, had suffered some kind of parental loss or deprivation. More than half were deprived of both parents and an additional third has lost their fathers, while, only 13% of girls in a matched control group drawn from the general population, had suffered parental-deprivation.

Most studies of "Parental - deprivation" have been done in the form of "Mother - absence". An important study has been done on mother - absence by "HILL & MCGUINNIS and LYDDA (1977). They reported some factors influencing the effect of temporary mother - infant separation. The findings of this study were that a mother - child relationship makes possible better development of children and avoid psychiatric symptoms later in childhood.
Another study has been done on mother-absence by BUCKESE & YAMER (1976). They referred a long term study of twenty-four children who were deprived of their mothers at birth. The findings support this fact that consequences of deprivation (especially lack of mother-care for a period as long as two years) are very serious. There has been a diversity of development and serious mental and emotional disturbances present in many of the children.

A recent study has been done by SUGARAIN, A. and DEVENYS (1981) who investigated on 13 years old unmarried "white-female" who has no ability to evoke a representation of the object in its absence, due to separation of her mother. Such individuals remain vulnerable to separation experiences and the sense of depression, loss and helplessness that accompanies these experiences.

The father is important and influence the cognitive and affective development of children. There is now a fair amount of research - data relating to "FATHER-ABSENCE" and its effect on children's behaviour.

One of the earlier studies was conducted by WALTER MICHET (1953) who asked west Indies children to do a small task for him. he offered them a choice of rewards, a small candy immediately or a large one a week hence. Results indicate that children of father-absent home prefer the immediate reward. The implication
of this finding is, of course, that children from father-absent homes are less able to postpone gratification of needs and wants and perhaps have less confidence in the reliability of adults.

One of the most comprehensive study of the effects of father - separation on the behaviour - tendencies of children has been conducted by SKOLZ & Others (1939). They used a interviewing testing and projective technique to study the behaviour of nineteen father - separated families in comparison with fifty-one father-presented families. On the basis of their findings, they concluded that the absence of father produces a severe stress for the children. The father - separated children experience a difficulty in establishing and maintaining satisfactory social relationship with other children. They have a tendency of hostility that is greater than that of other children.

ISAACS (1945) pointed out other ways in which the loss of a father can influence a child's personality development. Often guilt-feelings arise in their personality and he feels ashamed when he is with others.

BACH (1945) studied the effect of the fantasies of school age children whose father's are absent due to death or divorce. He found that the children whose mothers were antagonistic or contemptuous of their husbands showed more aggression towards the father in their behaviour during doll-play than
those children who were affectionate towards the absent fathers. Thus the attitude of the mother towards the absent absent father is a significant factor in determining the child’s attitude towards the missing father.

SPARNS AND SHARER (1946) pointed out that the learning process depends upon the existence of identified models according to the father’s heritage. To the growing girl, she serves as a reinforcer of her femininity and in her existence as a woman in social context. Again, he reported that fatherless children may develop a number of problems. At times, they become excessively dependent upon the mother and at other times, they develop delinquent tendencies and so become difficult for the mother to control. Many anti-social behaviours also develop in the children due to absence of the father.

LYNN & SAHRER (1959) compared Norwegian boys and girls whose fathers were absent with those whose fathers were present. They found that the father-absent boys tended to be more infantile and dependent, had poorer relations with their peers and were less secure in their masculinity than the other boys.

MARTIN, L. HOFFMAN (1971) studied moral values and indices of aggression for two groups of father-absent and father-present homes and concluded that the absence of the father has an adverse effect on the conscience development of
boys at least in part because of the lack of an appropriate parental-model.

KLEINHAUS, CLANCY & STONE (1973) explained that only the absence of a father does not make a child pathogenic, but another interactions with other factors also affected.

DAVIS, H. KETTLETON (1966) compared lower class preadolescent boys from father – absent and intact homes and found that the boys whose fathers were absent because of divorce, desertion or death were more emotionally dependent on their peers than were the other boys. Further more, those boys whose fathers had left them before they were five years of age, had difficulty in developing behaviour that was appropriately masculine.

KLAGSBURG, MICHAILINE & BOLLEY (1976) explained that children develop severe separation anxiety due to the absence of fathers. Sometimes they develop phobias for school or home. An unconscious hostility and death wishes have also remained in the child's personality due to this separation.

ALBERT & BABELS (1965) found that middle class fathers have some definite aspirations and hopes for the behaviour tendencies of their children. They hope that their sons will be obedient, responsible, masculine and will have a business
career. They want their daughters to be docile, affectionate and marriageable. But they do not want to understand the needs, interests, attitudes, intelligence and values of their children. The result of it is that the children do not bear the burden of their parent's values and they become aggressive and express their feelings in overt aggressive acts.

BLANCHARD & MILLER (1971) used teachers grades and school achievement measures in studying III grade boys who were divided for purposes of comparison into four groups. Father-early-absence, late-absence, low presence, and high presence. Results indicated that "early-absence" had the most deleterious effect but that "low-presence" also interfered with academic preference.

It is commonly assumed that the loss of a father is more traumatic for a son than for a daughter but serious doubts have been raised about this assumption. For example, HETHERINGTON (1966) found the effects of father-absence on daughters appears during adolescence, as an inability to develop appropriate interest in males.

HEISSUER, WALTER & HEISSUER (1950) discussed the important contributions of a father to the family as the "main in the house", as the "Interpreter of social-codes" and as "the symbol of strength and competence".
A recent study in "Impact of father loss on the family" is done by Parish, Thomas, S., & Kappes (1980). 421 undergraduates evaluated their natural mothers, natural fathers and step-fathers by rating them on the "personal attribute inventory". Findings indicate that parents from families broken by divorce were consistently more negatively evaluated than were parents from either intact families or families where the father had died.

Another type of study is done by these investigators i.e. Parish Thomas, Nunn & Gerald (1981) and examined relationship between the self concept of 132 children of V to VII grades and their evaluation of parents, in families whose father-loss had occurred either through divorce or death. Results indicate that significant correlations were obtained in both "happy" families and in families where father-loss had occurred through death configurations. These findings may support the hypothesis that in "unhappy" and "divorced" families, parental ability to provide for children's basic needs is lessened resulting in greater dependency on the part of children in these families.

Moffitt, Terris, M. (1981) pointed out that boys whose fathers were absent demonstrated greater abilities in verbal skills than in mathematics skills, a reversal of the usual male patterns.
SOREN, BRINGLE, ROBERT, G. (1969) investigated the effects of father-absence on educational achievement and intellectual development. In results significant increments were associated with children from fatherless families.

Several studies have been conducted on the nature of aggression by various investigators.

MACKELLAR PETER (1969) concluded in his study (the emotion of anger in the expression of human aggressiveness) that the anger and aggression concepts are not easily predictable. According to him, anger and aggression cannot be adequately studied by the methods and concepts of a behaviourist and operationist. Two investigators—one in an "introspective study" and the other in a group, agree in showing that (i) a non-overt reaction is the commonest form of response to the experience of anger; (ii) acts of aggression are very frequent and when they do occur. They tend to bedirected against an object from which the inhibition of aggressive expression is discussed in its relation to displacement and equivalent sentiments.

FREUD ANIA (1939) discussed in his topic "Aggression in relation to emotional development normal and pathological", that the aggressive urges are serving an aim of undoing connections and destroying life and are opposed to sex-instincts. The early phases of aggressive energy may find outlets on
the child's own body such as is seen in head-knocking or it finds outlets in injuring others.

RANK BRATA (1939) reported that aggressive behaviour means adoption to surrounding relatives, hence it is a part of ego-organization. He discussed how one can modify destructive tendencies by providing an emotional climate favourable to the development of an ego which has the capacity to organize and to control drives.

TURQUENT, F.M. (1949) discussed in his paper (Aggression in nature and society) that aggressive behaviour occurs in the earliest form in the mother-child relationship. A second situation in which the aggressive behaviour expresses itself covertly such as in hostile and jealous feelings.

JOHNSON, E.A. (1949) discussed the nature and causes of aggression in children. According to him, aggressiveness in the child is not a thing in itself. It is not an element of psychic life or an intuition but rather a symptom of frustration by the social environment of the fundamental needs of the child. The causes of aggression are the feeling of inferiority, guilt, rivalry, abandonment etc., of which engender anxiety are liable to produce antidote aggressiveness.
proven that aggression is a function of the attacked and the attacker. A number of one hundred and six (106) adolescents were asked to complete 50 statements which indicated the nature of an aggressive act. The individuals who had committed five kinds of aggressive acts in varying degrees of aggressiveness were measured by judges with each of the five types of individuals parents, authority siblings, friends and inferiors. In conclusion, both the frequency and the degree of aggressiveness of the aggressive responses were a direct function of the aggressiveness on whom the attack had been made and of the individuals who had made the attacks.

LORENZ (1966) proposed that aggression in humans and other animals, is a fighting instinct that is mostly directed at members of same species.

ALLEN, PRIBICH, H. (1970) pointed out that aggression is a part of the normal, emotional make up of the individual in the process of dealing with the environment. The child meets frustrating situations by organizing aggressive actions and feelings.

WOLF & CHRISTINE (1976) observed the effect of aggressive toys on aggressive behaviour in children and explained that aggressive effects can be expressed through self-assertion, mastery and creative activity.
The emotion of anger is present in the expression of human aggressiveness. This fact is proved by Karnmen Benbenkin (1951), who studied that the aggression is the expenditure of energy, in order to secure, what is wanted or needed from the environment. According to him, the primary aggression is unconditioned, instinctive and primitive. Secondly, aggression is fighting for what one wants. Aggression may be active or passive, constructive or destructive and conscious or unconscious. This is the reason that in some areas, aggression must be restrained for the good of the individual and society.

Harding, D.W. (1949) emphasized positive and negative effects of aggression. According to him, the aggression is contingent on obstruction to satisfaction or a threat to existing satisfaction. Sometimes the capacity for doing any bold work depends on aggression or excitation of the child.

Murray (1960) found no correlation between the intensity of the needs in fantasy and its overt aggression whereas, Sanford et. al. (1954) found that some fantasy needs, derived from the TAT, were positively correlated with ratings of overt behaviour. According to them, the lower class culture showed more aggression than the middle-class culture because lower class culture, aggressive behaviour is not punished, instead, encouraged. He suggested again that certain antisocial needs (i.e. aggression) may appear only TAT stories, not overtly because cultural prohibition or internal conflicts prevents the overt
gratification of these needs and this is the reason that their intensity increases in individual fantasies.

This statement is also supported by the inferences of the "FRUSTRATION - AGGRESSION - HYPOTHESIS" by Dollard & Miller (1939) who mentioned that the strength of inhibition of any act of aggression varies positively with the amount of punishment anticipated to be the consequences of that act. Though, this inhibition of aggressive expression is not an important part of the lower-class culture.

Coldwell, Betty, M. (1977) studied the aggression in young children and discussed personal experiences with aggression in children. He suggested practical dealing with the children's hostility as follow - (a) avoid the use of physical punishment, (b) do not ignore it, (c) understand that permitting aggression does not discharge tension, (d) enlist parental cooperation, (e) adopt an attitudes of non-permissiveness toward aggression, (f) teach the child more desirable alternatives, (g) provide more adult play and interactions with children.

Horne, Arthur, M. (1981) wrote in a paper "Aggressive behaviour in normal and deviant members of intact versus, mother only families" and discusses that clinical families emitted higher rates of aggressive behaviour than normals.
The aggression of children is measured by children's Apprehension Test (CAT). In this connection, Boulangier & Bailey (1955) compared six and seven years old normal and disturbed children, using the CAT. The conclusions are (i) the aggressive behaviour expressed in stories of CAT, with little imagination, indicated emotional immaturity, egocentricism and related conscious development; (ii) anxious children used their imagination freely and reflected high anxiety concerning their own identification. They depicted the hero's egocentrically as participating in much aggressive activity.

Desouza (1976) administered the CAT to a group of emotionally disturbed children characterized as having behaviour problems and found several differences between normal and disturbed children. Maladjusted children more frequently view the identification figures as inferior and rejected; identified with the character seen as aggressive viewed the environment as more threatening. They had differences in many concepts for e.g. punishment, accidents, violence, aggressiveness, deception stealing etc.

To know these differences in aggressive behaviour of the children, Walter, Pearce & Daiber (1949) did a study and found that sex of the child is an important factor for the expression of aggression. Boys have been found to be more aggressive and violent in comparison to girls, because boys
are more free to express aggression in society whereas the girls are often inhibited and fearful.

ARCHER, JOHN and WESTERN, KARIN (1981) also investigated whether sex differences in aggression, found in preschoolers in free-play situations, would also be found at older ages in the classroom. Twenty-four (24) males and 24 females, ages 6 to 11 years, were observed individually in their classroom for 35 minutes period. In conclusion, at 11 years of age males showed more verbal aggression.

MUSSELM & NASHORN (1954) tried to find out the relationship between overt and fantasy aggression under conditions of relative maternal encouragement or discouragement. In results, they found that the direction and extent of the relationship between fantasy and overt aggression in the child is apparently influenced by the maternal attitudes and practices surrounding the learning of aggressive behaviour.

Commonly, the nature of aggression, expression of aggression, varieties of aggressive behaviour, the effect of deprivation on the different stages of children both boys and girls have been discussed in the above-mentioned studies but that is few and relevant variable (i.e., the comparison of aggressive behaviours of non-deprived and deprived children, a trend of behaviours of non-deprived, one-parent deprived and both-parent deprived children, relationship of overt and covert aggression) have been omitted or inadequate amount of attention has been
given to them. In the present investigation, these gaps have been taken into account in an attempt to add a quantum to the field.

(B) OBJECTIVES OF STUDY

This study has been started keeping in mind its practical utility and application in life-situation. The main objectives of the study is to know the difference of aggressive behaviours of parental deprivation and non-deprived children. Other indirect objectives are as follows —

1) To find out how far children can develop deviated behaviour in stress conditions.

2) To enable the concerned people to understand the causes of maladjusted behaviour of deprived children.

3) To enable the concerned people to understand the differences of behaviour in non-deprived and deprived children.

4) To suggest techniques of healthy child-rearing even in stressful conditions.

5) To contribute facts for promotion of mental health among children.

6) To develop an awareness in common people as well as in skilled personnel about the damaging effects of overt and covert aggression.
7) To contribute the existing knowledge an additional information through suggesting the proper ways of child-care and adult child-rearing process.

(c) THE SIGNIFICANCE OF PROPOSED RESEARCH

The potential contributions of the present research will be in the field of "Psychology" in general and specifically in "Clinical-Psychology". Many suggestions may be given to parents and society, in general, for psychologically dealing with deprived children. If the result of the severe disturbances in the lives of children are not checked and properly channeled, then, in later life, they may grow up as delinquents or criminals who will be a curse to our society and nation. Thus, the study may be additionally important, even in the area of "Development-Psychology.

The expected contributions of the study may be potentially useful in "Therapeutic field" particularly for behaviour modification of children. This proposed study is important for "Educational - institutions", "Guidance - centre", "Child-Clinics" and "juvenile-prisons". The effective suggestions may also be given to the "Government" and "Ministry of Education" for the policy framing and general planning about the prevention of personality - disorganization and maladjustment of "deprived" children of the Nation. The results may be used for constructive
suggestions about the adequate strategy, methodology of imparting education, and framing appropriate courses of study for such children.

The results may also give a proper direction to the decision makers on the Government-level, private-orphanages, homes of "deprived children" and foster homes. It will help particularly in planning and preparing a framework for all round development of the concerned children.

The conclusions may indicate modifications in the existing "Acts" and suggestions for framing new ones to provide opportunities for the betterment of socially handicapped children including orphans.

The investigator is inspired to do this investigation to help in developing "Social - consciousness" among all concerned persons who deal with the problems of such socially disadvantaged groups and also to enable these disadvantaged children to help themselves.