FUNDAMENTAL NEEDS AND THEIR IMPORTANCE TO NORMAL DEVELOPMENT OF PERSONALITY
3.1.0 SATISFACTION OF FUNDAMENTAL NEEDS IN THE LIFE OF THE CHILDREN:

Dissatisfaction of the fundamental needs in the life of the children may lead to a state of non-development, both physical and psychological which may cause retardation in normal growth of personality.

Satisfaction of the personal needs, respect and justice are basic to a child which are related to the personal warmth, security and reliability in a stable home. Early infancy which is the formative period in the successive stages of life of man should be surrounded by decisive factors for behaviour and character formation.

In this present chapter, the worker will discuss the fundamental needs in the life of the children and their importance in the development of normal personality structure.

The present discussion will reflect on the deprivations of the basic needs in the life of the orphans in the institutional set-up, which was revealed by their responses and interpretations made to the questions and projective test cards respectively.
3.1.1 **THREE FUNDAMENTAL NEEDS IN THE LIFE OF THE CHILDREN:**

There are three fundamental needs in the life of the children, the realisation of which sets on the development of their personality. The fundamental needs are:

(i) Physical needs which include visceral needs, the need for stimulation and activity, connected with food and shelter; need for safety and, from physical hazards & avoidance of pain and the need for sexual gratification.

(ii) Psychological needs include curiosity, understanding, order and predictability, need for adequacy, competence and security, comfort and satisfaction, affection, approval, belonging, independence, and,

(iii) Socio-cultural needs include success, recognition, superiority, self-esteem, worth and identity, values, meaning, hope and adjustment skills.

3.1.2 **IMPORTANCE ON CHILDHOOD EDUCATION AS IS EMPHASIZED IN PSYCHIATRY: PREVAILING IN INDIA:**

The early infancy and childhood is the base for adult maturity and that the stages of development in human life should not be ignored. These are not only emphasised in
Western Psychology but there are tangible evidences and justification in announcing the existence of Psycho-therapy and techniques of family counselling which were being exercised in India long before Freud and Blusler named the field as the study of the mind. (1)

There was conscious management about personal development community psychiatry which consisted of goal directed behaviour of community life by individualising human life into four stages, namely, (1) The Balya or the baby and childhood, (ii) The 'Kaumarya' or the Younghood, (iii) The manhood the period of twenty years onwards and the stage of (iv) Old age, the period of retirement. The human life was divided into these four rational systems with different determined stages and goals and every one was educated in his own sphere for fruitful realisation of years and position and his normal growth of personality.

The modern psychologists' expressions' desire is the will to live' - is a want and it must create something which satisfies that want. The Yogavasistha in conformity with the Samkhya metaphysic says that core human personality is Citta(1) whose real pivot is desire.

(1) Dr. (Mrs.) Jaya Nagaraja: Child Psychology, Appendix XX, *Guru Yogavasistha, who was a preacher in the Suya dynasty during King Dasharatha's regime, tried to console the heart of Sri Ram Chandra by preaching the karmavada and spiritu- lism when Sri Ram Chandra was overwhelmed by the separation from Sita.

(2) Yogavasistha (Purvardha), III, 23.
Desire is always affected by attraction and repulsion, love and hate; it is not static, it will come under the law of karma, which produces all the varieties of bodies.

The ancient Indian psychologists said that the fundamental tendencies of hate and love in which desire moves, help in the development of behaviour patterns and growth of personality by creating tendencies of love and hate through the characteristic inhibited and exhibited introvert and extrovert behaviours in the person.

The three gunas of Sattva, Rajas & Tamas determine the temperament of the individual and preponderance of each guna shows varieties of temperament. All knowledge, enlightenment and perfection come from preponderance of Sattva which modifies the very being of individual.

With the preponderance of Sattva guna the 'jiva' manifests the signs and behaviour patterns of benevolence, friendliness, humanity, love, affection, sympathy and pity; his growth is one of love group.

With the preponderance of Raja guna, the jiva manifests the signs and behaviour patterns of disdain, anger, fear suspicion; his growth is one of 'hate group'.
A Jiva belonging to the mixed group of love-hate will exhibit pride and scorn, love and anger,.... fear and vindictiveness\(^{(1)}\).

As is quoted in Bhagavad-Gita \(^{(2)}\), with the abundance of Sattva and avoidance of untruth, anger, aggression, greed, and similar other disvalues, individual attain 'daivi Sampad' (divine treasure) and with the abundance of Tamas and Rajas with likings towards pride, anger, aggression, greed and similar other disvalues like, egoism and ignorance, the individuals attain 'asuri Sampad' (demonic treasure).

The worker's description on the growth of behaviour pattern as is described in Indian psychology is an attempt to show that both Western and Indian psychology emphasise on the growth of 'Sampad' or the 'Source traits' of an individual which is the cause of surface traits or behaviour patterns of an individual acting and reacting to the stimuli and the environment in which his desires and stimuli move. Normal and abnormal adaptability in the social adjustment of an individual will depend on his attainment of 'daivi Sampad' or 'asuri Sampad'. Growth of a perfect, developed personality structure will be

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\(^{(1)}\) Vishnu Bhagavata, II, IV.

\(^{(2)}\) Bhagavad Gita, Chap. XVI.
with abundance of love and satisfaction, and on the other hand growth of neurotic personality structure will be with abundance of hate and dissatisfaction. So what is emphasised is satisfaction of the basic needs in the life of individuals. It is necessary for emotional development & growth of normal personality.

3.2.1 Needs and their developments:

Physical Needs:
Physical Needs include,

Visceral Needs: The need for food, water, sleep are the most basic of all human needs. Deficiencies in diet may cause marked change in physiological as well as psychological functioning whose chronic deprivations may result in individual's low capacity to resist stress. Dietary deficiencies may give rise to increased vulnerability on the part of the individual to his incapability to adjust with the stresses in life, he may suffer from strains of fatigue and emotional instability.

Stimulation and activity: Because psychological integration depends on adequate contact with the outside world, the normal psychological functioning, stimulation and activity that varies over time, must be maintained within limits.
Safety and avoidance of pain: Individual organisms, from early infancy have a tendency to avoid objects that caused past painful experience. The child who has burnt his hand by putting it into fire will avoid fire to be burnt again.

The experience of pain is unpleasant and also it is highly motivating force. Certain emotions, like anxiety, has been referred to as 'Psychic pain'. It acts as an indicator to safeguard against psychological damage, just as bodily pain serves an warning to protect from bodily harm.

3.2.2 Physical development:

The satisfaction of physical needs leads to the physical development of a child which directs the quality of his behaviour. The physical development of a child may determine his behaviour into two ways, one is direct and the other is indirect. The direct influence determines (a) how the child feels his physical well being at the moment, whether his physical condition permits him to compete with equal terms with his peers, or he feels tired or ill of it. It has a direct effect on the way he reacts to people and situations, and the other is indirect i.e. (b) the child’s
physical development affects on the way of his attitudes towards himself and others. A markedly overweight child discovers that he cannot compete with the thinner co-mates. Sometimes, because he is slow in his movement, his peers may refuse to play with him, he may suffer inadequacy. His concept of self may suffer from his rationalising what others think of him. Growth of muscles brings changes in motor capacities and strength. It also influences in the way of enjoying number and type of activities especially games and sports. Development of other systems causes increase in intelligence which influences in the creation of new patterns of behaviour.

Changes in the gross physical structure of the child in terms of height, weight body proportions and general appearance affect the behaviour of the child.

Behaviour is influenced by the child's balanced functioning of the different parts of the body. This balanced functioning results in homeostasis - normal blood sugar, water balance, rate of oxygen utilisation and so forth. This balanced functioning is achieved by the regulatory action of the central and autonomic nervous system and by the endocrine system.
3.2.3 The relation between deviant physical development and the pattern of behaviour is strikingly apparent. It is seen that the malfunctioning of an organ upsets the body's homoeostasis and effects in the behavioural changes. It is generally accompanied by heightened emotionality.

Such disturbance in homoeostasis may be temporary or permanent. The child suffers more, if the duration of disturbances is longer. A permanent disturbance of homoeostasis comes from malnutrition and endocrine disorders.

Suffering from prolonged malnutrition, any child may suffer from apathy, depression, undependableness and nervousness.

Physical deprivations may act as predisposing or precipitating cause in mental disorder. If severe malnutrition is there during infancy, it causes impairment of physical development and weakens the child to resist and fight against disease. Malnutrition stunts brain growth and as a result it causes markedly lowered intelligence (Bladeseele, 1967; Cravioto, 1975; Dobbing, 1967; Kaplan, 1972)(1).

A postmortem study was made on infants who died of mal-nutrition during their first year of life, Winick (1968) found in his study a total brain cell content that was 60% per cent below that of normal infants (1).

A preliminary study by the U.S. Department of Health, Education and Welfare found that because of mal-nutrition, physical and mental growth retardation were seen (Loyd, 1969) (2).

3.3.1 PSYCHOLOGICAL NEEDS:

There are differences of human motives and tastes, the way of living and belonging but there is a common core of psychological needs related to maintenance and actualization. These requirements are not so readily identified as the requirements for food, water, sleep and the like, but these are universally present needs in all human beings.

Psychological needs include,

Need for Feeling of Adequacy, Competence and Security:

Feeling of adequacy and competence comes only when the individual’s adjustable demands are realised. It is


intimately connected with confusion and disorganisation of life's structure. Even the children go through a process of 'reality testing' through early play and investigatory behaviour which foster their development of learning, reasoning and activities that help to cope successfully with the surrounding environment.

Security, on the other hand is a need, feeling of which is present in adults also. The urge to feel safe in the family, outside the family and in the sphere of occupation, is an usual urge of security.

Feeling of adequacy, competence & security are intimately related to the:

Feeling of Love, Belonging & Approval:

To love and to be loved are vital factors in the growth of healthy personality and the capacity of adjustment. Sears, Maccoby and Levin (1957) in their extensive study of patterns in child rearing, pointed out that among all the influences that a home imparts on the children are love and warmth (1) imparted by the parents.

Pierre Teilhard de Chardin has expressed it, "Love alone is capable of uniting living beings in such way as to complete and fulfil them, for it alone takes them and joins them by what is deepest in themselves." (p. 265, 1961)\(^{(1)}\)

Evidence of Need of Love, Belonging and Approval:

Evidence of our needs for love, belonging and approval is provided in the "Silent treatment" made by the small groups of scientists, officers and enlisted personnel who voluntarily subjected themselves to isolated antarctic for the better part of a year. During this period troublesome individuals were occassionally given the "Silent treatment" in which a man would be ignored by the group as if 'he did not exist'. This produce of isolation resulted in syndrome called the "Long eye" characterised by varying combinations of sleeplessness, outbursts of crying, hallucinations, a deterioration in habits of personal hygiene. The symptoms produced by isolation was cleared up again when the man was accepted and permitted to interact with others in the group\(^{(2)}\). The infant who is treated impersonally suffer more cruelly than an adult looked up in solitary confinement.


\(^{(2)}\) Based primarily on Rohrer (1961), and on Popkin, Stillner, Osborn, Pierce and Shirley (1974), quoted from ibid, p. 104, 1976.
Curiosity:

Curiosity which singles out man from other animals is a psychological need inherent in human beings which is evident from most primitive people's curiosity of explaining lightning, thunder, death and other frightening phenomena and also from the present world's attempt to move in the space. Human beings strive to understand and acquire meaningful picture of this world. Such actions of references are necessary for evaluating new situations and finding out of adaptive action. Urge for adventure, to explore, discover and search new things, are the needs of life which is noticed from the very infancy through his curiosity, like inquisitiveness to handle everything around him and asking question and making enquiries.

3.3.2 EMOTIONAL DEVELOPMENT:

Satisfaction of psychological needs lead to emotional development. Emotion being a derivative term from Latin word 'Emoventa' is referred to as a stirred up state of mind. Emotions are powerful regulating forces and the influence of it is more powerful in human life than acquisition of knowledge and information or the possession of skill. Satisfaction anger, fear, desires, interests, annoyances,
motions, enthusiasm, boredom, indifference and the like are outcome of emotional situations. Success in life depends on balanced emotional development.

In India several religious scriptures including the Gita, describe a socially matured person as one who is wise and emotionally stable. Dr. VenKoba Rao (1) emphasises the idea when he says 'by delineating the triple paths of jnana, karma and bhakti, the Gita predates the modern concept of 3 mental functions: Cognition, coaction and affection. A harmonious blending of this trinity of functions is regarded as a pre-requisite for a healthy mind'. Thus a matured and developed person is one who acquires the power of adjustment with essence of peace and harmony of mental states.

Because different emotions may be produced to the same stimulus, a strong emotion at one time and a milder emotion at another, shows that psychologists have to consider both the objective and subjective factor in the development of emotions under particular conditions. A balanced emotional stage may be attained by the normal social setting between (a) Subject, (b) Object & (c) Condition.

As the child grows old, his expressions of emotions are refined, become more definite and their growth of intensity is increased. There are reasons that cause to decrease the display of overt emotional expressions.

(a) As the child grows up, he can express his feelings in a more subtle way through the use of language.

(b) He understands that in many problematic situations one may not overcome by violent expressions of feelings. The problem may not be solved in that way, and

(c) As the child is in the association of his peer group, he is under good deal of pressure from his peer group to realize some social norms and not to act like infant. He learns the tendency to disguise emotional reaction.

Though a complete emotional maturity is very difficult thing to attain, yet during the later years, when a person reaches complete maturity, his pattern of emotions is influenced by the environment through the values and ideal, the norms of his culture and his sense of responsibility.
If stimuli are satisfied under favourable conditions, individuals can behave and express normal emotional reactions but if the conditions are distressing, the emotional maturity goes to pieces.

So, it is important that the conditions in which the individual grow, specially during the formative period of childhood, should act as satisfying stimuli rather than distressing, in order to help the children for their all round development.

**Development of Positive Emotions**

**Joy, Pleasure, Delight** — Joy, which in its milder forms is known as "Pleasure", "delight", or "happiness" is a positive emotion. "Joy" is a generalised, undifferentiated reaction. It is a satisfactory expression of drives within the child.

The pleasurable state of mind is evident from smiling or laughing or relaxation of entire body as is contrasted with tenseness that occurs in the unpleasant emotions.

**Affection** — It is an emotional reaction directed toward a person, an animal or a thing. It is associated with warm regard, friendliness sympathy or a will to help. It may be
reacted through physical and verbal expressions. Joy has its success in the expressions of good behaviours, and social adjustments.

Since affection is conditioned by pleasant experiences with a particular person or object, the little child learns to express his emotions of affections for those who give him opportunity and scope to express his love for them.

Affection and love is not one way traffic, it seems to be two way affair. It grows well when it goes through both 'give and take' process. Rejection, hatred and cruelty in home, with whom the child is related during childhood, mostly may leave the child's capacity for giving forth affection under developed or may make him a searcher of affection outside home. In the same manner over-affection brings undesirable effects in the children.

The more obvious good effect of emotions can be seen in the pleasurable emotions of Joy, happiness, affection, and curiosity. Physically it can be said that nothing is so good a medicine as Joy which probably is the best. Joy contributes in the make-up of a self-concept which is healthy and favourable. Joy has its success in the expressions of good behaviours, personal and social adjustment.
3.3.3 Forms of Deviate Emotional Patterns:

After the baby passes the early months of babyhood, a number of differentiated emotional patterns, each one with its specific form of behaviour, may be observed.

**Anger:** Anger is rooted in feelings of insecurity. Anger is an emotional experience common to children and adults and it constitutes all emotional states from mild resentment to intense maddening range.

A state of anger is aroused by discrepancy between a person's ability and level of aspirations, or demands of the situations. Such conditions which interfere with the activities of children, obstruct their plans, and thwart desires are responsible for arousing anger.

**Fear:** Fear is another emotional experience which is grounded in insecurity. Both external and internal factors of man contribute to fear. The intensity of it varies from mild sense of apprehension to a paralyzing terror.

**Worry:** Because worries are caused by imaginations rather than real stimuli, they are not found among very young
children as they can not reach a stage of intellectual
development at that period to imagine things. Many of the
so called fears of the older children are, in reality
'worries'.

Anxiety: When worries come frequently in intense form,
it may lead to anxiety. Anxiety is a "Painful uneasiness
of mind" concerning impending or anticipated ill. It is
a feeling of apprehension, uneasiness and a blockness of
finding out solution for his problems. Though anxiety has
its origin from fear and worry, yet it is distinguished
from fear by its vagueness and it comes from an anticipated
situation rather than a present situation from which fear
comes. It is also distinguished from worry, it is genera-
lised emotional state where as worry is related to specific
situation. Anxiety comes from a subjective problem, worry
has its objective base.

Jealousy: Jealousy is a combination of fear and anger,
affection and feeling of interiority. Jealousy arise when
a situation of love relationship is threatend. It is an
emotional expression against those persons who come in
the way of causing loss of affection and love.
Jealousy is charged with tension. It is displayed in various responses from mild annoyance and anxiety to hostility. Jealous responses show the sign of a troubled person, who suffers from feeling of uncertainty and insecurity. Even when there is visible rival, he tries to vindicate or prove himself.

Jealous reaction among young children may be in the direct or indirect way. Direct reactions are aggressive and include hitting, kicking, biting, pushing, punching or scratching. The motive behind such reactions is either the child regards the person as rival or he wants to draw his attention. Indirect reactions of jealousy are more subtle techniques which include more infantile forms of behaviour, such as bed wetting and thumb sucking. Unwanted displays of affection and helplessness, distraction, tattling and name calling, cruel treatment to toys and animals are signs of expression of jealousy. Arousal of extreme jealousy in a person may turn him a neurotic and mal-adjusted to the varied fields of life.

Emotional Control: No sooner the child learns to express his emotions in a manner that will be comprehended by others, he discovers that he is expected to inhibit this expressions.
Effects of emotional control:

In his attempt to control the actions that normally would occur means that the energy that has been aroused must either be kept bottled up within the child or be channeled into other forms of activity.

3.3.4 DEPRIVATION OF EMOTIONAL NEED SATISFACTION LEADS TO DEVIATE BEHAVIOUR:

Delinquency and anti-social acts:

Any conditions or situations that tend to block emotional satisfaction are called deviant pressures. The two kinds of deviant pressures for instance are, (i) which frustrates or blocks the satisfaction of a normal need and the (ii) external stimulus toward a rejection of the cultural norm of behaviour necessary for the wholesome satisfaction of such need are expressed through the deviant acts, the acts are like those which the members deem 'might not have been' or 'might have been otherwise'. Moreover, it is an act the agent of which deem to "know what he's doing".

Social deviance is an alarming factor produces delinquents. A delinquent child is a child who has been
been found to have committed offence, offence means an action punishable under any law for the time being in force. A delinquent habitually resolves his personal social problems through overt aggressive behaviour which are contrary to the standards and values of the society. The delinquents behave purposely, but it is irritating, bothersome and offensive for the society. The term delinquency is primarily a sociological concept which is closely tied up with the laws of the land.

Fundamentally delinquency is a form of behaviour or emotional reaction to current stimuli. It tends to repeat itself and is essentially a process. The particular delinquency is a reflection of the actual kind of work. Behaviour is integrated under the impact of specific conditions.

No child is born delinquent. A child may be born defective or abnormal, but he cannot be born delinquent. One should investigate the matter of becoming delinquent with a democratic rather than autocratic mentality.

3.4.1 SOCIO-CULTURAL NEEDS:

The powerful Socio-cultural needs in the life of an individual are success, recognition, superiority, self-esteem, worth and identity, values, meaning, hope and adjustment skills.
Success and Recognition:

To seek success and avoid failure is one of the powerful urges in human life. It is a great motivating force and furnishes its own drive. Fear of failure has tremendous discouraging effect on human growth and development. Repeated or failures on an endeavor in which people are emotionally involved and want very success, can be especially devaluing and frustrating. Though failure sometimes becomes cause of success in case of adult persons, yet it becomes a frustrating factor in early childhood.

Along with failures, people succumb to so many losses—those involving objects or resources they value or individuals with whom they identify them strongly. The distressing material losses bring with them a jerk to the security and self-esteem of the owner as there are appreciable financial loss which is apt to lead to a severe distressing self-recrimination and frustration. It devalues an individual in his own eyes and also in the eyes of surrounding people.
Interpersonal losses are more powerful than material ones. A moneyed man with all material comforts may face failures in marital life due to divorce and separation.

The urge of superiority to do better and make success over others and an urge for recognition is noticed even in early childhood. These are the normal and usual way of man's hankering, when retarded, the people employ undesirable ways of attracting attention.

Need for Self-Esteem, Worth and Identity:

Need to feel good about himself and worthy of the respect of others, are closely associated feeling of adequacy and Social approval and recognition.

Self-esteem of children has its structural base and foundation in parental affirmation of worth and their learning to master early childhood tasks of development.

Being textured in feelings of self-esteem and worth is one's sense of identity aroused. The boy of two years is the same man when he is grown forty years; despite changes in physical appearance, in status and social roles,
the same man tries to maintain the basic feeling of continuity in self identity. Loss of self identity is an acute painful condition, when the feeling of continuity of the identity of self as same 'I' present today that was yesterday and will be tomorrow, is shattered, it is a case of psychotic disorder.

Values, Meaning and Hope:

Importance of values, meaning and hope is vast as is related to human existenda. As Becker (1) pointed out, "Let it be stressed emphatically that the most difficult realisation for man is the possibility that life has no meaning". The goals and plans in life are related with both of our strivings and hopes. Feelings of uncertainty about the future puts one in disorganised personal adjustments with impaired effectiveness.

In cases of non-realisation of goals, hope may produce hopelessness, and lead to apathy and even death. 'Reports from Prisoner-of-war camps have told of cases in which prisoners who lost hope simply pulled their blankets over their heads and waited for death to come' (2).

Search for meaning and hope gives directions to life.


Values play a key role in determining our 'Choices'. If one lacks in keeping faith in our value assumptions, if these are unclear and contradictory, individuals experience difficulties in making choices and directing behaviour.

Mention may be made of some of the core conflicts of value that frequently lead to such tension and inner turmoil that the individuals' adaptive capacities are seriously impaired. There are Conformity vs. Non-conformity to the demands of groups to achieve goals, caring vs. non-involvement out of feeling of meaning in one's existence, avoiding vs. facing reality resulted out of one's feeling of adequacy, fearfulness vs. positive action to face increased tension of life, integrity vs. self advantage in considerations to one's ethical beliefs and sexual desires vs. restraints to work out an acceptable code of sexual ethics to guide behaviour.

3.4.2 **SOCIO-CULTURAL DEVELOPMENT**

**Social Development**: Social developments mean acquisition of the ability to behave in accordance with social expectations through the process of socialisation.
One's social development is acquired by (1) proper performance of behaviour, (2) playing of approved social roles, and (3) the development of social attitudes.

At birth one cannot expect an infant to behave socially.

(i) The first essential factor in the social development of an individual is to learn to live socially with others. He should have ample opportunities to learn to live socially with others. Children deprived of such opportunities may develop antisocial attitudes.

(ii) Motivation is the second essential factor of becoming social. Satisfactions, one derives from social contacts will motivate him to learn to be social. His enjoyment of social contacts will inspire to repeat it. If it does not, he will remain aloof and shun people.

(iii) The third essential factor in learning to be social is that the method used should be adequate to achieve the desired goals.

The influence of the group on the child is very important. Children learn to get along with others by what is called "imitation". Children imitate generally unconsciously during the period of early infancy and they imitate the behaviour of members of these groups to whom they attribute power (Millar and Dollard, 1941).
The influence of the group on the child comes not from the group itself so much as is compared to social distance or degree of effective relationship made between him and other members who constitute the group.

The group to which a child comes in contact may be of three types (i) The primary group, (ii) The secondary group and (iii) The tertiary group, (1) the primary group of family and peers has the strongest bonds of inter-group relations, (2) the secondary group which are characterised by more casual relationships are the social club or organised play group, and (3) the tertiary group, which is marginal and transient in character is consisted of the people with whom the child comes in contact with on buses, on trains, or at the movies. Of these three the primary group unquestionably has the greatest influence on the child.

If the total character of the home environment is favourable, the chances are that the child will develop favourable social attitudes.

Early social experiences outside home are no less important as the determinant of child's social behaviour.
His social contacts will go on increasing by his pleasurable relationships with peers and adults through the winning of approval or acceptance. If they are unpleasant he will avoid such contacts.

Social development is much dependent on providing opportunity to the children to participate in small groups also outside home, which will help him to overcome self-centredness and the child gets diluted, thereby, widening the sphere of social contacts and increasing the social understanding.

Normal social behaviour of a child is displayed by his becoming a popular child when he looks cheerful, learns to behave in a polite manner, share his possessions and does not hesitate to respect the rights and possession of others, respects both of his and other's privacy, has the capacity to accept his own blames and makes self analysis of whatever he did wrong, does not demand attention to be given to him and learns his own position and social role in group.
3.5.0 SOME OF THE SIGNIFICANT FORMS OF POTENTIAL NEGATIVE SOCIAL BEHAVIOUR AS IS NOTICED BY THE DISSATISFACTION OF HIS BASIC NEEDS OF THE CHILDREN:

Negative social behaviour of a child is displayed by such behaviour when he suffers from conflict between his desire to do what he wants to do, and his desire to be one of the groups. Negativism is a form of exaggerated resistive behaviour. It is a combination of self-assertion, self-protection and of an attempt to resist excessive pressure. If the discipline is aggressive and intolerable toward the normal children behaviour, negativism grows. If the children are frustrated by the adult interference in home routine, a strict rule to carry activity at a scheduled time, the more negativistic his behaviour will be. Inconsistent child training gives birth to the learning that negativism is the best defense in the face of erratic training.

3.5.1 FORMS OF NEGATIVE SOCIAL BEHAVIOUR:

Resistence:

The vehement form of negative social behaviour is resistance. Resistance is observed even in a child who is one month old. With the growth of years, resistance is
noticed in the form of disobedience, non-compliance, and stubbornness, and the extreme form of it is evident from his doing opposite of what is wanted.

**Aggression:**

Another form of negative behaviour is 'aggression' by which is meant the one's opposition to others along with a disposition to attack unprovoked by another person. As the child grows older, it is replaced by more polite forms like criticism, attack on reputation, gossip, jokes at another's expense and indulging in social Pathology.

Children with strong need for love and affection quickly discovers that aggressiveness will disapprove his hankering so, they learn to be submissive to meet their need of love, even if they are suffering from frustration.

**Quarrelling:**

Quarrelling is another out growth of aggression. Quarrelling differs from aggression on two points; one is, the former involves two or more people, while the latter is an individual act; the Second is, while the people involved in quarrel plays a defensive role, in aggression the role is always aggressive.
Teasing and Bullying:

These are aggressive forms of behaviour that usually lead to quarrelling. Feelings of inferiority and insecurity cause these behaviours more than in better adjusted children.

The serious aspect of negative behaviour is that the child not only loses his ground in social development, but injuries his social adjustments, his self concept and his reputation among peers, friends, teachers, family members, and the other member outside home.

3.6.1 CULTURAL DEVELOPMENT:

Cultural development in the life of an individual provides him the knowledge of and techniques of survival both physically and socially. The man who is culturally developed acquires the technique of mastering and controlling the world around him. In Sociology, culture means many more things than painting, music, sculpture and philosophy, it means the totality of what is learned by individual as a member of the society. "Culture is that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities acquired by man as a member of society".(1)

People in their daily life respond to cultural symbols rather than to objective reality. Indians respect the National Flag rather than to pieces of cloth, students respect the teachers as they impart them education rather than human beings with flesh and blood.

The neural flexibility of a man is reflected in the variety of his cultures. "If man were furry animal he probably would never have invented clothes, or even the bath tub". (1)

Human beings are social animals. Culture of an individual regulates his social conduct and behaviour. It teaches him manners, way of his behaving in a group, his relatedness to others, his food habits and inculcating in him sense of competition, co-operation and adjustment. Culture helps an individual to find out ways and means for utilization of his energies and intelligence for the successful accommodation in a group and satisfaction of his basic needs. Human beings face so many social complexes, the capacity and way of facing the complexes and realization of the solutions, are the outcome of his culture.

A culture constituted of inventions or culture traits integrated into a system, where one finds varying degrees of correlation between the parts. Parts are the material and non-material culture. Material culture is changing rapidly and its force influences the other parts of super organic, like family life, religion etc. to make constant adjustment to the material culture. The fundamental and basic needs of human being when satisfied by the surrounding material and non-material culture, gives rise to the social institutions, which are the heart of culture; such institutions of culture are inter-linked by the material and non-material parts of it to make a structure which is unique for each society.

3.6.2 VARIABILITY OF CULTURE:

Regarding variability of culture, it is found that cultural traits differ from place to place, from country to country, in some countries joint family system is preferred to single-family system and vice-versa. Cultural variability is produced due to historical, geographical, climatic & racial, adaptability of human behaviour and also by discoveries & inventions.
Culture is a potential explanation of why social life differs from one place to another. (1)

3.6.3 COMPONENTS IN THE DEVELOPMENT OF CULTURE:

(a) Institutions (b) ideas and (c) material products are the components of culture.

Institutions are the "normative patterns which define what felt to be..., proper, legitimate or expected modes of action or social relationship." (2)

By 'idea' is meant a knowledge, and belief of all varieties—moral, theological, historical, sociological and so on. Man shares ideas which are cognitive, expressive and evaluative; Culture consists of a body of symbols through which men communicate and interact with one another.

The other component of culture men produce and use in the course of their collective lives are the material culture.

It will not be out of point to refer the period from the pre-historic man to the most advanced machinery of modern man. It includes the stone age and the age of electronic computer.

To identify material objects as elements of culture we have to take into account their uses in the families, their values and the requisite practical and theoretical know how. There are many school building in the rural areas of India where cows are kept during night, or the same picture may be used as a decorating thing in the drawing room of an aesthetic man, where it may be used as an utensil for washing hand and mouth and a dry piece of branch may be a decoration in the flower vase, or a fuel to be burnt.

It should be noted, however, that the phenomena to which culture and society refer do not exist independently of one another. Though analytic distinction between them may be there, yet 'Human society cannot exist without culture and culture exists only within society.' (1)

From infancy to maturity individuals learn these cultural patterns through a family. A child's social behaviour is regulated by the culture and customs of the family. The child follows the institutions of family, the rules and norms which govern its behaviour, the ideas, viz., the knowledge and belief of all varieties, moral, theological, legendary, proverbial, historical, scientific, sociological and so on. A child takes birth in a family. He does not create new ways of acting, he learns them. The rules and procedures are followed or imitated unconsciously in the family and these prepare him how to act culturally.

3.6.4 EFFECTS OF DISCREPANT CULTURE ON SOCIAL STRUCTURE:

There may be deviation from established social norms for those who are unable to sustain the tensions created by the discrepancy between culture and the social structure. There may be widespread discontent when the gap between what people actually have & what he can reasonably expect to have, is widened. People exposed to these contradictions of experience, the conflicts of culture are called the 'step children of our culture'.

Their behaviours by deviation from established norms may take four distinct types in the form of (i) Ritualism, (ii) Retreatism, (iii) Innovation and (iv) Rebellion.

**Ritualism:**

Unable to achieve, it is seen that though a ritualist gives up the valued goals, yet he continues to conform to prevailing rules governing work and effort. Overtly there is no evidence of deviance, but this internal response is clearly a departure from the cultural model in which men are obliged to strive actively, preferably through institutionalised procedures, to move onward and upward in the social hierarchy.

**Retreatism:**

Unlike the ritualist who gives up the goals but clings to sanctioned patterns of behaviour that are supposed to lead to the goal the retreatist gives up both. Total escape from the contradictions of the situation may be manifested in the type of tramp, drunkard, the drug addict, the psychotic.
Innovation:

A readily deviant response to the disjunction between culture and social structure is innovation, by which is meant the use of new or illicit techniques to gain the desired goals. The widespread use of drugs and drinks by the professional athletes to reach the goal which is heavily stressed for the reduction of fatigue and stimulation of effort is a case of innovation.

Rebellion:

Frustration generated by limited opportunities to seek or gain culturally sanctioned goals can lead to the total rejection of both the ends and the institutions through which the said goals are to be gained, coupled with advocacy or introduction of fresh values and new institutional and organisational forms. "In resentment, one condemns, what one secretly craves; in rebellion, one condemns the craving itself. But though the two are distinct, organised rebellion may draw upon a vast reservoir of the resentment and discontent as situational dislocations become acute."(1) In Rebellion cases of hate,

feeling of importance and a continual sense of frustration are coupled with the open denunciation of the goals that remain out of reach.

3.7.1 **EVIDENCES OF DEPRIVATIONS OF BASIC NEEDS IN THE PHYSICAL, EMOTIONAL AND SOCIO-CULTURAL LIFE OF THE ORPHANS IN THE ORPHANAGES OF ASSAM ON THE BASIS OF FIELD STUDY FOUND OUT BY THE QUESTIONNAIRE, OBSERVATION AND PROJECTIVE CARDS**

The writer in the present chapter discusses about the deprivations in the basic needs of the Orphans in the social setting of the Orphanages which is proved by the responses made by them, to the (a) Questionnaire and (b) interpretations made about the projective test cards and the (c) cases of observation made about them. Few specific cases of responses have been analysed here which show general trend of dissatisfaction among the inmates of the Orphanages.

The worker thinks that the projective cards acted as most successful instrument for the present investigation as the interpretation of the said cards revealed their states of mind which could not so easily be understood through
Questionnaire and interview. The deprivations in the life of the Orphans were so clearly projected in the cards that the Orphans had little scope to be aware of the theme they divulged about their mental conditions and growth of personality. The study revealed that in many cases, the Orphans did not dare to open their mouth to speak against their dissatisfaction in the set-up of the Orphanage. In many of the cases the responses of Orphans to the Questionnaire proved to be facts of 'concealment'. For example, the dissatisfaction proved to be obvious when many of the inmates who gave 'yes' response to the question 'Do you get material satisfaction here?' unfolded their feeling of dissatisfaction later on, to the investigator, 'the food supplied to us is not so satisfying, but what to do? Sometimes ideas come in mind to go against the arrangements here. But if we go against, the authority will take action on us and we may be deprived of the food and shelter here. There is no one in the world to whom we can depend for the satisfaction of our physical needs. It is better to tolerate submissively, even we got food and shelter in return of one hundred spanking.' 'I do not want to lose the sand under my foot when god has once arranged for me' - a few drops of tear rolled down his check. Dissatisfaction of
physical needs was evident when many of the Orphans interpreted the lady in the card T(8) as hungry. For example, many of the children interpreted this card, "A hungry lady is praying to god to give her food and shelter".

The projective picture T(1) was always interpreted by the Orphans as a picture where the stories of frustrations and economic distress and lamentation for the absence of father were revealed. For example, a boy interpreted the card, 'father of the boy is dead. His father used to play this instrument 'Tanpura' and earn his livelihood. Now the boy has fallen in deep distress, he has no money and food; so he is looking at the instrument and thinking deeply what to do?'.

The other boy interpreted it is, 'the boy is lamenting, because he can not play the instrument for earning his livelihood; as all the strings of the instrument are out of order'.

Other girl interpreted the said card, 'the boy is in grief, he is looking at the 'Tanpura'. His master has died, who used to teach him how to play on the instrument. Now he cannot play on'. 
All these interpretations reveal the states of insecurity and helplessness of the Orphans. They are searching after a means by which they can overcome distress in life. But they cannot get rid of the states because the 'means to overcome, itself is useless.

Dissatisfaction of emotional needs in the Orphans were evident for example when a girl of 9 (nine) years interpreted the projective card (C)(I) 'the big hen is standing, the 3 chickens are eating, they will finish eating and then go for sleep under the warm feathers of their mother hen'. This divulges yearning for relatedness, love and affections from mother. This was confirmed again when a girl of 10(ten) years was expressing to the worker "No body did sit by my side when I was sick, they only arranged a medicinal tablet for me, that is enough for them. I wished if my mother would be there who would sit by my side during the hours of my sufferings".

That the children yearn for motherly affection is evident from another example. An Orphan girl, who was brought at a very early infant state, was found not to talk for six months since she came in the institution.
The authority reported that their utmost attempt to open her mouth failed. One day when they took her by the side of an well and pretended to drop her into the well, the first word she uttered out of fear was "Ma, Ma(Mother, Mother)". It proves that she adopted a pretention to be a dumb to utter that word which she desired earnestly in the deep level of her mind, but she was deprived of it.

While the investigator asked them, 'Do you hanker after a homely situation? - almost all the faces were covered with gloominess and many of them started Sobbing before they could make any reply. Investigator's observation of such cases were enough proof of realising the answer of the question rather than understanding from their words though overtly all the inmates of the Orphanages did not express their dissatisfaction in the institutional set-up, yet covertly they suffered in their sub-conscious mind and they always looked for emancipation of this life of living in the dormitory system and looked for a home situation.

The unsatisfied mental condition of the Orphans could be understood when a boy of 12 (twelve) years interpreted the picture T(10), 'it is a dark room from where a man wants to escape'. The other boy of 15 (fifteen) years
interpreted the same picture, 'the man is in a dark room where he wants light'. In this way many of the Orphans of the group 11-16 years interpreted the card T(10) as a 'dark room' which indicates their mentality to get rid of the present social setting of regimented and restricted life in the Orphanages. An Orphan of 13 years described the said picture, 'the man is fed-up with the restriction in the dark room, he wants light in his life. So he searches the moon outside through the window.'

Thus, they are tired of the mechanical and regimented way of living, devoid of any personal and individual care. Many of them wanted an escape from the existing social setting and hankered after an environment where they could be reared up in the shower of love, affection and personal care.

Non-development of self-structure due to deviant stimuli is evident when a girl of 4 (four) years interpreted the card (C)(1), "There is a big hen, she is standing and looking at the children eating", and she made further remarks, "She does not serve rice, she only sees because she has no hand". Such interpretation surely indicates her hankering for such hand of her mother which could serve them food but
she finds such hands are absent here and also it reveals that she is totally dependent on others for her food because her interpretation does not cause the limb ‘hand’ to work which describes non-development of self-structure. She feels inadequacy to work for her food and shelter independently.

The children of the age group 0-5 years, and 6-10 years very often interpreted the card (C) (6) “the animals are in the cave. They are sleeping, they cannot talk, they cannot work”. The attitude of the children behind such projection is proof of absence of growth of ‘self-concept’ which is characterised by a state of sleeping with non-capacity to talk through mouth and work with hands independently according to their choice and will.

An interpretation made of the card (C)(1) by a six year boy Orphan reveals the non-growth of sense of individuality and independence due to lifelong dependence to the authority of the Orphanage, when he says “The plate before the third chicken is empty, but the big hen cannot serve rice to it, because she has no power to give. She is dependent on the owner. She only watches helplessly".
Moreover, their feeling of insecurity and helplessness is evident when an Orphan girl interpreted the CAT Card (C)(7), "The tiger jumps to eat the man and the man is killed". Another boy of 8 years described the card (C)(2) "Father is trying to bite the son, the boy is trying to hide behind his mother, he tries to escape."

And many of the children of the age group 11-16 years described TAT Card T(6)" There is a man in the water, who is going to be drowned. ", seeing a very insignificant shadow in the water, which surely describes their feeling of insecurity and loss of self-identity.

Regimented way of living led them to the feeling of non-dynamicity and disinterest in life. Almost all the Orphans during TAT projective test described the picture T(6), "The boat is anchored, it cannot move, there is no boatman in the boat." This interpretation really signifies a monotonous life with absence of dynamicity and growth of personality to move it.

Their feeling of routined life was confirmed by interpretation made by almost all the children who described
the picture (c)(1), "they will take food then go for
sleeping then again awake up in the next morning, then
sit for reading, then again will take rice, then again
will sleep and so on.... "They are disgusted of the
routined life in the Orphanage where they do not find
any preparation for a change of life situation in their
day-to-day routine which affected seriously in the
growth of a "person" to bring some dynamicity in life.

Though almost cent percent Orphans made 'yes'
responses to the question" Do you believe in the existing
norms and customs of the institution?", it was proved false
afterwords when many of the children interpreted the
card (c)(2) as an expression of being chained by the
master. For example, "The master has tied the three
animals/dogs with ropes. So they are very quite and
silent; but as the master goes away they somehow open
the knot, start quarrelling and try to escape from there".
This interpretation indicates their feeling and unhapiness
being chained in the administrative and organisational
set-up of the Orphanages. It also reveals that so long
under the control of the authority, they will behave well;
but as soon as they are out of control of the administrative
hands of the Orphanage they will be vocal against it as
they hate the existing environment for the satisfaction
of their basic needs.

They feel conflict of ends and means. Though
almost all the inmates say that they have goal in life
yet most of them suffer from adequate idea and relation
between ends and means to attain the goals. There are
many things in their mind which they cannot express.
They miserably suffer from blocked mental states, they
are unable to maintain the drives for status, the ego
restraints, the super-ego restraints and the defences
against anxiety. Their blocked mental state is proved
by the description of the TAT Card T(10) by a 12 years
old boy when he says, 'A man and a white paper is there.
He wants to write a story about his depressed mental
states which cannot be described by expressing through
words'.

Moreover, regarding their deprivations in the
growth of Socio-cultural aspect, the first thing which
the investigator noticed is their non-capacity to define a 'family'. Neither they could define it nor they could know the constituent members of it, nor could tell the presence of father and mother in a family. In some of the cases of partial Orphans they could include either father or mother in a 'family' but not both. Many inmates of the group 6-10 years and 11-16 years replied to my question, 'do you have any idea of 'family'?' - with a easy response they replied "yes, I know, a family consists of brothers and sisters" and in some other cases the Orphans replied "family consists of sister, brothers and mother or sisters/brothers and father but never with both the parents".

They seldom have the idea about the same class of biological constituents in the family which is evident from the interpretations made out of card (C)(1) which is described by a child of 10 (ten) years "A hen, a fox, a pigeon and a dog. They are brothers and sisters." Seldom he has an idea about a group which constitutes a 'class' of same biological species that is essential factor for any family. He is speaking of different classes of animals and birds to be constituent members of the same family.
Non-growth in the Socio-cultural life of the children of 0-3 years and 6-10 years were evident from their no/very little familiarity with the very common objects in our daily life. They could hardly recognise the animals and birds that we find around us. A hen was interpreted as peacock, a chicken was interpreted as a fox. Their in-capability to recognise and synthesise the objects in a home atmosphere was proved when many of the Orphans interpreted the card (C) (10) haphazardly. Like many of the children, a girl, for example, interpreted this card "It is a bathroom, a tap is there, fingers are hanging on the wall, a mug, and two books are there and in between the books there is a pen to write". The hanging towel was interpreted as fingers and the lavatory was described as two books and a writing pen inside.

In cases of the child of the group 11-16 years, even if they could recognise the objects present in the pictures, even if they could establish a relation between them, that was established through an interpretation of conflict of culture and harmony. The familial conditions present in the picture are always described as dis-harmonious.
A feeling of revenge and aggression, and jealousy are always expressed between the members of the family instead of maintaining a harmonious relation.

For example, when the investigator asked one boy of 15 (fifteen) years old about the card T(5) he interpreted like this "Mother and son, they quarrel each other, son wants to kill his mother by throttling her. Here the boy is asking his mother to apologise her offence". As a matter of fact, the boy became orphaned as the mother of the boy was indifferent to him and she was engaged in mal-practice and his hatred toward his indifferent mother was expressed through interpretation of the projective card.

So also they suffer regarding the idea about the conjugal relation between husband and wife, love affair between a boy and a girl. Questions made by the investigator to the children, 'Do you have any sexual urge?', no one replied 'Yes'. But from the interpretation of the picture T(7), it shows that every one has got sexual urge but
always in a frustrated way and with a sense of jealousy.
The girl of 13 (thirteen) years interpreted the above card, 'A married lady and a man from two different families in a loving scene. A girl through the window enjoys the scene'. The other boy of 15 (fifteen) years interpreted the same picture, 'The lady is asleep. Husband enters room and drags down her sari (wearing cloth), wife wakes up with surprise, the man has the intention of doing molestation but she did not agree to it'.
Thus it is confirmed that the orphans of the group 11-16 years have sexual urge and they want gratification of it. The interpretation of the TAT card is confirmed when authority of an orphanage reported that some of the boys playing with the girls together behaved in an unethical way who showed non-development of socio-cultural and mental aspects. These boys very often, while playing, squeezed the breast of many girls before everybody. And also in some of the institution, specially the boys broke the fencing of the dormitory and went out of it during night to satisfy their sexual urge and after gratification again come stealthily before dawn. This was regular
behaviour among the orphans of the age group 11–16 years of the tribal community in an orphanage investigated.

Thus in this chapter the worker shows her findings about satisfaction of emotional, social and cultural stimuli which surely divulge the deprivations of basic needs in the life of the orphans in the orphanages/Homes and in the consequence reveals the possibility of retarded growth by the evidence of specific behaviour patterns which will be discussed in the next chapter.