

**EFFECT OF
INSTITUTIONALIZATION ON
PERSONALITY DEVELOPMENT OF
ORPHAN CHILDREN**

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B.Sc (Home Science)

**MASTER OF SCIENCE IN HOME SCIENCE
(HUMAN DEVELOPMENT AND FAMILY STUDIES)**



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ORPHAN CHILDREN**

BY

NIVEDITA PATIL

B.Sc (Home Science)

**THESIS SUBMITTED TO THE ACHARYA N. G. RANGA
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THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF**

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(HUMAN DEVELOPMENT AND FAMILY STUDIES)

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DECLAIRATION

I, **NIVEDITA PATIL**, hereby declare that the thesis entitled “**EFFECT OF INSTITUTIONALIZATION ON PERSONALITY DEVELOPMENT OF ORPHAN CHILDREN**” submitted to the **Acharya N.G. Ranga Agricultural University** for the degree of **Master of Science in Home Science** is the result of original research work done by me. I also declare that no material contained in the thesis has been published earlier in any manner.

CERTIFICATE

Ms. NIVEDITA PATIL has satisfactorily prosecuted the course of research and that thesis entitled **“EFFECT OF INSTITUTIONALIZATION ON PERSONALITY DEVELOPMENT OF ORPHAN CHILDREN”** is the result of original work and is sufficiently high standard to warrant its presentation to the examination. I also certify that neither the thesis nor its parts thereof has been previously submitted by her for a degree of any university.

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Place:

Major Advisor

CERTIFICATE

This is to certify that the thesis entitled **“EFFECT OF INSTITUTIONALIZATION ON PERSONALITY DEVELOPMENT OF ORPHAN CHILDREN”** submitted in partial fulfillment of the requirements for the degree of ‘Master of Science in Home Science’ of the Acharya N.G. Ranga Agricultural University, Hyderabad is the record of the bonafide original research work carried out by **Ms. NIVEDITA PATIL** under guidance and supervision.

No part of the thesis has been submitted by the student for any other degree or diploma. The published part and all assistance received during the course of the investigations have been duly acknowledged by the author of the thesis.

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ABSTRACT

An individual's personality is the complex of mental characteristics that makes them unique from other people. Personality includes all the pattern of thoughts and emotions that cause individuals to do and say things in particular ways. The development and integration of these personality traits is different in different individuals which is the result of interaction between individual's heredity and the environment around him. There are many potential environmental factors which influence individual's personality development like guidance and encouragement from adults, availability of good role models for children to imitate etc.

Family is the first important and basic unit that influences the child's personality development. When both parents are alive they provide adequate care, affection, nurturance, guidance and healthy environment to the child due to which the personality of the child grows well. Healthy homes cast healthy impact on growing body, mind and heart of the child. Loving environment produce loving children, where as hostile environment produce hostile children. Hence, family and its support play a very important role in shaping the personality of the child. Children deprived of the family and its support experience a new kind of environment like orphanages, destitute homes and short stay homes. Hence, the institutions in which they are staying will become a primary supportive care system to these children. The available facilities and the personnel working in these institutions are the prime factors, which will have an impact on the personality development of orphan children. Hence the present study entitled *“Effect of institutionalization on personality development of orphan children”* was undertaken with the following objectives: To study the - personality development of orphan children in children's homes run by governmental and non-governmental organizations, the differences in the personality development of orphan children from governmental and non-governmental organizations and the relationship of self and institutional factors on the personality development of orphan children.

The sample consisted of 60 girl children in the age range of 8-11 years with one year minimum duration of stay in the institution. Among these 60 girls, 30 girls from governmental and 30 girls from non-governmental institutions were selected purposively from Hyderabad city and the tools used were as follows. Children's personality questionnaire (CPQ) Form A was used to assess the personality dimensions of institutionalized children. An interview schedule was prepared and used to collect the general information of the children and their perceptions about institutional environment. A questionnaire was developed and used to collect the information of the personnel working with these children and to measure their personal qualities. An observational checklist was developed and used to collect the information about organizational facilities. The data obtained from the study was coded, consolidated, tabulated and analyzed by using appropriate statistical methods.

The major findings of the study are as follows: All the children were distributed almost equally among three age groups. Majority of the children (92%) had no serious health problems. Forty per cent of the children were in the III standard followed by II standard (30%). Seventy per cent of the children were staying in the institution for a period of 1- 5 years. Sixty five per cent of the children had high perceptions about the institutional environment. Sixty percent of the caretakers belonged to the age group of 31 - 40 years, did not have any special training, had experience of 1-10 years and moderately had favorable personal qualities. Forty per cent of the caretakers completed secondary education. The non-governmental institutions belonged to moderate category in terms of infrastructure, educational and recreational facilities and belonged to high category in terms of diet pattern, health facilities, monitoring and supervision. In all most all the organizational facilities like infrastructure, health, educational, recreational facilities, monitoring and supervision, the governmental institution fell under low category except the diet pattern, which had fallen under moderate category.

In governmental institution, all children belonged to the low and moderate categories in personality dimensions like 'Reserved vs Warmhearted', 'Dull vs Bright', 'Expedient vs Conscientious' and 'Undisciplined self-conflict vs Controlled' and in the personality dimensions like 'Phlegmatic vs Excitable', 'Sober vs Enthusiastic', 'Shy vs Venturesome', 'Zestful vs Circumspect individualism', 'Forthright vs Shrewd', 'Self assured vs Guilt prone' and 'Relaxed vs Tensed' all children belonged to the moderate and high categories. But in personality dimensions like 'Affected by feelings vs Emotionally stable' and 'Tough-minded vs Tender-minded' all children belonged to the moderate category and similarly all children belonged to high category in the personality dimension 'Obedient vs Dominant'. Overall, many children belonged to the moderate category in all most all personality dimensions.

In case of non-governmental institutions, all children belonged to the low and moderate categories in personality dimensions like 'Reserved vs Warmhearted', 'Dull vs Bright', 'Expedient vs Conscientious' and 'Undisciplined self-conflict vs Controlled' and in the personality dimensions like 'Phlegmatic vs Excitable', 'Obedient vs Dominant', 'Sober vs Enthusiastic', 'Shy vs Venturesome', 'Tough-minded vs Tender-minded', 'Zestful vs Circumspect individualism', 'Forthright vs Shrewd', 'Self assured vs Guilt prone' and 'Relaxed vs Tensed' all children belonged to the moderate and high categories. But in personality dimension like 'Affected by feelings vs Emotionally stable' all children belonged to the moderate category. Overall, many children belonged to the moderate category in all most all personality dimensions.

There was a significant difference between the children from governmental and non-governmental institutions in some of the personality dimensions. Children from non-governmental institutions were more emotionally stable, dominant, enthusiastic, shrewd and guilt prone compared to the children from governmental institution. Children from governmental institution were more excitable, expedient and undisciplined compared to their counter parts. Children from both governmental and non-governmental institutions were almost equally reserved, dull, venturesome, tender-minded, individualistic and tensed as there was no significant difference between the two groups.

As age of the children increased they became brighter, emotionally more stable, dominant, conscientious, venturesome, shrewder, guilt prone, tensed, tough-minded and zestful. Health of the children was found to be non-significant to all the personality dimensions. As grade level of the children increased they became more warmhearted, brighter, dominant, conscientious, venturesome, shrewder, guilt prone, tensed and tough-minded. Long duration of stay in the institution made children brighter, more dominant and guilt prone. Children who had good perceptions about the institutional environment were more conscientious and shrewd.

Age and experience of the caretakers were found to be non-significant with the personality of the children. Education, special training and favorable personality characters of the caretakers were found to be significantly and positively correlated to the personality of the children i.e. these three factors made children to become more warmhearted, bright, emotionally stable, excitable, dominant, enthusiastic, conscientious, venturesome, tender-minded, individualistic, shrewd and controlled.

Infrastructure was found to be non-significant with the personality of the children. Diet pattern, health, educational, recreational and monitoring & supervision were found to be significantly and positively correlated to the personality of the children i.e. good quality of food, good health, educational, recreational and monitoring & supervision facilities made children to become more warmhearted, bright, emotionally stable, excitable, dominant, enthusiastic, conscientious, venturesome, tender-minded, individualistic, shrewd and controlled.

INTRODUCTION

Chapter I

INTRODUCTION

The word “*Personality*” originates from Latin word “*Persona*” which means ‘*mask*’ i.e. as one appears to others. An individual’s personality is the complex of mental characteristics that makes them unique from other people. Personality includes all the pattern of thoughts and emotions that cause individuals to do and say things in particular ways.

Allport (1937) defined “Personality” as ‘the dynamic organization with in the individual of those psychophysical systems that determine his unique adjustment to his environment’. This definition emphasizes the fact that personality is dynamic in nature i.e. constantly developing, changing and socially oriented. Every new experience in the life changes the personality of a person which depends on what kind of experience the person is getting and how that person perceives, understand and react to that experience. The immediate experience of a person is mostly responsible for providing the new experiences.

Cattle (1950) viewed ‘Personality’ as a complex and differentiated structure of traits with its motivation largely dependent upon a subset of these, the so called “dynamic traits”. These traits are responsible for uniqueness of each individual. These personality traits are also called as “dimensions of personality”.

Eyesanck (1968) defines “Personality as more or less stable and enduring organization of a person’s character, temperament, intellect and physique which determine his unique adjustment to his environment”. If the traits or dimensions are properly developed and integrated in a proper way, a healthy personality will form.

Craver and Scheier (2000) also mentioned that, the word “Personality” conveys a sense of consistency, internal causality and personal distinctiveness”. There are certain universal characteristics of human race, but still each individual is different.

The development and integration of these personality traits is different in different individuals which is the result of interaction between individual’s heredity and the environment around him. There are many potential environmental factors which influence individual’s personality development. Family is the first important and basic unit that influences the child’s personality development. When both parents are alive

they provide adequate care, affection, nurturance, guidance and healthy environment to the child due to which the personality of the child grows well. Healthy homes cast healthy impact on growing body, mind and heart of the child. Loving environment produce loving children, where as hostile environment produce hostile children. Hence, family and its support play a very important role in shaping the personality of the child.

There are many theories that talk about the importance of environment on the personality development of children. Vygotsky (1943) gave two important concepts in his theory of “Socio-cultural development”, they are; “Zone of proximal development” and “Scaffolding”. These concepts talk about the importance of support systems in the development of children, i.e. the presence of skilled person’s support increases the rate of development.

According to Maslow’s theory of “Hierarchy of need”, the basic facilities starting from physiological needs must be satisfied for the individual to move towards next stages. To reach the stage of self-actualization, the individual must be satisfied with the remaining needs like physiological, safety, belonging and esteem needs.

According to Freud’s (1953) theory of ‘Psycho-sexual development’, 8-11 year children come under “latency” stage (5-12 yrs). This is the only stage where there is no or less unconscious drives operate. At this stage children focus to learn to deal with the other people, the environment around them, their own capabilities, skills and interests. Hence, the presence of supportive environment helps the child to develop at a faster rate.

According to Erikson’s (1963) theory of ‘Psycho-social development’, 8-11 year children come under the stage of “Industry versus Inferiority”. He believed that children begin to learn the required tasks necessary for being responsible adults in the society. Hence, children need proper environment around them. The satisfaction at this level leads to feeling of industry and failure leads to feeling of inferiority.

According to research, family is a very important determinant of children’s achievement because it is where the child spends most of his time and where all his physical and emotional needs are met (Burt, 1961). Family is a very important social agent in young children’s development and learning. It offers unique contribution to the growth and emotional competence in children which leads to the acquisition of social skills and values (Berndt and Ladd, 1993). Maternal supportive reactions are associated with the higher self perceived social skills (Eisenberg, Fabes, Guthrie, Murphy, Mastk,

Holngren and Soh, 1996). Children who enjoy emotionally close relations with their parents reported better psychological health (Roberts and Bengston, 1990). Family structure is a significant predictor of cognitive development among children especially during early years (Sibler, 1989).

Hence, it is very well established with the research findings that environment plays an important role in the personality development of children. Children deprived of the family and its support experience a new kind of environment like orphanages, destitute homes and short stay homes. Hence, the institutions in which they are staying will become a primary supportive care system to these children. The available facilities and the personnel working in these institutions are the prime factors, which will have an impact on the personality development of orphan children.

Children's homes are part of every societal culture. How good or how bad the children's home is depends on the particular country outlook on orphan children and the financial situation of these countries. There are many governmental and non-governmental institutions in India which are introduced to take care of orphan children. Now a days these organizations (governmental and non-governmental) are working a lot for the welfare of these children. Though they are trying to improve the quality of services, still the rate of improvement is not uniform due to many reasons like financial support, availability of resources, personnel and management strategies. The differences in facilities are more when we compare governmental and non-governmental institutions. As facilities are different, they do leave impact on the personalities of growing children staying in these institutions.

According to research, poor facilities in the orphanage were the reason for the below average heights and weights of the inmates (Banarjee and Sharma, 1970). Institutionalization of the child, no matter at what age, represents a pathological element in the development of the personality (Fernandez, 1974). Orphans due to lack of varied environmental stimulation as well as restricted contacts were found to be less aware of social concepts in comparison with non-orphans and they were found to have social maladjustment (Asghari, 1975). There was negative correlation between deprivation and intelligence performance scores (Tripathi and Mishra, 1976). Poor environment in the orphanages facilitated significantly more frequent occurrences of emotional disturbances as compared to the emotional status of normal children (Dhoundiyal, 1984). Institutionalized children showed high levels of emotional distress and poor adjustment skills (Wolff and Fesseha, 2004).

In our society, most of the time girl children are being discriminated on many grounds compared to the privileges given to the boys. The basic nature of girl children is that they need to be nurtured with lot of love, affection, care, security, guidance and assurance. These needs can be fulfilled only in a congenial family environment. All these needs are essential for the sound personality development of children. Orphan girls staying in the children's homes are deprived of family environment as institutions cannot be the substitute for home environment.

Orphan girls showed less creativity because of lack of conducive environment in the orphanage for girls to realize their creative potential (Auluck and Tiwari, 1980). Girls in a family situation had high self-acceptance and occupational aspiration compared to the girls from institution (Cashen, 1982).

Hence it is very essential to study the influence of environment on the personality development of orphan children. The findings of this study would be useful to the "Department of women development and child welfare" and non-governmental organizations in taking corrective measures for providing better care and infrastructural facilities. The objectives of the study are as follows.

1. To study the personality development of orphan children in children's homes run by governmental and nongovernmental organizations.
2. To study differences in the personality development of orphan children from government and nongovernment organizations.
3. To study the relationship of self and institutional factors on personality development of orphan children.

Delimitations

1. The study is limited to only Hyderabad city.
2. The study is limited to only girl children in the age range of 8-11 years.
3. The study has usual limitations of time and resources available to a single investigator.
4. The findings are based on the expressed opinions of the respondents and the objectivity is limited to the honesty of the respondents.

*REVIEW
OF
LITERATURE*

Chapter II

REVIEW OF LITERATURE

A comprehensive review of literature is a must in any research endeavor. An in depth review facilitates in knowing the trend of research already done in the specific area. There are very few research studies available directly related to the present study. However, a comprehensive survey of literature was divided into following sections.

2.1 THEORETICAL PERSPECTIVES

2.2 PERSONALITY OF ORPHAN CHILDREN

2.3 RELATIONSHIP BETWEEN SELF FACTORS AND PERSONALITY

2.4 RELATIONSHIP BETWEEN ORGANIZATIONAL SERVICES AND PERSONALITY

2.1 THEORETICAL PERSPECTIVES

There are many theories that talk about the development of personality like ‘Psycho-analytical theory’ by Sigmund Freud, ‘Psycho-social theory’ by Erik Erikson, ‘Socio-cultural theory’ by Vygotsky, ‘Ecological theory’ by Bronfenbrenner, Abraham Maslow’s theory of ‘Positive self’ or ‘Hierarchy of need’, ‘Social learning theory’ by Albert Bandura and ‘Self-concept theory’ by Carl Rogers etc. All these theories, one or the other way gave importance to the immediate environment in the development of the personality.

Psycho-analytical theory

This is the first systematic theory on personality proposed by Sigmund Freud, which deals with the unconscious part of personality. Freud divided human personality into three parts; id, ego and super ego. Id is the unconscious part of personality, which is dominated by the instincts. It works on pleasure principles i.e. tries to get satisfied all the time irrespective of the external world force. This part of personality dominates the person from birth to around two years. Ego is the conscious part of personality which works on the reality principle i.e. the behavior is directed by both demands and constraints placed by external world as well as satisfaction of inner world. Super ego is also a conscious part which works on moral principle and ethical basis that have been acquired from the family and society.

All these three parts of personality, functions throughout human life. Id, ego and super ego interact each other and human being, in order to be in equilibrium state starts modifying the behavior. Human beings at different age use different body parts in order to get satisfied. Based on this concept Freud proposed 'Psycho-sexual development' which comprises five stages like; oral, anal, phallic, latency and genital. In oral, anal and phallic stages children use mouth, anus and genitals respectively as a primary source of satisfaction. In latency stage the unconscious drives operate at its minimum and in genital stage the matured sexual development takes place. The environment i.e. family plays an important role in each stage i.e. they guide the children to channelize their energy in a socially acceptable manner and intern children will learn to deal with the other people, comes to know about the environment, their capacities, skills with the help of people around them. Hence environment plays an important role on the personality development.

Psycho-social theory

This theory was developed by Erik-Erikson, a German psychologist. He pointed out that, as ego develops, the new adjustments are continuously made because the ego must adapt to the new demands of society. Based on this concept Erikson proposed a stage theory of 'Psycho-social development'. The theory describes that development of personality occurs in eight stages. The stages are given below.

- Trust versus Mistrust
- Autonomy versus Shame and doubt
- Initiative versus Guilt
- Industry versus Inferiority
- Identity versus Role confusion
- Intimacy versus Isolation
- Generativity versus Stagnation
- Integrity versus despair

In each stage, the environment which includes family, peers, school etc demands new behavior from the individuals. To meet these demands from the environment and to come to the equilibrium state the ego undergoes many modifications and learns new behavior. The change in the behavior is mostly dependent on the type of environment

around the individual and the type of demands exerted by the environment. Hence, environment plays an important role in the personality development.

Socio-cultural theory

This theory was developed by Vygotsky, who was the first person to give importance to culture and its role in intellectual development. He explained four levels in the development like;

- Ontogenetic level: development of individual over his lifetime.
- Microgenetic level: refers to changes that occur over relatively brief periods of time. Ex: Early Childhood Learning.
- Phylogenetic level: refers to the changes over the evolutionary time measured in thousands and millions of years. Ex: Species history.
- Socio-historical level: refers to the changes that have occurred in one's culture.

Hence, all the changes occurring in each level affects the development of the individual. He gave importance to these changes occurring in the environment which makes the individual to modify his behavior. He gave two important concepts in his theory like; 'Zone of Proximal Development' (ZPD) and 'Scaffolding'.

Zone of Proximal Development (ZPD) is defined as "the difference between what a child can accomplish independently and what he can accomplish with the guidance and encouragement of more skill-full partner". According to Vygotsky the real cognitive development occurs at this gap with the support of skill-full partner. Hence, the presence of skill-full partner is necessary for the real cognitive development.

Scaffolding is defined as "the tendency of more competent participant to carefully tailor the support they provide to the new learner's current situation, so that, he can benefit from that support. Hence, intelligent, sensitive and responsive care taker or partner is necessary for the development. Hence, the environment plays an important role in the development.

He also mentioned about the concept of 'guided participation' which means individuals participate in culturally relevant activities along with more skill-full person who provide guidance, assistance and encouragement. Hence, children mostly learn through naturally occurring events in daily life.

Ecological theory

Bronfenbrenner was one of the known scholars in the field of developmental psychology. His model attempts to explain the differences in the individual's knowledge, development and competencies through the support, guidance and structure of the society, in which they live. According to him the interaction between a number of overlapping ecosystems affect a person significantly.

The theory defines five types of systems like micro-system, meso-system, exo-system, macro-system and chrono-system which contain roles, norms and rules that shape individual's development. It describes that the environmental factors and external influences has an effect on the individual's over-all development. The changes and factors in each system have a direct or indirect impact on the development.

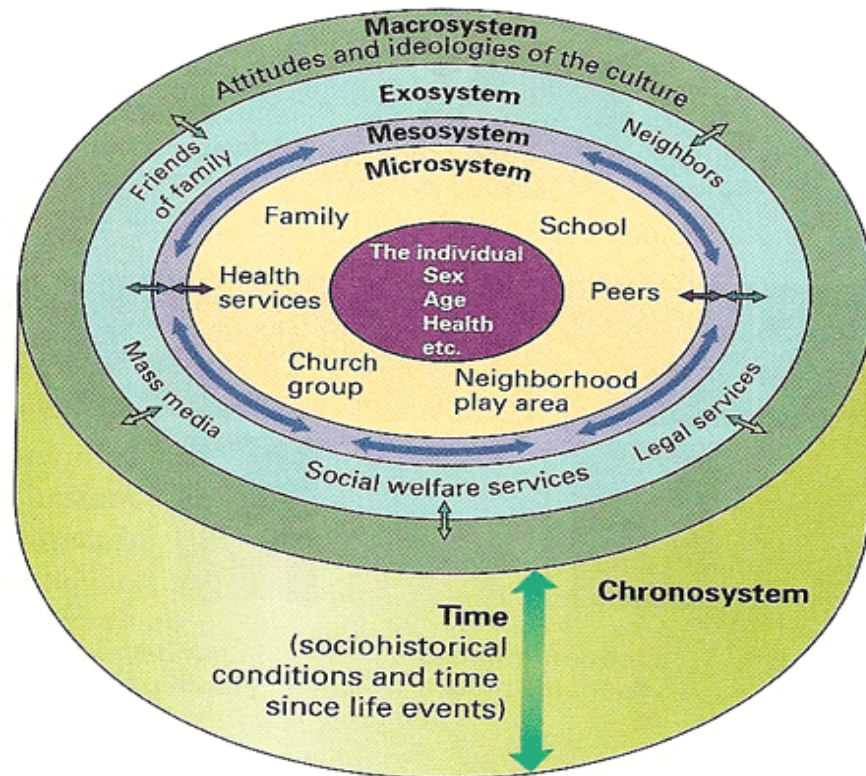


Figure 2.1.1 Graphical representation of 'Ecological Theory' by Bronfenbrenner.

Theory of 'Positive-self' or theory of 'Hierarchy of Need'

'Hierarchy of need' theory was proposed by Abraham Maslow in 1943, after continuous observation of humans' innate curiosity. Maslow's 'Hierarchy of need' is often portrayed in the shape of a pyramid, with the largest and most fundamental levels of needs at the bottom and the need for self-actualization at the top as in the figure given below.

The most fundamental and basic four layers of the pyramid contain what Maslow called "deficiency needs": physical needs, security, friendship, love and also esteem needs. With the exception of the most fundamental (physiological) needs, if these "deficiency needs" are not met, the body gives no physical indication but the individual feels anxious and tense. Maslow's theory suggests that the most basic level of needs must be met before the individual will strongly desire the secondary or higher level needs. Hence, environment plays an important role in providing opportunities for children which has a great influence on personality development.



Figure 2.1.2 Graphical representation of theory of 'Hierarchy of Need' by Abraham Maslow.

Social learning theory

According to the Social Learning theory by Albert Bandura, environment plays an important role in shaping the individual's behavior or personality. All most all the learning takes place with respect to the societal situations and demands. Child observes particular behavior in the environment and then learns that behavior. According to this theory, the learner is not a passive organism; he actively interacts with the environment and then imitates the behavior. The learning process takes place in steps as 1) availability of stimuli 2) attention of the learner 3) memory 4) motor reproduction process and 5) motivation.

Bandura in 1989 pointed out that human development varies based on the experiences that enhances and sustain them and hence substantial individual differences in the capabilities are observed. He explained the relationship between environment and development through triangular module of 'Reciprocal causation'.

Reciprocal causation describes that all three aspects interact each other, causing learning of new behavior. They all may not be in equal strength, some may be stronger and some may be weak. All the factors will not occur simultaneously, they will take their own time for a causal factor to exert influence. Hence environment along with the biology plays an important role in development. The module is presented below.

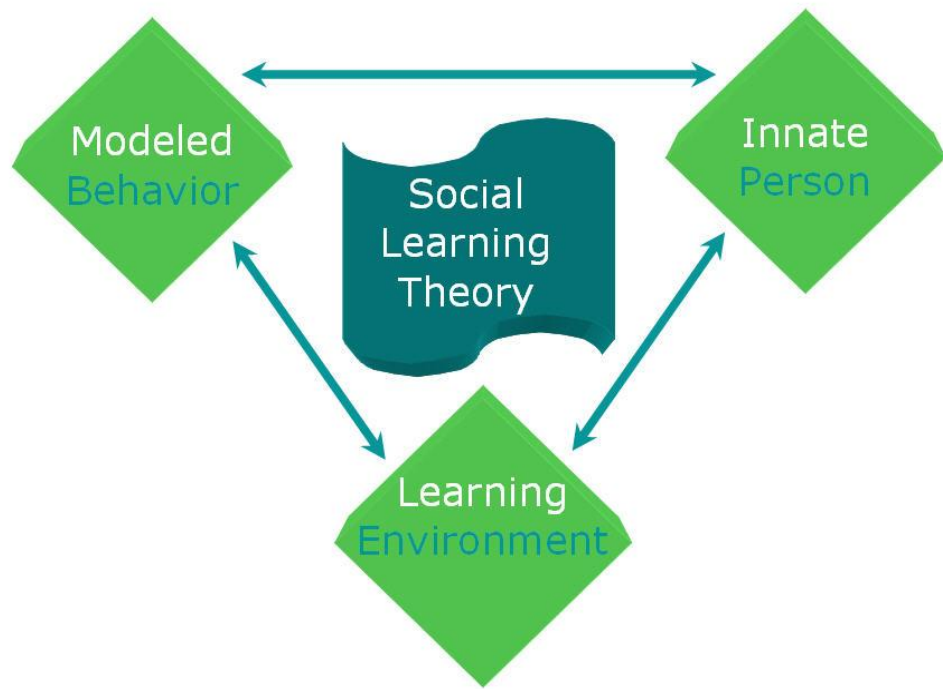


Figure 2.1.3 Graphical representation of triangular module of 'Reciprocal causation' by Bandura.

Theory of self-concept

Carl Rogers' theory of self is considered to be humanistic and phenomenological. His theory is based directly on the "phenomenal field" personality theory of Combs and Snygg (1949). With regard to development, he described principles rather than stages. The main issue is the development of a self concept and the progress from an undifferentiated self to being fully differentiated.

Self Concept ... the organized consistent conceptual gestalt composed of perceptions of the characteristics of 'I' or 'me' and the perceptions of the relationships of the 'I' or 'me' to others and to various aspects of life, together with the values attached to these perceptions. It is a gestalt which is available to awareness though not necessarily in awareness. It is a fluid and changing gestalt, a process, but at any given moment it is a specific entity (Rogers, 1959).

In the development of the self concept, he saw conditional and unconditional positive regard as key. Those raised in an environment of unconditional positive regard have the opportunity to fully actualize themselves. Those raised in an environment of conditional positive regard feel worthy only if they match conditions that have been laid down for them by others.

2.2 PERSONALITY OF ORPHAN CHILDREN

A study on school children revealed that the personality attributes influence the academic achievement. High achievers were reported to have low scores on extraversion, high on neuroticism and low on anxiety (Trivedi, Sinha, S., Sinha, P.K., Singh and Gupta, 1989). In a study on under graduate students the effect of self efficacy levels of the students and self-set goals on performance in the exams were observed. Results revealed that each of both made independent contribution to the better performance in examinations (Phillips and Gully 1997). There was a moderate yet significant relationship between emotional and social intelligence and psycho-dynamic health (Bar-On, 2003). The effective use of emotions is basic to the function of effective leadership (Goleman, Boyatzis and Mc Kee, 2002).

In a study, the cognitive development of 31 orphans from the age group of 3-15 years was observed. The results indicated that symptoms of learning impairment, hyperactivity, enuresis and aggressive behavior were very high among the orphans. Projective tests indicated many signs of abnormality among orphans (Gerda, 1973).

It was found that the sample from children's home exhibited insufficient emotional bonds compared to the children from villages and normal homes (Jiri, 1973). A study was conducted on emotional well being, adaptability and emotional distress of orphans cared for in three different social environments i.e. home-reared, unified with extended families and institutionalized. Results revealed that institutionalized children showed high levels of emotional distress and poor adjustment skills (Wolff and Fesseha, 2004).

A study was conducted to see the differences in goals, interests, intelligence and scholastic performance of orphanage reared and family reared children. Results indicated that the intelligence of orphan children was low and the aspiration level of family reared girls was higher and more realistic. The interests of orphanage reared girls were passive and they had limited circle of friends whereas family reared girls were active (Khatri 1965). In general the personality of the orphan children was critical, aggressive, full of anxieties and conflicts which hampered his imaginative and creative faculty (Singh and Akthiar, 1970).

In a study, orphans and non-orphans were compared on emotional maturity who were matched for age and sex. Results revealed that orphans scored very less than the non-orphans in the mental test (Sharma and Mathew, 1971). Orphans were generally more selfish in nature. Majority of them felt that they were not loved by elders and girls wished to be loved more than boys (Gupta, 1974). Orphans obtained significantly low intelligence scores and their adjustment was poor compared to the non-orphans (Kafiluddin, 1978).

In a study, personality differences among the orphans and normal family children were observed. Results revealed that children brought up in normal family environment were extroverts in comparison to orphans (Ashlesha, Tiwari and Gupta, 1991). The differences between home and orphanage rearing children on cognitive dimensions were observed. The results revealed that orphanage reared children were less interference prone (flexible control) compared to home reared children (Asha 1991). A study on mental health problems of children in orphanages revealed that nearly one third of the institutionalized children manifested behavior problems and among these, one tenth of the children required immediate psychiatric help (Suma, 1991).

A study was conducted to observe the emotional maturity and occupational aspirations of adolescents staying at home and orphanage. The results revealed that the adolescents staying with parents at home had higher level of emotional maturity and occupational aspirations than that of staying at orphanage. Emotional maturity was found to be positively related to occupational aspiration for adolescents staying at orphanages and negatively related to occupational aspiration for adolescents staying at home (Chowdary and Bajaj, 1995). Adolescents staying at home with parents had higher level of achievement motivation and had more emotional maturity as compared to their counterparts staying in the orphanages. A negative insignificant relationship was observed between achievement motivation and emotional maturity of adolescents staying at home and orphanages (Chowdary and Uppal, 1996).

The stories told by the orphans were analyzed on few parameters and it was revealed that the stories were structured, realistic but were incomplete and stereotyped. The range of imagination was child-like and illogical. They also showed poor mental maturity and in general hostile feelings towards the parents in their unconsciousness (Prakash, 1966). The self-concept of orphan adolescents was compared with that of the non-orphans. The results revealed that orphans of both sexes scored high in self-concept

compared to non-orphans. There was a significant difference in the total self-concept of orphans and non-orphans (Vijayarathnam, 1996).

2.3 RELATIONSHIP BETWEEN SELF FACTORS AND PERSONALITY

In a study self-image, ideal self-image and self-image disparity were measured to find out some developmental and psycho-dynamic determinants of these variables. It was found that older normal children had greater disparity, lower self image than younger group children. Institutionalized children had greater disparity as well as lower real and ideal self-image than non institutionalized children (Zigler, 1972).

Significant retarding effects of deprivation at higher age levels were seen, but none at the age range of 3-4 years were found. Lack of heterogeneity and absence of stimulation in orphanages had a general retarding influence on the development of a skill for pictorial depth perception (Sinha and Shukla, 1974).

Age was one of the most obvious factors associated with changes in causality perception (Lef Court, 1976). The age and the grade level qualified by the child have relationship with the achievement levels (Wilson, Castle, Cutts and Jakie, 1989).

A cross-sectional study was conducted on boys in a welfare residential institution to study altruism in children. The major findings of the study were that mood, age and birth order were important factors affecting altruistic behavior. Interestingly, it was found that institutionalized boys displayed altruism in a greater measure than family reared boys (Naidu, 1980).

A comparative study on the feelings of inferiority and aggression in orphans and children under proper parental care revealed that the orphans had significantly greater degree of feelings of inferiority and aggression compared to the children under proper parental care. There was no significant difference between boys and girls in regard to the feelings of inferiority and aggression. There was no significant difference between the two age groups in regard to inferiority and aggression (Thresiamma and Gon, 1980).

There was no association between neuroticism and single or both parents dead. There is a true association found between age distribution and neuroticism while there is no evidence of real association between sex and neuroticism (Bidarakoppa, Shariff, Sekhar, Eswari and Murulidhar, 1983).

Rate of affiliative activity increases as a linear function of age with older children (Freniere, Strayer and Gauthier, 1984). A study on pro-social behavior manifestations of young children in an orphanage revealed that half of the subjects who entered the orphanage under one year of age displayed few pro-social behaviors. In the cases of pro-social attitudes towards others, 2 year old behaved pro-socially to the younger more often than to the older children (Kaneko, Ryntaro, Hamazaki and Takashi, 1987).

An experiment was conducted to try to improve the quality of life, mental health and developmental progress of young children. The results revealed that the factors like child sex and age of the child had significant positive effect on the developmental score (Sparling, Dragomir, Ramey, and Florescu, 2005). In general, the adjustment of orphan children was below that of other public school children and tended to become less adequate with duration of stay at home especially after 8 years (Edmiston and Baird, 2006).

2.4 RELATIONSHIP BETWEEN ORGANIZATIONAL SERVICES AND PERSONALITY

All most all family factors are important determinants of achievement because home is where the child spends most of his time and where all his physical and emotional needs are met (Burt, 1961). Supportive environment combined with the parental firmness with regard to setting limits and standards is associated with socially responsible behavior in childhood (Baumarind, 1971). Effective environment was a strong predictor of children's academic and social competence (Blechman and McEnroe, 1985).

It was found that institutionalization of the child, no matter at what age, represents a pathological element in the development of the personality (Fernandez, 1974). A study was conducted on the development of children reared in the institution. The assessment was done at the time of admission and after the completion of one year. The results indicated that, the mean development quotients had declined from 124 to 72 or in other words from a classification of superior to one that could be considered defective (Spitz, 1965). Another study was conducted a socio-medical study of orphans in Agra. The results showed that twenty per cent were actually ill. The heights and weights of the inmates were below Indian averages. The reasons observed were poor facilities in the orphanage (Banarjee and Sharma, 1970).

A study was conducted on 65 children of 4 years in the institution. The findings indicated that the mean I.Q scores of all the children were below average level. Some of the children who were adopted had higher I.Q scores, were friendly, less restless and distractible. It was found that good staff child ratio with provision of toys, books and outings would promote an average level of cognitive development in the absence of close relationship with the mother substitute (Tizard and Rees, 1974). A study on psychological aspects and social development of orphan children revealed that orphans due to lack of varied environmental stimulation as well as restricted contacts were found to be less aware of social concepts in comparison with non-orphans and they were found to have social maladjustment (Asghari, 1975).

A study on cognitive processes as functions of prolonged deprivation indicated that there was negative correlation between deprivation and intelligence performance scores (Tripathi and Mishra, 1976). Orphans were found to be significantly lower on factors of creativity i.e., fluency, flexibility, originality and elaboration than non-orphans because of lack of conducive environment in the orphanage for girls to realize their creative potential (Auluck and Tiwari, 1980).

A cross-sectional study of boys in a welfare residential institution revealed that home setting, religion and personality of socializing agents like parents or caretakers were important factors affecting altruistic behavior. Interestingly it was found that institutionalized boys displayed altruism in a greater measure than family reared boys (Naidu, 1980). A study on neuroticism among the orphans indicated that there was no association between neuroticism and single or both parents dead and there was no evidence of real association between religion and neuroticism. Area of residence showed no true association (Bidarakoppa *et al.*, 1983).

A comparative study on orphan and non-orphan girls indicated that high self-acceptance and occupational aspiration for girls in a family situation compared to the girls from the institution (Cashen, 1982).

A study was conducted to investigate the quality and quantity of stimulation provided for the children in advantaged and disadvantaged homes and the extent of contribution to some of the psycho-linguistic and cognitive functions. Results showed that stimulation through toys, games and reading material contributed highest variance to the dependent measures of advantaged group. But for the disadvantaged group of

subjects, physical environment contributed highest to the dependent measures (Sahu and Devi, 1982).

A study on communication and effect of environmental enrichment on the mental and psycho-motor development of orphanage children indicated that the experimental group had a greater rate of improvement from pre-test to post-test than the control group (Hakimi, Mahesh, yahya, Hossein and Abbas, 1984). No significant differences between orphans and non-orphans were found on empathy, egocentricity, longing for parents, rejection and denial, moral indignation or constructive solutions in response to the verbal stories (Kalliopuska, 1984).

Poor environment facilitated significantly more frequent occurrences of emotional disturbances as compared to the emotional status of normal children (Dhoundiyal, 1984). A study on personality structure and affectional deprivation of orphan children revealed that affectional deprivation has a greater negative impact on the personality structure of children (Agarwal, 1985). Poor mental health of the institutionalized children was related to parental deprivation with those institutionalized early in life having the poorest mental health. Behavioral problems were seen in about thirty three per cent of institutionalized children (Somen, 1986).

There was a significant positive relationship between healthy home and academic achievement, language stimulation, maternal attitude and disciplining. Variety of stimulation showed high positive correlation with school achievement (Lohani and Mohite, 1990).

The unfavorable environment, deprived and non-stimulating conditions of the home for the destitute children inhibited their creative potential (Kamani, 1991). A study on intelligence and personality differences between children from orphanage and intact families indicated that the presence of both parents in the family leads to better relationship of children with peer group, better social adjustment and healthy personality development. Children from the orphanage suffered from many deprivations and emotional unresponsiveness of their early environment and sometimes were socially and emotionally maladjusted and exhibited personality development deficits (Tabassum and Humayun, 1991).

A comparative study on orphans and non-orphans found that, significantly more orphans went to bed hungry and had less attendance in school. Orphans had markedly increased internalizing problems compared with non-orphans and independent

predictors of internalizing problem scores were sex (females higher than males), going to bed hungry, no reward for good behavior, not currently attending school, as well as being an orphan (Makame and McGregor, 2002).

Family and peers are important social agents in young children's development and learning. Interaction with these factors offers unique contributions to the growth and emotional competence which leads to the acquisition of social skills and values (Berndt and Ladd, 1993). A study on different types of parents and personality of their children revealed that the children whose parents were neglectful and uninvolved got lower scores on social adequacy and perception of self worth in the family relationships (Cristensen, Myra, Brayden and Robert, 1994). Maternal supportive reactions are associated with the higher self perceived social skills (Eisenberg *et al.*, 1996). Children and adolescents who enjoy emotionally close relations with their parents reported better psychological health (Roberts and Bengston, 1993).

Care giver high in positive emotionality is likely to provide warm, supportive and empowering contexts for children's attempts to control themselves and their environment (Pettit, Bates and Dodge, 1997). In a study the relative contribution of family structure to the prediction of cognitive performance among children was examined and found positive effect of this variable on cognitive development especially during early years (Silber, 1989).

Poor relationships in childhood appear to be correlated with a variety of negative outcomes including early school withdrawal, delinquency, substance abuse and mental health problems (Woodward and Fergusson, 1999). Many studies revealed that the children who were considered 'not making a good social adjustment to school' by the teachers and also 'making a good social adjustment to school' differed significantly in overall assessment of school adjustment.

A social skill intervention was administered on children to see its effect on personality of children. The results indicated that, it is important to tailor the intervention according to the individual child characteristics, skills and interests and also stress on close monitoring of child's behavior (Frea, 1999).

A project was conducted with the aim to develop an intervention programme of structured play and to see the results on psychosocial development of institutionalized children. *The* motor, mental and Social Quotient (SQ) rose from pre-test to post-test. There was also an overall change in the environment of the orphanage. Children became

more active, playful, responsive and independent (Taneja, Beri and puliye, 2002). A study was conducted to promote positive social-emotional relationships and attachment between caregivers and children in orphanages. Two interventions were used in a quasi experimental design: (a) training of caregivers to promote warm, responsive care giving and (b) staffing and structural alterations to support relationship building, especially increase the consistency of caregivers. Results showed that an increase in the consistency and stability of caregivers. Children showed improvements in physical growth, cognition, language, motor, personal-social and it was very effective with children having severe disabilities improving the most. The implications of these findings suggest that training staff with modest educational backgrounds and structural changes are effective, can increase socially responsive care giving behaviors and improves social interactions of children at least temporarily (Groark, Palmov, Nikiforova, and McCall, 2004).

An early intervention program was conducted in orphanages which was based upon the analysis of the orphanage system and statistical data on children, personnel and their interaction. The outlined program guiding principles with two main interventions: training of caregivers and structural changes in the orphanage to promote family-like conditions for children. The structural changes intervention was aimed at improving stability and consistency of caregivers and creating a more family-like environment that would support relationship building. The results revealed that there is an increase in the consistency and stability of caregivers, and positive changes in children and caregivers (Muhamedrahimov, Nikiforova, Groark and McCall, 2005).

Experiment to improve the quality of life, mental health, and developmental progress of young children was conducted. In the context of institutional care, they experimentally introduced stable adult-child relationships, small group size and a protocol of enriched care-giving and educational activities. The factors like time, intervention, and interaction of group had significant positive effect on the developmental score (Sparling, *et al.*, 2005).

The emotional and social adjustment and school participation of children before and after institutionalization were analysed. The main findings were that orphan children scored lower on MMPI items than non-orphans and girls were at a disadvantage. Variables such as food and clothing conditions were significant predictors of children's scores. Some of the variables such as good food and clothing conditions were significant predictors of school participation (Bhargava, 2005).

Morison *et.al.* (1995) examined children's development, eleven months postadoption, assessing delays in four areas: fine motor, gross motor, personal-social, and language. They found that when their parents first met them the vast majority of adoptees were delayed in all four areas of development. Eleven months postadoption, however, adoptees displayed clear developmental catch-up in all four areas. Sloutsky. V. (1997) assessed differences in IQ scores between six- and seven-year-old children reared in an orphanage with home-reared children and found that the orphanage children scored significantly lower in IQ than home-reared children.

Ames E. W. (1997) revealed that children's experience in orphanages clearly constitutes a risk factor for their optimal development. Institutionalization appears to contribute to less than optimal development only when coupled with other stressors (for example, low SES, poor diet etc). One risk factor in isolation does not lead to an increased probability for psychopathology. It is the combination of several risk factors working together that substantially increases the likelihood of future difficulty (Rutter 1985).

In comparing residential group care children to children reared in two-parent families Vorria. P and colleagues (1998) found that the group care children were more inattentive, passive, and participated less in group activities at school than did their family-reared peers. In general, institution-reared children typically display more behavior problems than home-reared children. This finding is consistent with work in a Greek residential group care facility with nine-year-old children (Vorria *et al.* 1998).

Tizard (1977) characterized indiscriminate friendliness as behavior that was affectionate and friendly toward all adults (including strangers) without the fear or caution characteristic of normal children. In these cases a child's behavior toward other adults could not be discriminated from his or her behavior toward caregivers.

Studies of institutionalized children have also examined indiscriminate friendliness. In Ames's study parents were asked five questions assessing (a) whether their child wandered without distress; (b) whether their child was willing to go home with a stranger; (c) how friendly their child was with new adults; (d) whether their child was ever shy; and (e) what their child typically did upon meeting new adults. These researchers found that orphanage children displayed significantly more indiscriminate friendliness than both early-adopted Similarly, O'Connor. T, Rutter. M and their

colleagues in the United Kingdom (2000) found that indiscriminate friendliness was associated with length of deprivation in their sample of Romanian adoptees.

Chisholm (1998) found that one-third of orphanage children were securely attached to their adoptive parent, one-third were insecurely attached to their parent but in a way that is not uncommon in normative samples of children, and one-third of orphanage children displayed atypical insecure attachment patterns. Some researchers have suggested that such atypical patterns may be indicative of future psychopathology (Carlson and Sroufe 1995).

MATERIAL
AND
METHODS

Chapter III

MATERIAL AND METHODS

The present study was undertaken to find out and compare the effect of institutionalization on the personality development of orphan children from both governmental and non-governmental organizations. This chapter deals with the materials used and methods adopted in the study under the following subheadings:

3.1 RESEARCH DESIGN

3.2 LOCALE OF THE STUDY

3.3 SAMPLING PROCEDURE

3.3.1 Criteria for sample selection

3.3.2 Selection of institutions

3.3.3 Selection of children

3.3.4 Distribution of respondents

3.3.5 Selection of caretakers

3.4 VARIABLES AND EMPIRICAL MEASUREMENT

3.4.1 Dependent variable

3.4.2 Independent variable

3.5 TOOLS AND TECHNIQUES USED

3.5.1 Children's personality questionnaire (CPQ) Form A

3.5.2 General information schedule

3.5.3 Questionnaire for caretakers

3.5.4 An observational checklist

3.6 METHODS OF DATA COLLECTION

3.6.1 Enumeration

3.6.2 Pre-testing

3.6.3 Data collection

3.7 CONCEPTUAL FRAMEWORK

3.8 STATISTICAL ANALYSIS

3.8.1 Frequencies and percentages

3.8.2 t-test

3.8.3 Correlation

3.1 RESEARCH DESIGN

Based on the nature of the problem and objectives, ex-post facto research design was adopted for conducting this study.

3.2 LOCALE OF THE STUDY

Hyderabad city of Andra Pradesh was purposely chosen as locale of the study because

- Better responses can be expected from an urban sample.
- Convenient for the investigator to carry out the work in terms of time and effort.

3.3 SAMPLING PROCEDURE

Purposive sampling procedure was adopted in selecting the institutions and children were also selected purposively. The sampling procedure included;

3.3.1 Criteria for sample selection

3.3.2 Selection of institutions

3.3.3 Selection of children

3.3.4 Distribution of respondents

3.3.5 Selection of caretakers

3.3.1 Criteria for sample selection

- The study is limited to only girl children in the age range of 8 – 11 years.
- The duration of stay of children in the institution should be minimum one year.

3.3.2 Selection of institutions

An enumeration schedule was prepared by listing out all the governmental and non-governmental residential institutions in Hyderabad city which were providing full time care and protection for the orphan children.

Children's Home (Department of Women Development and Child Welfare) at Yousufguda was the only governmental institution providing residential provision for girl children of the age 4 years onwards. The total number of children in the institution was 87. The staff included one warden, two caretakers and a doctor who visits periodically.

Two non-governmental institutions providing residential care to girl children were selected. They were;

1. Guild of Services which was located in Vijay Nagar Colony. The children's strength of the institution was around 65 including secretary, a warden, and two care takers.
2. Radha Kishan Balika Bhavan was other non-governmental institution located in Nanal Nagar which not only provides residential facilities to girls of all ages but also to boys below 10 years. The staff of the institution included a secretary, a warden, seven superintendents and two care takers for a strength of 70 children.

3.3.3 Selection of children

A list of children within the age range of eight to eleven years, from all these institutions was prepared with the help of admission register which includes their date of birth and date of admission. Further, the names of these children who had spent a minimum of one year in the institution were listed out alphabetically. Finally the sample was selected sequentially from the list to get the required number of respondents.

3.3.4 Distribution of children

The total sample size of the study was 60, out of which 30 children were from governmental institution and the other 30 children were from non-governmental institutions.

Table 3.3.4.1 Institution wise distribution of children

Type of institution	Name of the institution	Number of children	Total
Governmental	Children's Home, Department of Women Development and Child Welfare	30	30
Non-governmental	Guild of Services	15	30
	Radhakishan Balika Bhavan	15	
Total			60

3.3.5 Selection of caretakers

A list was prepared consisting of all the names of the caretakers and from that few caretakers were selected from each institution purposively.

3.4 VARIABLES AND EMPIRICAL MEASUREMENT

This part of the chapter deals with the dependent and independent variables selected for the study and the tools used to measure them.

Table 3.4.2 Variables and empirical measurement

S.No	Type of variable	Variables	Measurement
3.4.1	Dependent	Personality dimensions Factor A Factor B Factor C Factor D Factor E Factor F Factor G Factor H Factor I Factor J Factor N Factor O Factor Q3 Factor Q4	Children's Personality Questionnaire Form A (CPQ Form A)
3.4.2	Independent	3.4.2.1 Child related Age Health Education Duration of stay Perceptions of the child on institutional environment 3.4.2.2 Quality of institutional services A. Personnel related Age Education Qualification Training Experience Personal qualities B. Organization related Infrastructure Diet pattern Health facilities Education facilities Recreation facilities Monitoring and Supervision	Admission record Interview Schedule Questionnaire Observational Checklist

3.4.1 Dependent variable

The dependent variable is the factor that is measured to determine the effect of independent variable. In the present study personality of the children was a dependent variable. The total personality of the child was measured through a set of fourteen factorially independent dimensions of personality and they are, factor A, B, C, D, E, F, G, H, I, J, N, O, Q₃ and Q₄. Each and every factor was presented in a bipolar continuum. The two extreme opposite poles describe the extreme opposite side of a particular behaviour. The description of all fourteen dimensions is given in the table below.

Table 3.4.1.3 Personality factors measured by Children's Personality Questionnaire

S.No	Low score description	Factor	High score description
1.	RESERVED Detached, Critical, Cool, Aloof (Sizothymia)	A	WARMHEARTED Outgoing, Easygoing, Participating (Affectothymia, Formerly, Cyclothymia)
2.	DULL (Crystallized, Power measure) (Low intelligence)	B	BRIGHT (Crystallized, Power measure) (High intelligence)
3.	AFFECTED BY FEELINGS Emotionally less stable, Easily upset (Lower ego strength)	C	EMOTIONALLY STABLE Faces reality, calm, mature (Higher ego strength)
4.	PHLEGMATIC Undemonstrative, Deliberate, Inactive, Stodgy (Phlegmatic temperament)	D	EXCITABLE Impatient, Demanding, Overactive, Unrestrained (Excitability)
5.	OBEDIENT Mild, Accommodating, Easily led (Submissiveness)	E	DOMINANT Assertive, competitive, aggressive, Stubborn (Dominance)

Table 3.4.1.3 (cont.)

6.	<p>SOBER Prudent, Serious, Taciturn (Desurgency)</p>	F	<p>ENTHUSIASTIC Happy-go-lucky, Heedless (Surgency)</p>
7.	<p>EXPEDIENT Disregards rules (Weaker superego strength)</p>	G	<p>CONSCIENTIOUS Persevering, Staid, Rule-bound (Stronger superego strength)</p>
8.	<p>SHY Threat-sensitive, Diffident, Timid (Threctia)</p>	H	<p>VENTURESOME Socially bold, Uninhibited (Parmia)</p>
9.	<p>TOUGH-MINDED Self-reliant, realistic, No-nonsense (Harria)</p>	I	<p>TENDER-MINDED Sensitive, Over-protected (Premsia)</p>
10.	<p>ZESTFUL Likes group actions, Vigorous (Zeppia)</p>	J	<p>CIRCUMSPECT INDIVIDUALISM Reflective, Internally restrained (Coasthenia)</p>
11.	<p>FORTHRIGHT Natural, Artless, Sentimental (Artlessness)</p>	N	<p>SHREWD Calculating, Artful (Shrewdness)</p>
12.	<p>SELF ASSURED Confident, Secure, Complacent (Untroubled adequacy)</p>	O	<p>GUILT-PRONE Apprehensive, Worrying, Troubled, Insecure (Guilt proneness)</p>
13.	<p>UNDESCIPLINED SELF-CONFLICT Follows own urges, Careless of social rules (Low self-sentiment integration)</p>	Q ₃	<p>CONTROLLED Socially precise, Following self-image, Compulsive (High self-concept control)</p>
14.	<p>RELAXED Tranquil, Torpid, Composed, Unfrustrated (Low ergic tension)</p>	Q ₄	<p>TENSE Frustrated, Driven, Overwrought, Fretful (High ergic tension)</p>

3.4.2 Independent variables

Independent variable is the factor that is measured, manipulated or selected by the researcher to determine its relationship with the observed phenomenon. For the present study different groups of variables like child related and institutional related variables were selected.

3.4.2.1 Child related

➤ **Age**

It is the number of years completed by the child at the time of investigation. The age group of 8-11 years was selected for the study. These years are considered to be very crucial as the personality development is occurring rapidly in these years. There are both qualitative and quantitative changes with the age.

➤ **Health**

It is the physiological status of the child. Health is a good predictor of child's personality because a healthy body leads to healthy mind. Good health status is a prerequisite for a good personality. Hence, health of the children was also considered.

➤ **Education**

It is the standard in which child was studying. Education is also an important factor which has its own impact on the personality development of children. In each standard children had different experiences and these experiences also modify the personality traits of these children. Hence, education was also considered for the study.

➤ **Duration of stay**

It is the number of years completed by the child in the institution. To study the effect of institutionalization on the personality development of children their duration of stay in the institutions was studied. Children who stayed in the institution for more than one year were selected for the study.

➤ **Perceptions of child on institutional environment**

These are the feelings of children about the institutional environment i.e. how good and how bad the institutional facilities. Children's perception about the institutional environment is also an important factor for their personality development.

Different children feel differently for the same environment or facilities available to them. Hence, the satisfaction level of children was selected for the study.

3.4.2.2 Organizational related

A. Personnel related

The factors like age, education, special training, experience and also the personal qualities of care taker were also studied to understand the effect of these factors on the personality development of orphan children.

Age: Number of years completed by the caretakers at the time of investigation.

Education: It was taken on a qualified scale as illiterate, primary education, secondary education, intermediate and graduation.

Special training: It was measured as whether the caretakers had any special training regarding taking care of children apart from the education.

Experience: Number of working years completed by the caretakers in the institution.

Personal qualities: It included caretakers' interest, enthusiasm and satisfaction levels towards their job.

B. Organizational facilities

The facilities in the organization like, infrastructure, diet pattern, health facilities, educational facilities, recreational facilities and monitoring and supervision were also studied to see the effect of these factors on personality development of orphan children.

Infrastructure: It included the facilities like number of rooms, cleanliness, spaciousness, dining tables, study tables, chairs and cupboards.

Diet pattern: It included the facilities like balanced diet, milk & fruits, eggs & non-vegetarian foods, clean drinking water and availability of specific food for sick children.

Health facilities: It included the facilities like immunization, first aid kit, regular and periodical health care checkups, vitamin supplementation, care for special health problem, separate sick room and yoga/ meditation classes.

Educational facilities: It included the facilities like formal schooling, vocational training, uniforms & shoes, books & supplies, special fees, library, computer availability, internet, special room for study, scholarships and tuition fees.

Recreational facilities: It included the facilities like sports equipment, play ground, tour/picnic, television, music and dance classes.

Monitoring and supervision: It included the facilities like daily attendance, daily inspection of food, study hours, individual child record, counselling provision and ministerial staff duties.

3.5 TOOLS AND TECHNIQUES USED

3.5.1 Children's Personality Questionnaire (CPQ) Form A was used to assess the personality dimensions of the institutionalized children.

3.5.2 An interview schedule was prepared to collect the general information of the children and their perception about institutional environment.

3.5.3 A questionnaire was developed to collect the information of personnel working with these children and to measure their personal qualities.

3.5.4 An observational checklist was developed to collect the information about organizational facilities.

3.5.1 Children's Personality Questionnaire (CPQ) Form A

CPQ (Children's Personality Questionnaire) was developed by Rutherford B. Porter and Raymond B. Cattell and published by 'Institute for personality and ability testing' in 1979 (Appendix-B). The scale measures a set of 14 factorially independent dimensions of personality. The test is intended for the children of age group of 8 -12 years. The main advantage of Children's Personality Questionnaire (CPQ) is that, it uses the same unitary personality concepts as on one hand, the 'Early School Personality Questionnaire' (ESPQ) applicable to the age range just below it and on the other hand, the 'High School Personality Questionnaire' (HSPQ) applicable to junior and senior high school students. The test has four forms like A, B, C and D for the purpose of checking reliability. An administrator can use these forms individually or in combination. This scale is a power test i.e. there is no time limit for the test to finish. Each form has two sections like; form A has two parts i.e. A₁ and A₂. In each part, there are 70 items, i.e. 140 in total. These 140 items measure 14 personality dimensions, i.e.

10 items measuring each dimension and each item is correlated with the respective factor. Each of fourteen personality dimensions consists of 10 items and the minimum score for each dimension is zero and maximum score is ten.

Scoring pattern

Transparent stencil scoring keys were available along with Handbook for Children's Personality Questionnaire for scoring the personality dimensions of children. For each right answer 'one' mark was given and for wrong answer 'zero' was allotted. The raw scores of each dimension were added and converted into sten scores. The term 'sten' comes from 'standard ten'. The sten score was distributed over ten equal intervals of standard score points, from 1 to 10 in order to know where a child stands in relation to a defined population. Out of 10, the sten score of 1-3 indicates low and extremely low score, 4-7 indicates average score and 8-10 indicates high and extremely high score.

3.5.2 Interview schedule for children

An interview schedule (Appendix-A) was developed by the investigator for collecting general information about child i.e. age, health, education and their duration of stay in the institution. The schedule also included some items to know the children's perceptions about the institutional environment.

Scoring: For age and duration of stay the scoring was not done. Both the factors were mentioned in years itself. For the remaining variables such as health, education and perceptions of children about institutional environment is as follows.

- Health:

With problem:	1
Without problem:	2

- Education:

1 st standard:	1
2 nd standard:	2
3 rd standard	3
4 th standard	4
5 th standard	5

- Perceptions of children about institutional environment:

Inadequate: 1

Moderately adequate: 2

Highly adequate: 3

3.5.3 Questionnaire for personnel working with the children

A questionnaire (Appendix- C) was developed by the investigator for collecting general information of the personnel working with the children i.e. age, education, special training and experience. The questionnaire also included some items to know their personal qualities like interest level, satisfaction level etc.

Scoring: Age and experience of the personnel were mentioned in years itself and for remaining variables the scoring pattern is as follows.

- Education:

Uneducated: 1

1-7th standard 2

8-10th standard 3

Intermediate: 4

Degree: 5

- Special training:

No 1

Yes 2

- Personal qualities:

	Positive statement	Negative statement
Strongly agree:	5	1
Agree:	4	2
Neither agree nor disagree:	3	3
Disagree:	2	4
Strongly disagree:	1	5

3.5.4 Observational checklist

An observational checklist (Appendix-D) was developed by the investigator for collecting the information about the organizational facilities like infrastructure, diet pattern, health facilities, educational facilities, recreational facilities and monitoring and supervision. Each dimension consisted of few items which measures the standard of the facility.

Scoring: For infrastructure, diet pattern the scoring is as follows.

Adequate:	3
Moderately adequate:	2
Inadequate:	1

For health facilities, educational facilities, recreational facilities and monitoring and supervision the scoring is as follows.

Well maintained:	3
Moderately maintained:	2
Not maintained:	1

3.6 METHODS OF DATA COLLECTION

The field work was carried out in 3 steps like;

- 3.6.1 Enumeration
- 3.6.2 Pre-testing
- 3.6.3 Data collection

3.6.1 Enumeration

Enumeration schedule was prepared listing out the institutions and respondents. From the list the required sample was selected.

3.6.2 Pre-testing

The questionnaire developed by the investigator for children and personnel working with the children and also observational checklist was pre-tested on 15 children, 3 caretakers and 3 institutions to remove any ambiguity if present. Under the light of pretesting necessary changes were made.

3.6.3 Data collection

The test was administered to the children individually. Purpose of the study was explained to each respondent separately. Instructions were given separately to the care takers. The average time taken for each child was one hour and 15 minutes for care taker. The observational checklist was filled by researcher himself.

3.7 CONCEPTUAL FRAMEWORK

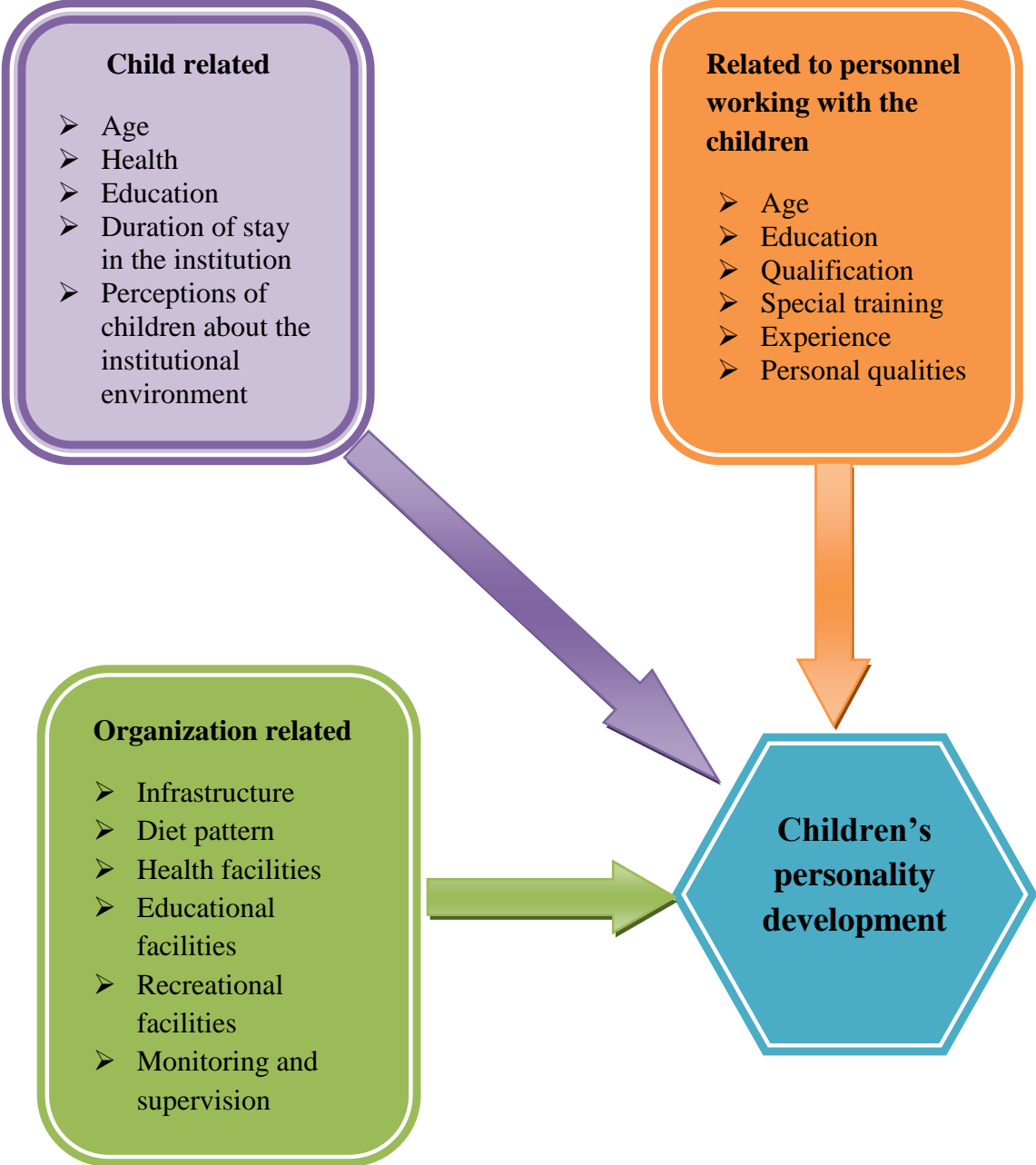


Figure 3.7.1 Relationship between dependent and independent variables.

3.8 STATISTICAL ANALYSIS

3.8.1 Frequencies and percentages

Frequencies and percentages were used for children's profile and also to understand the personality development of children from governmental and non-governmental institutions.

3.8.2 t-test

't-test' was used to see the difference between the personality dimensions of the children from governmental and non-governmental institutions. The obtained t-values were compared to the table value of 't' for the corresponding degrees of freedom at required level of significance to test whether the differences were significant or not.

3.8.3 Correlation

To study the relationship of the personality dimensions with child related factors (age, health, education, their duration of stay in the institution and their perceptions about the institutional environment), factors related to the personnel working with the children (age, education, special training, experience, following the personal qualities) and organizational facilities (infrastructure, diet pattern, health facilities, educational facilities, recreational facilities, following monitoring and supervision), correlation coefficient was used.

RESULTS
AND
DISCUSSION

Chapter IV

RESULTS AND DISCUSSION

This chapter deals with the detailed description of the results of the study. The data obtained from the study was coded, consolidated, tabulated and analysed by using appropriate statistical methods and are presented under the following sections:

4.1 GENERAL PROFILE OF RESPONDENTS

4.1.1 General profile of children

4.1.2 General profile of caretakers

4.1.3 Description on organizational facilities

4.2 PERSONALITY DIMENSIONS OF CHILDREN FROM GOVERNMENTAL INSTITUTION

4.3 PERSONALITY DIMENSIONS OF CHILDREN FROM NON-GOVERNMENTAL INSTITUTIONS

4.4 DIFFERENCE BETWEEN THE PERSONALITY DIMENSIONS OF CHILDREN FROM GOVERNMENTAL AND NON-GOVERNMENTAL INSTITUTIONS

4.5 RELATIONSHIP OF SELF FACTORS ON PERSONALITY DIMENSIONS OF INSTITUTIONALIZED CHILDREN

4.6 RELATIONSHIP OF INSTITUTIONAL FACTORS ON PERSONALITY DIMENSIONS OF INSTITUTIONALIZED CHILDREN

4.6.1 Relationship of the age, education, special training, experience and personal qualities of personnel working in the institution with the personality of institutionalized children

4.6.2 Relationship of infrastructure, diet pattern, health facilities, educational facilities, recreational facilities, monitoring and supervision of the organization in association with the personality of institutionalized children

4.1 GENERAL PROFILE OF RESPONDENTS

4.1.1 General profile of children

The personal information obtained from the institutionalized children was tabulated and percentages were calculated to describe the general profile of children. This section deals with the independent variables including age, health status, education, duration of stay in the institution and perceptions of children about the institutional environment.

Table 4.1.1.1 Profile of institutionalized children

(n= 60)

S. No	Category	Frequency	(%)
1.	Age:		
	8-9 years	19	32
	9-10 years	20	33
	10-11years	21	35
2.	Health:		
	With health problems	5	8
	Without health problems	55	92
3.	Education:		
	I standard	6	10
	II standard	18	30
	III standard	24	40
	IV standard	9	15
	V standard	3	5
4.	Duration of stay:		
	1-5 years	45	75
	5-10 years	15	25
5.	Children's perceptions about institutional environment:		
	Low	0	0
	Moderate	21	35
	High	39	65

The results from the table 4.1.1.1 revealed that the distribution of children according to age was almost equal. Thirty five per cent of the children belonged to the age group of 10-11 years followed by 9 -10 years (33%) and remaining children belonged to the age group of 8- 9 years.

With respect to health, as only serious health problems of the children were considered for the study, not the morbidity status, most of the children (92%) had no serious health problems.

The results revealed that, forty per cent of the children belonged to the III standard followed by II standard (30%) and the remaining students were distributed among I, IV and V standards.

It was also observed from the same table that, most of the children (75%) were staying in the institution from 1- 5 years and rest of them were from 5-10 years.

It was also found that, sixty five per cent of the children had high perceptions about the institutional environment, remaining children felt moderately good and it is very interesting to note that nobody had low perceptions about the institution. This might be due to the better facilities available in the institutions compared to their early life experiences.

4.1.2. General profile of caretakers

The personal information obtained from the caretakers was tabulated and percentages were calculated to describe the general profile of the caretakers. This section deals with the independent variables including age, education, special training, years of experience and personal qualities of the caretakers.

Table 4.1.2.2 General profile of caretakers

(n=10)

S.No.	Category	Frequency	(%)
1.	Age:		
	31-40 years	6	60
	41-50 years	3	30
	51-60 years	0	-
2.	61-70 years	1	10
	Education:		
	Uneducated	0	-
	Primary	3	30
	Secondary	4	40
3.	Intermediate	1	10
	Graduation	2	20
	Special training:		
4.	Yes	4	40
	No	6	60
5.	Years of experience:		
	1-10 years	6	60
	11-20 years	3	30
	21-30 years	0	-
6.	31-40 years	1	10
	Personal qualities:		
	Low	0	-
7.	Moderate	6	60
	High	4	40

The results from the table revealed that, more number of caretakers (60%) belonged to the age group of 31 - 40 years followed by 41-50 years (30%).

It was surprising to note that only few (20%) caretakers were graduates and rest of them had education up to secondary, primary followed by intermediate.

Only forty per cent of the caretakers had special training whereas rest of them had not undergone any special training.

It was also observed that sixty per cent of the caretakers had experience of 1-10 years followed by 11-20 years.

With regard to the personal qualities, only forty per cent of caretakers had come under high category i.e. highly interested, enthusiastic, active etc. and rest of them belonged to moderate category and were moderately interested, enthusiastic, active etc.

4.1.3 Description on organizational facilities

The information collected by the researcher, with the help of observational checklist was tabulated to describe the organizational facilities. This section deals with the independent variables including infrastructure, diet pattern, health facilities, educational facilities, recreational facilities, monitoring and supervision.

Table 4.1.3.3 Description on organizational facilities

(n= 3)

S.No	Category	Low		Moderate		High	
		Government	Non-government	Government	Non-government	Government	Non-government
1	Infrastructure	1	-	-	2	-	-
2	Diet pattern	-	-	1	-	-	2
3	Health facilities	1	-	-	-	-	2
4	Educational facilities	1	-	-	2	-	-
5	Recreational facilities	1	-	-	2	-	-
6	Monitoring and supervision	1	-	-	-	-	2

The above table indicates that, governmental institution fell into the low category in all most all the organizational facilities except diet pattern which came under moderate category. In case of non-governmental institutions, they belonged to moderate category in terms of infrastructure, educational and recreational facilities and belonged to high category in diet pattern, health facilities monitoring and supervision.

4.2 PERSONALITY DIMENSIONS OF CHILDREN FROM GOVERNMENTAL INSTITUTION

Table 4.2.4 Overall personality of children from governmental institution

Low		Moderate		High	
F	%	F	%	F	%
-	-	23	77	7	23

Description of personality dimensions based on scores

Low score description	Factor	High score description
Reserved	A	Warmhearted
Dull	B	Bright
Affected by feelings	C	Emotionally stable
Phlegmatic	D	Excitable
Obedient	E	Dominant
Sober	F	Enthusiastic
Expedient	G	Conscientious
Shy	H	Venturesome
Tough-minded	I	Tender-minded
Zestfull	J	Circumspect individualism
Forthright	N	Shrewd
Self assured	O	Guilt-prone
Undisciplined Self-conflict	Q3	Controlled
Relaxed	Q4	Tensed

According to the above table, most of the children (77%) from governmental institution belonged to the moderate category and were moderate in all most all the personality dimensions. The remaining children belonged to the high category and were high on all most all the personality dimensions. No one belonged to the low category.

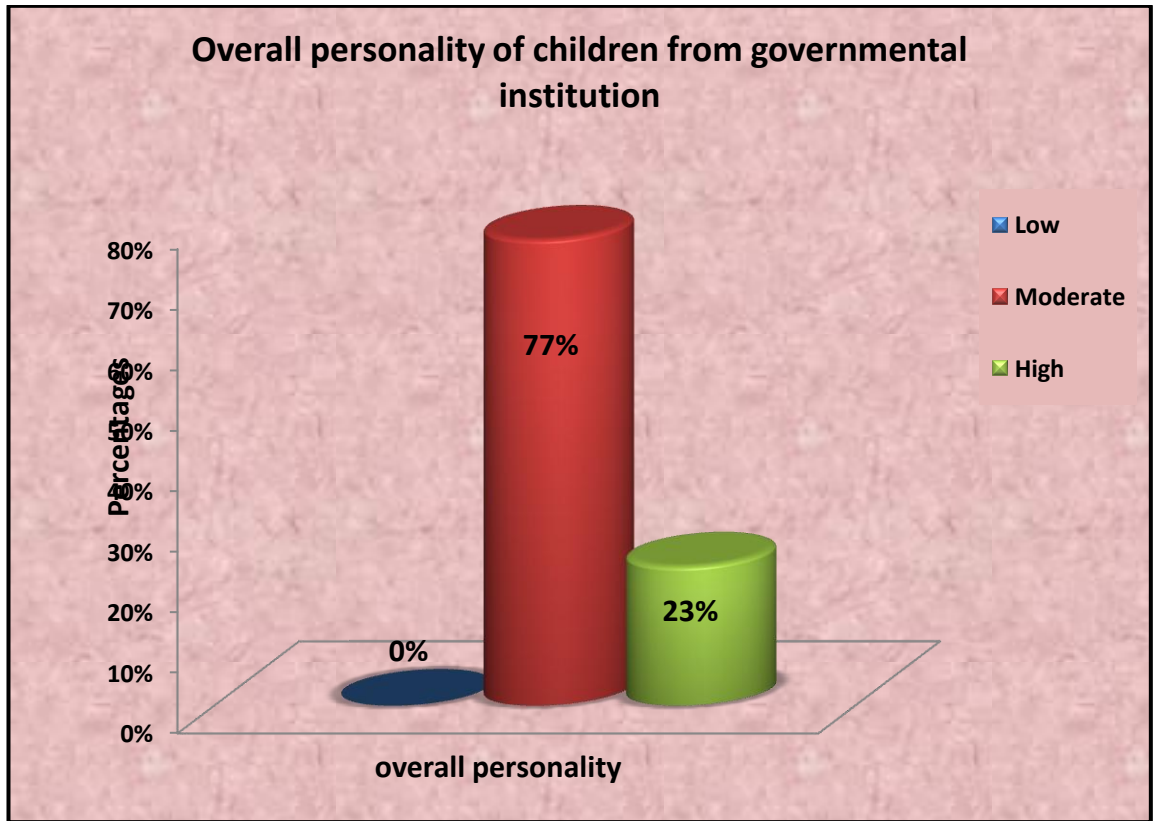


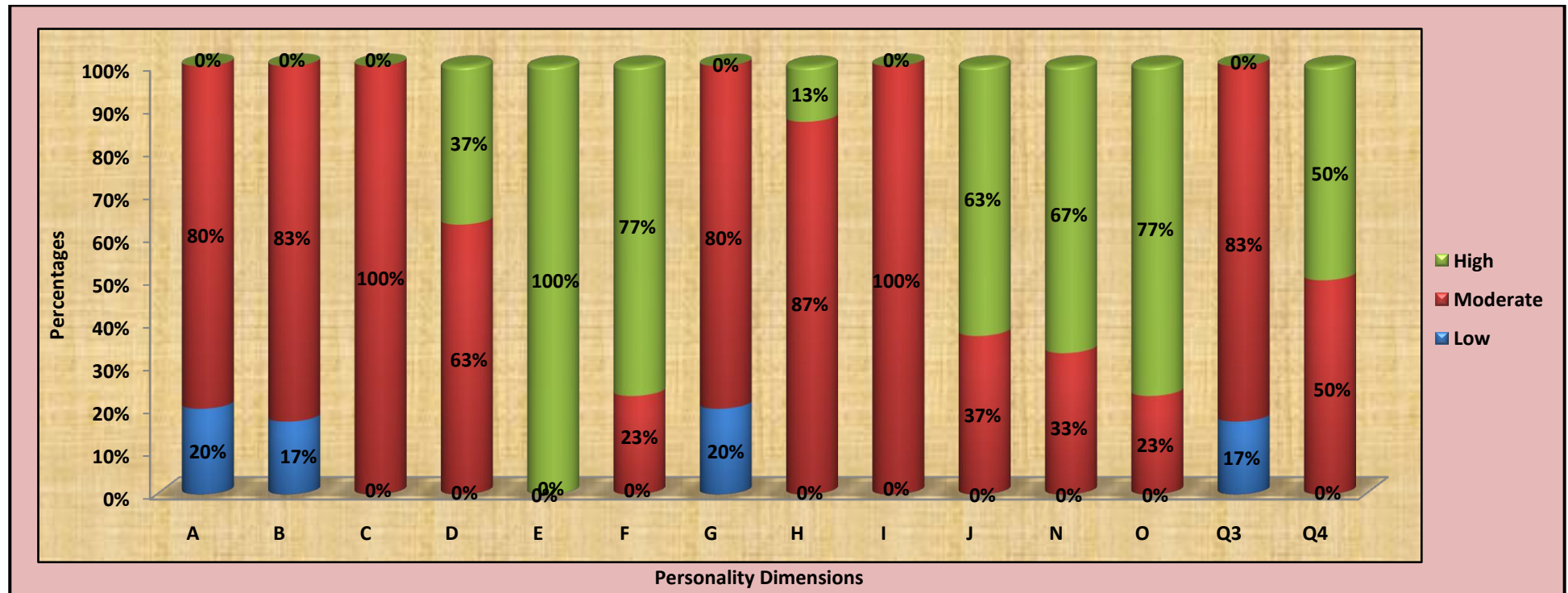
Figure 4.2.1 Overall personality of the children from governmental institution.

Table 4.2.5 Personality dimensions of children from governmental institution

(n= 30)

S.No	Personality dimensions	Low		Moderate		High	
		n	%	N	%	n	%
1	Reserved vs Warmhearted	6	20	24	80	-	-
2	Dull vs Bright	5	17	25	83	-	-
3	Affected by feelings vs Emotionally stable	-	-	30	100	-	-
4	Phlegmatic vs Excitable	-	-	19	63	11	37
5	Obedient vs Dominant	-	-	-	-	30	100
6	Sober vs Enthusiastic	-	-	7	23	23	77
7	Expedient vs Conscientious	6	20	24	80	-	-
8	Shy vs Venturesome	-	-	26	87	4	13
9	Tough-minded vs Tender-minded	-	-	30	100	-	-
10	Zestful vs Circumspect individualism	-	-	11	37	19	63
11	Forthright vs Shrewd	-	-	10	33	20	67
12	Self assured vs Guilt prone	-	-	7	23	23	77
13	Undisciplined self-conflict vs Controlled	5	17	25	83	-	-
14	Relaxed vs Tensed	-	-	15	50	15	50

From the above table, it was evident that, in personality dimensions like ‘Reserved vs Warmhearted’, ‘Dull vs Bright’, ‘Expedient vs Conscientious’ and ‘Undisciplined self-conflict vs Controlled’, all children belonged to the ‘low’ and ‘moderate’ categories and in the personality dimensions like ‘Phlegmatic vs Excitable’, ‘Sober vs Enthusiastic’, ‘Shy vs Venturesome’, ‘Zestful vs Circumspect individualism’, ‘Forthright vs Shrewd’, ‘Self assured vs Guilt prone’ and ‘Relaxed vs Tensed’ all children belonged to the ‘moderate’ and ‘high’ categories. But in personality dimensions like ‘Affected by feelings vs Emotionally stable’ and ‘Tough-minded vs Tender-minded’ all children belonged to the ‘moderate’ category and similarly all children belonged to ‘high’ category in the personality dimension ‘Obedient vs Dominant’. Overall, many children belonged to the ‘moderate’ category in all most all personality dimensions. Each dimension is discussed in detail as below.



Factor	Personality dimensions	Factor	Personality dimensions	Factor	Personality dimensions
A	Reserved vs Warmhearted	F	Sober vs Enthusiastic	N	Forthright vs Shrewd
B	Dull vs Bright	G	Expedient vs Conscientious	O	Self assured vs Guilt prone
C	Affected by feelings vs Emotionally stable	H	Shy vs Venturesome	Q3	Undisciplined self-conflict vs Controlled
D	Phlegmatic vs Excitable	I	Tough-minded vs Tender-minded	Q4	Relaxed vs Tensed
E	Obedient vs Dominant	J	Zestful vs Circumspect individualism		

Figure 4.2.2 Personality dimensions of children from governmental institution.

Reserved vs Warmhearted

From the above table it was clear that in the personality dimension 'Reserved vs Warmhearted', majority of the children (80%) belonged to the moderate category and were moderately - warmhearted, outgoing, easy going, participating, adaptable and attentive to people and at the same time they were moderately - critical, precise, distrustful, rigid and stood by their own ideas. The remaining children belonged to the low category and were completely - reserved, detached, critical, rigid, objective, distrustful and stood by their own ideas. Overall all of them belonged to the low and moderate category. The reason might be that as the social circle of institutionalized children was limited i.e. they had limited number of friends, no neighbours and relatives, which would made them to exhibit the above observed characteristics. In a study, it was found that the institutionalized children showed few forms of pro-social behaviours such as helping, nurturing and comforting. (Kaneko, 1987) and were less adaptable (Wolff. *et al.* 2004, Kafiluddin, 1978).

Dull vs Bright

In case of 'Dull vs Bright' dimension, majority of the children (83%) belonged to the moderate category i.e. they were moderate in - general mental capacity, speed of learning, intellectual adaptability and abstract thinking. Very few children belonged to the low category i.e. they had low general mental capacity, unable to handle abstract problems, slow in learning and intellectually less adaptable. Lack of conducive environment might be the reason for their low intelligence. In many studies it was found that majority of the institutionalized children scored less on intellectual capacities (Khatri, 1965, Gerda, 1973, Tizard and Rees, 1974, Kafiluddin, 1978 and Tabassum and Humayun, 1991).

Affected by feelings vs Emotionally stable

In case of 'Affected by feelings vs Emotionally stable' dimension, all the children (100%) belonged to the moderate category. The characteristics of these children were described as follows. They were moderate in - emotional maturity, emotional stability, consistency in their interests, adjusting to facts, facing the realities, showing restraints in avoiding difficulties and also ego strength. This might be due to the early life traumatic situations experienced by the children which made them to gain stability over their emotions. This result was not consistent with the findings which revealed that the children in the orphanage had lower emotional maturity (Chowdary

and Bajaj 1995, Sharma and Mathew, 1971), showed high levels of emotional distress (Wolff and Fesseha, 2004).

Phlegmatic vs Excitable

The table revealed that in case of 'Phlegmatic vs Excitable' dimension, all the children fell into moderate and high category. Between them, more than sixty per cent of the children belonged to the moderate category that means they were moderately - demanding, impatient, attention seeking, showing off, excitability, prone to jealousy, self-assertive and distractible. The remaining children belonged to the high category and were high on the above all observed characteristics. The unresponsiveness and selective attention of the caretakers and limited facilities of the institution might be the reasons for such kind of behaviour. Similarly the aggressive behaviour and hyperactivity were very high among orphans (Gerda, 1973).

Obedient vs Dominant

Regarding 'Obedient vs Dominant' dimension, all the children belonged to the high category and these children were completely self-assured, independent minded, unfriendly, harsh, unconventional, rebellious and stubborn. Deprivation of proper support, guidance and emotional responsiveness from parents might be a reason for their dominating and above observed characters. The finding was consistent with the finding which revealed that orphans exhibited high levels of hostile feelings (Prakash, 1966).

Sober vs Enthusiastic

In case of 'Sober vs Enthusiastic' dimension, all the children belonged to the moderate and high category. Between them many children (77%) belonged to the high category were completely enthusiastic, talkative, cheerful, happy-go-lucky, frank, expressive, quick and alert. The remaining children belonged to the moderate category and were moderate in the above mentioned characters. The reason might be that the children were happy and satisfied being in the institution compared to their earlier life. This finding was not congruent with the findings which revealed that orphans were easily get upset and suffer from emotional unresponsiveness (Tabassum and Humayun, 1991).

Expedient vs Conscientious

It was clear from the table that in 'Expedient vs Conscientious' dimension, all children belonged to the low and moderate category. In these two categories most of the children (80%) belonged to the moderate category and were moderately persevering, determined, responsible, emotionally disciplined, ordered, conscientious, dominated by sense of duty and concerned about moral standards. Remaining children belonged to the low category and they were completely quitting, fickle, playful, self-indulgent, undependable and disregards obligations to people. The limited guidance from caretakers might be the reason for the above observed behaviour of children. This finding was consistent with the findings which indicated that most of the orphan children were more selfish in nature (Gupta, 1974) and orphans were emotionally maladjusted (Tabassum and Humayun, 1991) and not in congruence with the findings which revealed that institutional children displayed greater measure of altruism (Naidu, 1980).

Shy vs Venturesome

Regarding 'Shy vs Venturesome' dimension, majority of the children (87%) belonged to the moderate category and these children were moderately adventurous, active, friendly, impulsive, had moderate interests in art and moderately interested in meeting people. The remaining children belonged to the high category and were highly adventurous, active, friendly, impulsive, had high interest in art and liked to meet people. As these children were still young and attending school outside the institution which could have provided different kinds of exposure might be a reason for their increased interest, friendliness and adventurous nature. This finding was not in congruence with the finding which revealed that orphan girls were passive (Khatri, 1965).

Tough-minded vs Tender-minded

In case of 'Tough-minded vs Tender-minded' dimension, all the children belonged to the moderate category and were moderate in - expecting affection and attention, secure feelings, seeking help and sympathy, acting on sensitive intuition, kindness, gentle, indulgent and anxious about self. This might be due to the reason that children were getting limited guidance, emotional support and responsiveness from the caretakers and wanted to be more attached to their immediate people.

Zestful vs Circumspect individualism

In case of 'Zestful vs Circumspect individualism' dimension, all the children were distributed between moderate and high category. Nearly sixty seven per cent of children belonged to the high category and were completely individualistic, guarded and wrapped up in self, fastidiously obstructive and evaluates the common standards coldly. The remaining children belonged to the moderate category and were moderate in the above mentioned characteristics. The reason might be that these children were deprived of parents and were responsible for their own lives which would have made them individualistic.

Forthright vs Shrewd

Regarding 'Forthright vs Shrewd' dimension, all the children were distributed between moderate and high category. Nearly sixty seven per cent of the children belonged to the high category and were completely polished, socially aware, calculative, ambitious, emotionally detached, disciplined, artful, esthetically particular, had complete insightful regarding self and also others. The remaining children fell into the moderate category and were moderate in all the above mentioned characteristics. The reason might be that the children were staying in the institution where there were more rules, regulations and a fixed time table for each activity. Hence, they might have got used to maintain discipline in the institution. The finding was consistent with the finding which found that orphans exhibited insufficient emotional bonds (Jiri, 1973).

Self assured vs Guilt prone

In case of 'Self assured vs Guilt prone' dimension, all the children were distributed between moderate and high category. Majority of the children (77%) belonged to the high category and were completely anxious, depressed, cries easily, easily overcome by moods, oversensitive to people's approval and disapproval, fussy, inadequate, lonely and had phobic symptoms. The remaining children belonged to the moderate category and were moderate in the above mentioned characteristics. Deprivation of home environment and lack of parental love and affection might have made them vulnerable to exhibit the above mentioned traits. This finding was consistent with the findings which revealed that orphan children were full of anxieties and conflicts (Singh and Akthiar 1970).

Undisciplined self-conflict vs Controlled

In case of 'Undisciplined self-conflict vs Controlled' dimension, majority of the children (83%) belonged to the moderate category and were moderately controlled, socially precise and compulsive. The remaining children belonged to the low category and were completely uncontrolled, negligent, careless of social rules and followed own urges. Overall all the children belonged to the low and moderate categories. The reason might be that children in the institution wanted some free time without any rules and regulations which would have made them to exhibit the above mentioned characters.

Relaxed vs Tensed

Regarding 'Relaxed vs Tensed' dimension, all the children were distributed equally between moderate and high category. Half of the children belonged to the high category and were completely tensed, frustrated, determined, nervous and worried all the time. The remaining half belonged to the moderate category and were moderate in all above mentioned characteristics. The reason might be that the parental deprivation i.e. lack of guidance, encouragement and stimulation would have made them less confident about their capacities.

4.3 PERSONALITY DIMENSIONS OF CHILDREN FROM NON-GOVERNMENTAL INSTITUTIONS

Table 4.3.6 Overall personality of children from non-governmental institutions

Low		Moderate		High	
F	%	F	%	F	%
-	-	18	60	12	40

Description of personality dimensions based on scores

Low score description	Factor	High score description
Reserved	A	Warmhearted
Dull	B	Bright
Affected by feelings	C	Emotionally stable
Phlegmatic	D	Excitable
Obedient	E	Dominant
Sober	F	Enthusiastic
Expedient	G	Conscientious
Shy	H	Venturesome
Tough-minded	I	Tender-minded
Zestfull	J	Circumspect individualism
Forthright	N	Shrewd
Self assured	O	Guilt-prone
Undisciplined Self-conflict	Q3	Controlled
Relaxed	Q4	Tensed

According to the above figure, sixty percent of the children from non-governmental institutions belonged to the moderate category and were moderate in all most all the personality dimensions. The remaining children belonged to the high category and were high on all most all the personality dimensions. No one belonged to the low category.

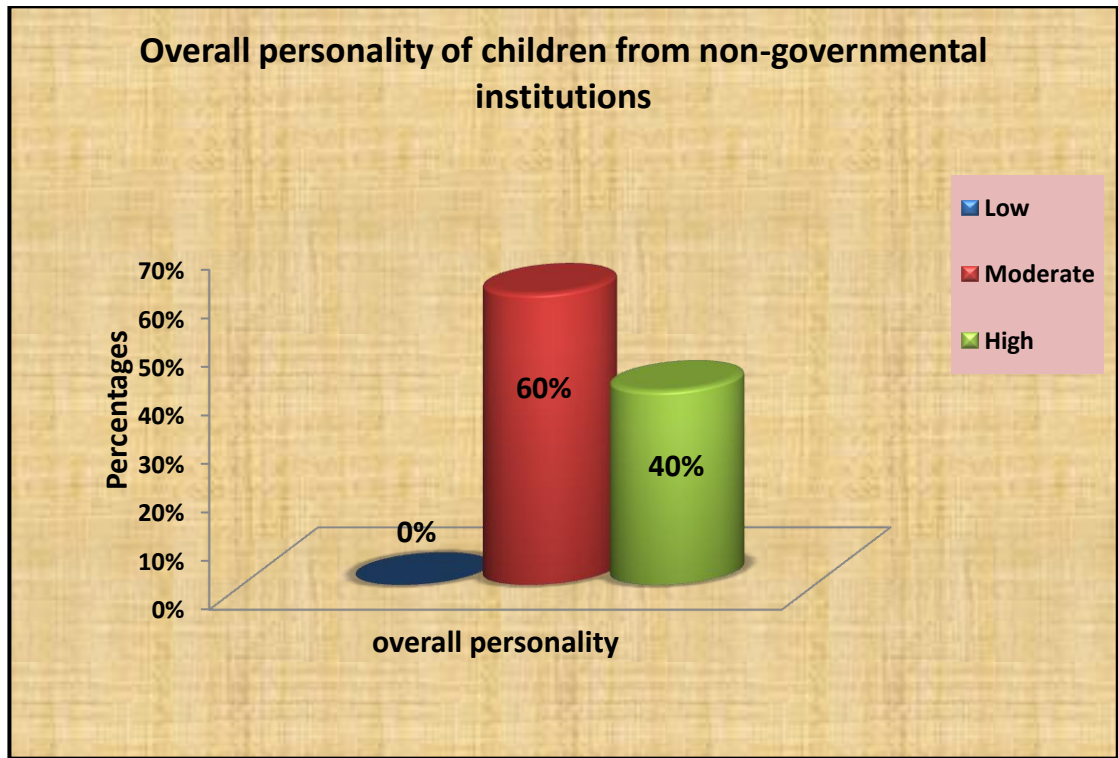


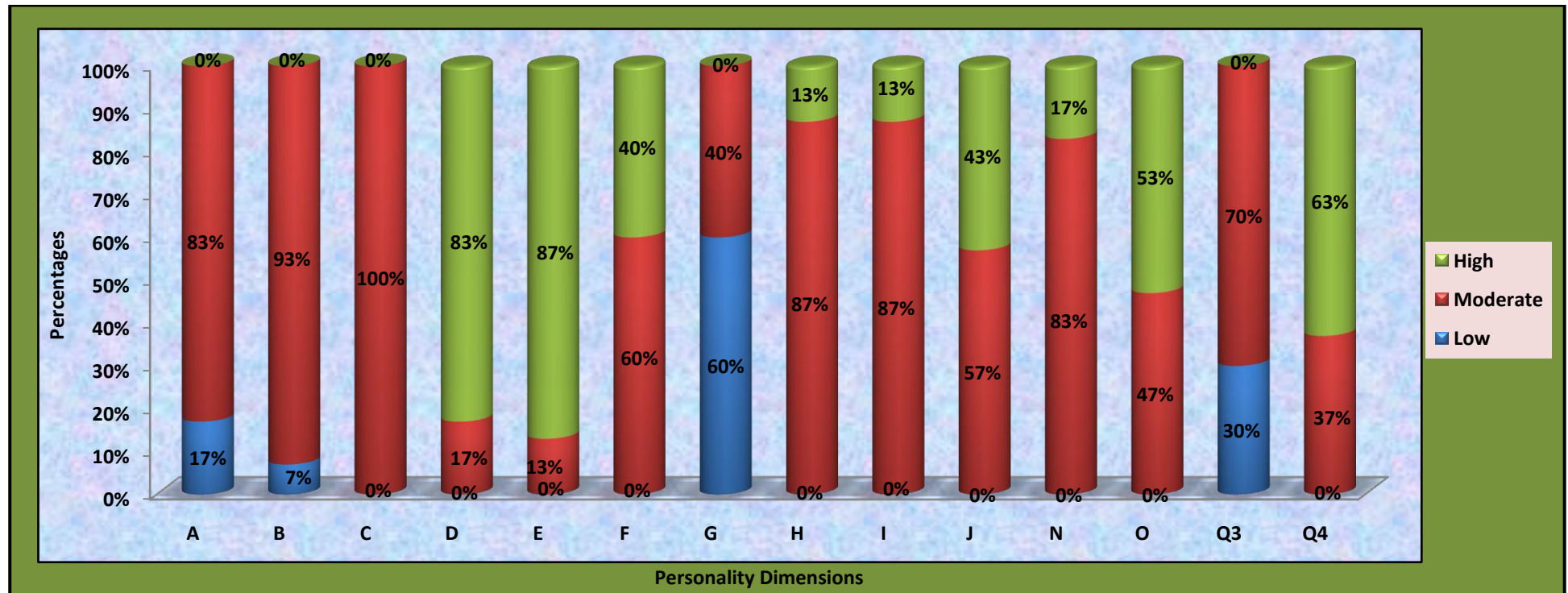
Figure 4.3.3 Overall personality of the children from non-governmental institutions.

Table 4.3.7 Personality dimensions of children from non-governmental institutions

(n= 30)

S.No	Personality dimensions	Low		Moderate		High	
		N	%	n	%	n	%
1	Reserved vs Warmhearted	5	17	25	83	-	-
2	Dull vs Bright	2	7	28	93	-	-
3	Affected by feelings vs Emotionally stable	-	-	30	100	-	-
4	Phlegmatic vs Excitable	-	-	5	17	25	83
5	Obedient vs Dominant	-	-	4	13	26	87
6	Sober vs Enthusiastic	-	-	18	60	12	40
7	Expedient vs Conscientious	18	60	12	40	-	-
8	Shy vs Venturesome	-	-	26	87	4	13
9	Tough-minded vs Tender-minded	-	-	26	87	4	13
10	Zestful vs Circumspect individualism	-	-	17	57	13	43
11	Forthright vs Shrewd	-	-	25	83	5	17
12	Self assured vs Guilt prone	-	-	14	47	16	53
13	Undisciplined self-conflict vs Controlled	9	30	21	70	-	-
14	Relaxed vs Tensed	-	-	11	37	19	63

From the above table, it was evident that, in personality dimensions like ‘Reserved vs Warmhearted’, ‘Dull vs Bright’, ‘Expedient vs Conscientious’ and ‘Undisciplined self-conflict vs Controlled’ all children belonged to the ‘low’ and ‘moderate’ categories and in the personality dimensions like ‘Phlegmatic vs Excitable’, ‘Obedient vs Dominant’, ‘Sober vs Enthusiastic’, ‘Shy vs Venturesome’, ‘Tough-minded vs Tender-minded’, ‘Zestful vs Circumspect individualism’, ‘Forthright vs Shrewd’, ‘Self assured vs Guilt prone’ and ‘Relaxed vs Tensed’ all children belonged to the ‘moderate’ and ‘high’ categories. But in personality dimension like ‘Affected by feelings vs Emotionally stable’ all children belonged to the ‘moderate’ category. Overall, many children belonged to the ‘moderate’ category in all most all personality dimensions. Each dimension is discussed in detail as below.



Factor	Personality dimensions	Factor	Personality dimensions	Factor	Personality dimensions
A	Reserved vs Warmhearted	F	Sober vs Enthusiastic	N	Forthright vs Shrewd
B	Dull vs Bright	G	Expedient vs Conscientious	O	Self assured vs Guilt prone
C	Affected by feelings vs Emotionally stable	H	Shy vs Venturesome	Q3	Undisciplined self-conflict vs Controlled
D	Phlegmatic vs Excitable	I	Tough-minded vs Tender-minded	Q4	Relaxed vs Tensed
E	Obedient vs Dominant	J	Zestful vs Circumspect individualism		

Figure 4.3.4 Personality dimensions of children from non-governmental institutions.

Reserved vs Warmhearted

From the above table it was clear that in 'Reserved vs Warmhearted' dimension, most of the children (83%) belonged to the moderate category and were moderately warmhearted, outgoing, easy going, participating, adaptable and attentive to people and at the same time they were moderately critical, precise, distrustful, rigid and stood by their own ideas. The remaining children belonged to the low category and were completely reserved, detached, critical, rigid, objective, distrustful and stood by their own ideas. The reason for their reserved behaviour might be the limited social circle of these children i.e. they had limited number of friends, no neighbours and relatives which would have made them reserved. In a study, it was found that the institutionalized children showed few forms of pro-social behaviours such as helping, nurturing and comforting (Kaneko, 1987) and were less adaptable (Wolff and Fesseha, 2004, Kafiluddin, 1978).

Dull vs Bright

In case of 'Dull vs Bright' dimension, majority of the children (93%) belonged to the moderate category i.e. they were moderate in - general mental capacity, speed of learning, intellectual adaptability and abstract thinking. Very few children belonged to the low category i.e. they had low general mental capacity, unable to handle abstract problems, slow in learning and intellectually less adaptable. Lack of conducive environment might be the reason for their dullness. In many studies it was found that most of the institutionalized children scored moderate and less on intellectual capacities (Khatri, 1965, Gerda, 1973, Tizard and Rees, 1974, Kafiluddin, 1978, and Tabassum and Humayun, 1991).

Affected by feelings vs Emotionally stable

In case of 'Affected by feelings vs Emotionally stable' dimension all the children belonged to the moderate category. The characteristics of these children were described as follows. They were moderate in - emotional maturity, emotional stability, consistency in their interests, adjusting to facts, facing the realities, showing restraints in avoiding difficulties and also ego strength. This might be due to the early life traumatic situations experienced by the children which would have made them to gain stability over their emotions. This result was not consistent with the findings which revealed that the children in the orphanage had lower emotional maturity (Chowdary

and Bajaj, 1995, Sharma and Mathew, 1971), showed high levels of emotional distress (Wolff and Fesseha, 2004).

Phlegmatic vs Excitable

The table revealed that in 'Phlegmatic vs Excitable' dimension, all the children fell into moderate and high categories. Majority of the children (83%) belonged to the high category that means they were completely demanding, impatient, attention seeking, showing off, excitability, prone to jealousy, self-assertive and distractible. The remaining belonged to the moderate category and were moderate on the above all mentioned characteristics. The unresponsiveness and selective attention of the caretakers and the limited facilities of the institution might be the reasons for such kind of behaviour. The finding was consistent with the finding which found that aggressive behaviour and hyperactivity were very high among orphans (Gerda, 1973).

Obedient vs Dominant

Regarding 'Obedient vs Dominant' dimension, majority of the children (87%) belonged to the high category and they were completely self-assured, independent minded, unfriendly, harsh, unconventional, rebellious and stubborn. The remaining children belonged to the moderate category and were moderate in the above mentioned characteristics. Deprivation of family support and parental love and also limited social circle might be the reasons for their dominant nature. The finding was consistent with the finding which revealed that orphans exhibited high levels of hostile feelings (Prakash, 1966).

Sober vs Enthusiastic

In case of 'Sober vs Enthusiastic' dimension, all the children belonged to the moderate and high categories. Between them sixty per cent of the children belonged to the moderate category and they were moderately enthusiastic, talkative, cheerful, happy-go-lucky, frank, expressive, quick and alert. The remaining children belonged to the high category and were high in the above mentioned characters. The reason might be that the children were happy and satisfied being in the institution compared to their earlier lives. This finding was not in congruence with the findings which revealed that orphans were easily get upset and suffer from emotional unresponsiveness (Tabassum and Humayun, 1991).

Expedient vs Conscientious

It was clear from the table that in 'Expedient vs Conscientious' dimension, all children belonged to the low and moderate categories. Between these two categories sixty per cent of the children belonged to the low category and were completely quitting, fickle, playful, self-indulgent, undependable and disregarded obligations to people. The remaining children belonged to the moderate category and were moderately persevering, determined, responsible, emotionally disciplined, ordered, conscientious, dominated by sense of duty and moderately concerned about moral standards. Lack of guidance might be the reason for their behaviour. This finding was consistent with the findings which indicated that orphan children were more selfish in nature (Gupta, 1974) and orphans were emotionally maladjusted (Tabassum and Humayun, 1991) and not congruent with the findings which revealed that institutional children displayed greater measure of altruism (Naidu, 1980).

Shy vs Venturesome

Regarding 'Shy vs Venturesome' dimension, majority of the children (87%) belonged to the moderate category and these children were moderately adventurous, active, friendly, impulsive, had moderate interests in art and moderately interested in meeting people. The remaining children belonged to the high category and were highly adventurous, active, friendly, impulsive, had high interest in art and liked to meet people. As the children were still young and attending school outside the institution which could have provided different kinds of exposure might be the reasons for their increased interest, friendliness and adventurous nature. This finding was not in congruence with the finding which revealed that orphan girls were passive (Khatri, 1965).

Tough-minded vs Tender-minded

In case of 'Tough-minded vs Tender-minded' dimension, all the children were distributed between moderate and high categories. Between these two categories many children (87%) belonged to the moderate category and were moderate in- expecting affection and attention, secure feelings, seeking help and sympathy, acting on sensitive intuition, kindness, gentle, indulgent and moderately anxious about self. The remaining children belonged to high category and were high on above mentioned characteristics. The early traumatic life experiences might have made them tender-minded.

Zestful vs Circumspect individualism

In case of 'Zestful vs Circumspect individualism' dimension, all the children were distributed between moderate and high categories. Fifty seven per cent of the children belonged to the moderate category and were moderately individualistic, guarded and wrapped up in self, fastidiously obstructive and followed the common standards at the same time evaluated them. The remaining children belonged to the high category and were high in the above mentioned characteristics. The reason might be that these children were deprived of parents and had to take responsibility for their own lives which would have made them individualistic.

Forthright vs Shrewd

Regarding 'Forthright vs Shrewd' dimension, all the children were distributed between moderate and high categories. Majority of the children (83%) belonged to the moderate category and were moderately polished, socially aware, calculative, ambitious, emotionally detached and disciplined, artful, esthetically particular, moderate insightful regarding self and also about others. The remaining children belonged to the high category and were high in the above mentioned characteristics. The reason might be that the children were staying in the institution where there were more rules, regulations and a fixed time table for each activity. Hence, they might have got used to maintain discipline in the institution. The finding was consistent with the finding which found that orphans exhibited insufficient emotional bonds (Jiri, 1973).

Self assured vs Guilt prone

In case of 'Self assured vs Guilt prone' dimension, all the children were distributed between moderate and high categories. Nearly fifty three per cent of the children belonged to the high category and were completely anxious, depressed, cries easily, easily overcome by moods, oversensitive to people's approval and disapproval, fussy, inadequate, lonely and had phobic symptoms. The remaining children belonged to the moderate category and were moderate in the above mentioned characteristics. Deprivation of home environment and lack of parental love and affection might have made them vulnerable to exhibit the above mentioned traits. This finding was consistent with the finding which revealed that most of the institutionalized children were full of anxieties and conflicts (Singh and Akthiar, 1970).

Undisciplined self-conflict vs Controlled

In case of 'Undisciplined self-conflict vs Controlled' dimension, majority of the children (70%) belonged to the moderate category and were moderately controlled, socially precise and compulsive. The remaining children belonged to the low category and were completely uncontrolled, negligent, careless of social rules and followed own urges. Overall all the children belonged to the low and moderate category. The reason might be that children in the institution wanted some free time without any rules and regulations which would have made them to exhibit the above mentioned characters.

Relaxed vs Tensed

Regarding 'Relaxed vs Tensed' dimension, all the children were distributed between moderate and high categories. Sixty three per cent of the children belonged to the high category and were completely tensed, frustrated, determined, nervous and worried all the time. The remaining children belonged to the moderate category and were moderate in all above mentioned characteristics. The reason might be that the parental deprivation i.e. lack of guidance, encouragement and stimulation would have made them less confident about their capacities.

4.4 DIFFERENCE BETWEEN THE PERSONALITY DIMENSIONS OF CHILDREN FROM GOVERNMENTAL AND NON-GOVERNMENTAL INSTITUTIONS

(n= 60)

Table 4.4.8 Difference between the personality dimensions of children from governmental and non-governmental institutions (n= 60)

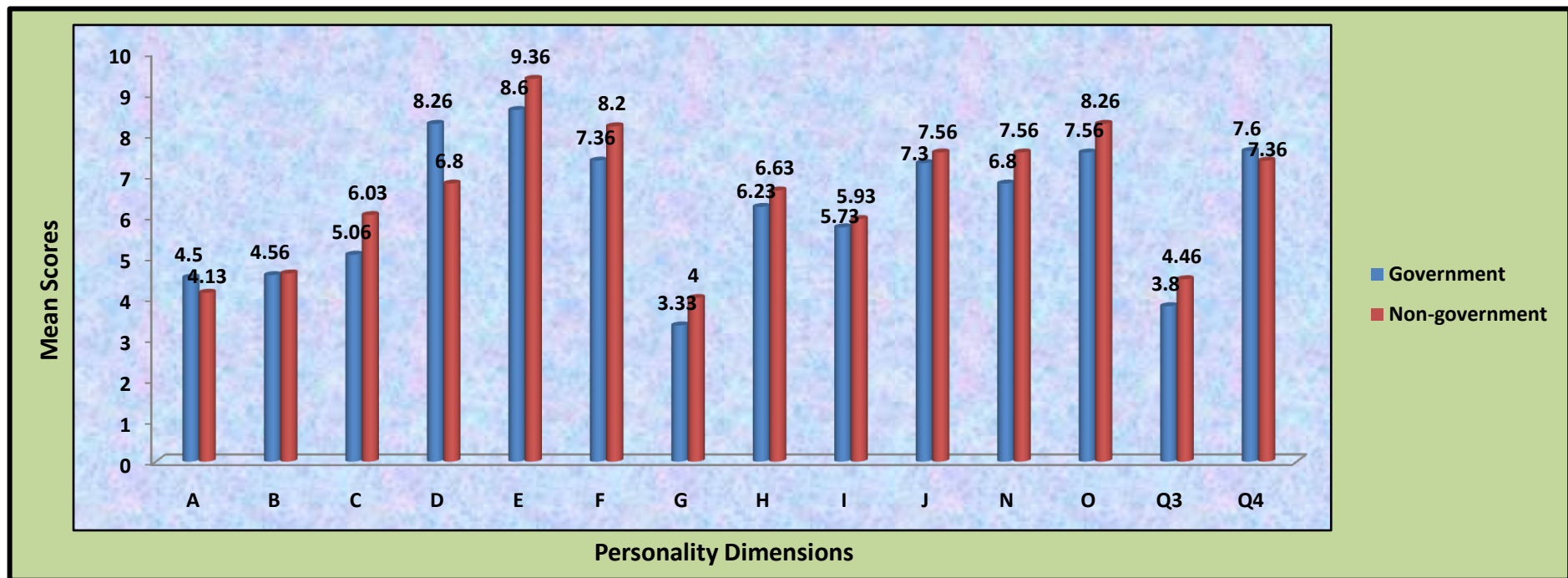
S.No	Personality dimensions		Children from government institution	Children from non-government institution	t-value
1	Reserved vs Warmhearted	Mean S.D	4.5 0.93	4.1 0.81	1.61
2	Dull vs Bright	Mean S.D	4.5 0.72	4.6 0.96	0.15
3	Affected by feelings vs Emotionally stable	Mean S.D	5.0 0.78	6.0 0.71	4.97*
4	Phlegmatic vs Excitable	Mean S.D	8.2 0.73	6.8 1.34	5.22*
5	Obedient vs Dominant	Mean S.D	8.6 0.96	9.3 0.80	3.32*
6	Sober vs Enthusiastic	Mean S.D	7.3 0.96	8.2 0.92	3.41*
7	Expedient vs Conscientious	Mean S.D	3.3 0.80	4.0 0.64	3.55*
8	Shy vs Venturesome	Mean S.D	6.2 1.30	6.6 0.92	1.36

Table 4.4.8 (contd.)

9	Tough-minded vs Tender-minded	Mean	5.7	5.9	0.69
		S.D	1.36	0.78	
10	Zestful vs Circumspect individualism	Mean	7.3	7.5	1.24
		S.D	0.95	0.67	
11	Forthright vs Shrewd	Mean	6.8	7.5	3.32*
		S.D	0.88	0.89	
12	Self assured vs Guilt prone	Mean	7.5	8.2	1.99*
		S.D	1.59	1.08	
13	Undisciplined self- conflict vs Controlled	Mean	3.8	4.4	2.53*
		S.D	0.99	1.04	
14	Relaxed vs Tensed	Mean	7.6	7.3	0.73
		S.D	1.30	1.15	

P*0.05; level of significance

From the above table it was evident that, there was significant difference between the children from governmental and non-governmental institutions in some of the personality dimensions like 'Affected by feelings vs Emotionally stable', 'Phlegmatic vs Excitable', 'Obedient vs Dominant', 'Sober vs Enthusiastic', 'Expedient vs Conscientious', 'Forthright vs Shrewd', 'Self assured vs Guilt prone' and 'Undisciplined self-conflict vs Controlled' at five percent level of significance.



Factor	Personality dimensions	Factor	Personality dimensions	Factor	Personality dimensions
A	Reserved vs Warmhearted	F	Sober vs Enthusiastic	N	Forthright vs Shrewd
B	Dull vs Bright	G	Expedient vs Conscientious	O	Self assured vs Guilt prone
C	Affected by feelings vs Emotionally stable	H	Shy vs Venturesome	Q3	Undisciplined self-conflict vs Controlled
D	Phlegmatic vs Excitable	I	Tough-minded vs Tender-minded	Q4	Relaxed vs Tensed
E	Obedient vs Dominant	J	Zestful vs Circumspect individualism		

Figure 4.4.5 Difference between the personality dimensions of children from governmental and non-governmental institutions.

It was inferred from the above table that, significant difference was found between the children from governmental and non-governmental institutions in some of the personality dimensions like 'Affected by feelings vs Emotionally stable', 'Phlegmatic vs Excitable', 'Obedient vs Dominant', 'Sober vs Enthusiastic', 'Expedient vs Conscientious', 'Forthright vs Shrewd', 'Self assured vs Guilt prone' and 'Undisciplined self-conflict vs Controlled'. In the remaining personality dimensions like 'Reserved vs Warmhearted', 'Dull vs Bright', 'Shy vs Venturesome', 'Tough-minded vs Tender-minded', 'Zestful vs Circumspect individualism' and 'Relaxed vs Tensed' children from governmental institution were on par with the children from non-governmental institutions.

In case of 'Affected by feelings vs Emotionally stable' dimension, significant difference was found between the children from governmental and non-governmental institutions. Children from non-governmental institutions scored more (6.0) than the children from governmental institution (5.0) i.e. children from non-governmental institution were more emotionally stable, matured, calm and better in adjusting to facts compared to their counter parts. The reason might be that the approach of caretakers in the non-governmental institutions was better compared to the caretakers of governmental institution i.e. they spent some quality time and interacted with the children.

Regarding 'Phlegmatic vs Excitable' dimension, significant difference was found between the children from governmental and non-governmental institutions. The children from governmental institution scored more (8.2) compared to the children from non-governmental institution (6.8) i.e. children from governmental institution were more excitable, impatient, demanding, overactive, unrestrained, prone to jealousy, distractible, attention seeking and showed many nervous symptoms. The reason might be that the children might be craving for love and affection due to which they had exhibited above mentioned characters.

In case of 'Obedient vs Dominant' dimension, the significant difference was found between the two groups. Children from non-governmental institutions scored high (9.3) compared to the children from governmental institution (8.6) i.e. children from non-governmental institutions were more dominant, independent minded, rebellious, stubborn, aggressive, self-assured and unconventional compared to their counter parts. As these children were going to the schools outside the institution and had classmates from good

social status, might be the reason that children exhibited the above mentioned characters so that their classmates can't suppress their opinions and interests.

Regarding 'Sober vs Enthusiastic' dimension, significant difference was found between the two groups. Children from non-governmental institutions scored more (8.2) than the children from governmental institution (7.3) i.e. children from non-governmental institution were more enthusiastic, talkative, cheerful, frank, expressive, happy-go-lucky minded, quick and alert compared to their counter parts. The reason might be the availability of good facilities in the institution and the good relationship between the children i.e. children were interested in group work and even caretakers' involvement in children's work would have made them enthusiastic.

In case of 'Expedient vs Conscientious' dimension, there was a significant difference between the two groups. Children from governmental institutions scored less (3.3) than the children from non-governmental institutions (4.0). Hence, children from governmental institution were more self-indulgent, lazy, undependable, very much relaxed, playful, and disregarded rules compared to their counter parts. The poor organizational atmosphere of the governmental institution and lack of caretakers' initiativeness, guidance and encouragement might have made the children to show such kind of behaviour.

Regarding 'Forthright vs Shrewd' dimension, there was a significant difference between the two groups. Children from non-governmental institutions scored more (7.5) than the children from governmental institution (6.8). Hence, children from non-governmental institutions were more polished, socially aware, calculative, emotionally detached, disciplined, artful, ambitious and also smart compared to their counter parts. The reason might be that the caretakers would have made the children to follow the rules mechanically without investing much of their emotional energy.

In case of 'Self assured vs Guilt prone' dimension, significant difference was found between the two groups. Children from non-governmental institutions scored more (8.2) than the children from governmental institution (7.5). Hence, children from non-governmental institutions were more concerned and soft-hearted. As children from non-governmental institutions were attending standard schools outside the institution and had classmates from good social status might have made them to feel inadequate.

In case of 'Undisciplined self-conflict vs Controlled' dimension, there was significant difference between the two groups. Children from governmental institution scored less (3.8) than the children from non-governmental institutions (4.4). Hence, children from governmental institution were more uncontrolled, negligent, followed own urges and were careless of social rules compared to their counter parts. The reasons might be the lack of proper guidance, direction and motivation from caretakers and also poor monitoring and supervision facilities in the institution which would have resulted in the undisciplined nature of children.

In case of 'Reserved vs Warmhearted' dimension, there was no significant difference between the two groups. Children from both governmental and non-governmental institutions were almost similarly critical, cool, precise, rigid, distrustful and stood by their own ideas. The reason might be that as the social circle of institutionalized children was limited i.e. they had limited number of friends, no neighbours and relatives, they exhibited the above observed characters. Institutionalized children showed few forms of pro-social behaviours such as helping, nurturing and comforting. (Kaneko, 1987).

In case of 'Dull vs Bright', dimension, there was no significant difference between the two groups. Children from both governmental and non-governmental institutions had low mental capacity, slow in learning, were unable to handle abstract problems and intellectually less adaptable. Lack of conducive environment might be the reason for their dullness. In many studies it was found that most of the institutionalized children scored moderate and less on intellectual capacities (Khatri, 1965, Gerda, 1973, Tizard and Rees, 1974, Kafiluddin, 1978 and Tabassum and Humayun, 1991).

In case of 'Shy vs Venturesome' dimension, there was no significant difference between the two groups. Children from both governmental and non-governmental institutions were almost similarly adventurous, active, friendly, impulsive, responsive, hospitable and carefree nature. As these children were still young and attending school outside the institution which provided different kinds of exposure might be a reason for their increased interest, friendliness and adventurous nature. This finding was not in congruence with the finding which revealed that orphan girls were passive (Khatri, 1965).

In case of 'Tough-minded vs tender-minded' dimension, there was no significant difference between the two groups. Children from both governmental and non-governmental institutions were almost similar in gentleness, kindness, insecure feelings, clinging nature, expecting affection and attention, seeking help and sympathy.

In case of 'Zestful vs circumspect individualism' dimension, there was no significant difference between the two groups. Children from both governmental and non-governmental institutions were almost similarly individualistic, guarded, wrapped up in self and obstructive. The reason might be that these children were deprived of parents and were responsible for their own lives which would have made them individualistic.

In case of 'Relaxed vs Tensed' dimension, there was no significant difference between the two groups. Children from both governmental and non-governmental institutions were almost similarly tensed, frustrated, driven, stressed and worried. The reason might be that the parental deprivation i.e. lack of guidance, encouragement and stimulation would have made them less confident about their capacities.

4.5 RELATIONSHIP OF SELF FACTORS ON PERSONALITY DIMENSIONS OF INSTITUTIONALIZED CHILDREN

Table 4.5.9 Relationship of overall personality of institutionalized children with their age, health, education, duration of stay in the institution and their perceptions about institutional environment

S. No	Self factors	Correlation co-efficient
1	Age	0.5332*
2	Health	0.0700
3	Education	0.4875*
4	Duration of stay in the institution	0.2213
5	Children's perceptions about the institutional environment	0.2108

P*0.05; level of significance

The above table indicates that, age and education were found to be significantly and positively correlated to the overall personality of the children at five percent level of significance whereas health, duration of stay in the institution and children's perceptions about the institutional environment were found to be non-significant at five percent level of significance.

As age of the children increased there was a favourable increase in the overall personality of the children i.e. older children were more warmhearted, enthusiastic, moralistic, emotionally stable and controlled compared to the younger children. It is a natural process that personality of the children keeps on crystallizing as age increases. This finding was consistent with the findings which revealed that age has a positive influence on the altruistic (unselfish) behaviour (Naidu, 1980) and cognitive abilities increase with the age (Lef Court, 1976 and Wilson *et al.* 1989).

Education was found to be significantly and positively correlated to the overall personality of the children. As the children became more and more educated, they acquired positive personality traits like intelligence, enthusiasm, emotional stability, emotional maturity etc. The reason might be that each grade level provided children the new experiences which would have made them matured and responsible. Schooling is the important factor for increase in the intellectual abilities and it makes children self-reliant and responsible (Edmiston and Baird 2006).

Health, duration of stay in the institution and children's perceptions about the institutional environment had positive but no significant effect on the overall personality of the children. As these three factors were positively correlated, they might have made children to become warm hearted, intelligent, enthusiastic, matured, moralistic and controlled but the change was very slow as they were non-significant.

Table 4.5.10 Relationship of personality dimensions of institutionalized children with their age, health and education

(N= 60)

S. No	Personality Dimensions	Correlation co-efficient		
		Age	Health	Education
1	Reserved vs Warmhearted	0.2302	-0.0965	0.3175*
2	Dull vs Bright	0.2627*	0.0656	0.3136*
3	Affected by feelings vs Emotionally stable	0.3505*	0.1194	0.807
4	Phlegmatic vs Excitable	-0.1444	-0.1085	0.0517
5	Obedient vs Dominant	0.3998*	0.1837	0.3635*
6	Sober vs Enthusiastic	0.1187	0.1135	0.0783
7	Expedient vs Conscientious	0.4629*	0.1019	0.2551*
8	Shy vs Venturesome	0.4302*	-0.0978	0.3930*
9	Tough-minded vs Tender-minded	-0.4788*	0.0650	-0.4725*
10	Zestful vs Circumspect individualism	-0.2772*	-0.2074	-0.1934
11	Forthright vs Shrewd	0.5186*	-0.0052	0.4336*
12	Self assured vs Guilt prone	0.6660*	0.0255	0.4703*
13	Undisciplined self-conflict vs Controlled	0.1269	0.2093	-0.0318
14	Relaxed vs Tensed	0.5781*	0.0701	0.4992*

P*0.05; level of significance

The above table indicates that, age at five percent level of significance was found to be significantly and positively correlated to the personality dimensions like 'Dull vs Bright', 'Affected by feelings vs Emotionally stable', 'Obedient vs Dominant', 'Expedient vs Conscientious', 'Shy vs Venturesome', 'Forthright vs Shrewd', 'Self assured vs Guilt prone' and 'Relaxed vs Tensed' and significantly and negatively correlated to the personality dimensions like 'Tough-minded vs Tender-minded' and 'Zestful vs Circumspect individualism'. Health at five percent level of significance was found to be non-significant to all the personality dimensions. Education at five percent level of significance was found to be significantly and positively related to the personality

dimensions like 'Reserved vs Warmhearted', 'Dull vs Bright', 'Obedient vs Dominant', 'Expedient vs Conscientious', 'Shy vs Venturesome', 'Forthright vs Shrewd', 'Self assured vs Guilt prone' and 'Relaxed vs Tensed' and significantly and negatively correlated to the personality dimension like 'Tough-minded vs Tender-minded'.

The effect of age on the personality dimensions of children

The age of the children was significantly and positively correlated to the personality dimensions like 'Dull vs Bright', 'Affected by feelings vs Emotionally stable', 'Obedient vs Dominant', 'Expedient vs Conscientious', 'Shy vs Venturesome', 'Forthright vs Shrewd', 'Self assured vs Guilt prone' and 'Relaxed vs Tensed' and it was negatively and significantly correlated to the few personality dimensions like 'Tough-minded vs Tender-minded' and 'Zestful vs Circumspect individualism'.

The above table indicates that in the personality dimension 'Dull vs Bright', as the age of the children increased they became more and more intelligent i.e. increased general mental capacity, speed of learning and intellectual adaptability. This was because it is a natural process that the cognitive abilities increase with the age (Lef Court, 1976 and Wilson *et al.* 1989) and also the experiences.

Regarding the personality dimension 'Affected by feelings vs Emotionally stable' dimension, the older children were more emotionally matured, stable, calm, better in facing the reality and showed more restraint in avoiding difficulties. This might be due to the reason that as age increased the children gained control over their emotions with the help of the guidance of the people in their immediate environment.

The table indicates that in case of 'Obedient vs Dominant' dimension, as the age of the children increased they became more and more dominant, stubborn, competitive, unconventional, dominant and independent minded i.e. the younger children were more obedient, dependent, submissive, diplomatic, conventional and expressive compared to older children. The increase in the intellectual and reasoning capabilities and continuation of process of crystallization of the personality might be the reason that would have made children to exhibit dominant nature as they became more and more old.

Regarding 'Expedient vs Conscientious' dimension, the table indicates that, the older children were more determined, responsible, emotionally disciplined, ordered, dominated by sense of duty, concerned about moral standards and rules compared to the younger children. The reason might be that as age of the children increased the adult personalities in the immediate environment started giving them the responsibilities like handling the younger children, carrying out some of the house-hold works, constantly watching their work and monitoring etc. which would have made them to develop a sense of right and wrong. This finding was consistent with the findings which revealed that age has a positive influence on the altruistic behaviour (Naidu, 1980).

In case of 'Shy vs Venturesome' dimension, as the age of the children increased they became more and more adventurous, active, liked meeting people, showed overt interest in opposite sex, responsive, friendly, showed emotional and artistic interests, impulsive, and carefree attitude. The reason might be that as children grew older adults started giving more freedom to them and also as they were already deprived of family relations, they wanted to have more people in their lives and liked to spend their time happily with others.

Regarding 'Forthright vs Shrewd' dimension, the table indicates that the older children were more polished, socially aware, ambitious, smart, artful, calculative, emotionally detached, insightful regarding self and also about others compared to younger children. As personality keeps on crystallizing year by year children started to think about their capabilities, what society is thinking about him, how the people around them are behaving and what they can learn from them. This might be the reason for their shrewdness which would have made them to behave in a particular way.

In case of 'Self assured vs Guilt prone' dimension, as the age of the children increased they became more and more anxious, depressed, oversensitive to people's approval and disapproval, fussy, lonely, worrying, troubled and inadequate. As age of the children increased, the needs were also increased and the increased social circle stimulated them to compare themselves with others which totally resulted in the increased feelings of inadequacy. These might be the reasons for their increased depression, loneliness etc. This finding was in congruence with the findings which found that significant retarding effects

of deprivation at higher age levels were more compared to the younger children (Sinha and Shukla, 1975).

Regarding 'Relaxed vs Tensed' dimension, the table indicates that the older children were more tensed, frustrated, driven, strained, worried compared to the younger children. The reason might be that the responsibilities, ambitions and moral standard increased with the age and at the same time the limited facilities would have made them to feel tensed about their future achievements.

In case of 'Tough-minded vs Tender-minded' dimension, as the age of the children increased they became more tough-minded i.e. more unsentimental, self-reliant, responsible, practical, logical, expected little and possessed very few artistic responses. As children became older they started losing the sensitivity of emotions because of the continuous unfavourable experiences and at the same time they came to know the reality of their lives and started adjusting to that environment. This might be the reason for their increased tough-minded nature.

Regarding 'Zestful vs Circumspect individualism' dimension, the table indicates that the older children liked group action, showed attention seeking and vigorous nature, accepted common standards and were enterprising compared to their younger children. This might be due to the reason that as children became older they started understanding what they are actually deprived of and tried to fill the gap by developing social relationship with others through group activities. This finding was consistent with the findings which revealed that age has positive effect on the mental health i.e. social adjustment of children (Sparling *et al.* 2005).

The effect on health of the personality dimensions of children

Health of the children was found to be non-significant to all the personality dimensions as only the serious health problems were considered but not the simple health ailments.

The effect of education on the personality dimensions of children

The education of the children was significantly and positively correlated to the personality dimensions like 'Reserved vs Warmhearted', 'Dull vs Bright', 'Obedient vs Dominant', 'Expedient vs Conscientious', 'Shy vs Venturesome', 'Forthright vs Shrewd', 'Self assured vs Guilt prone' and 'Relaxed vs Tensed and it was negatively and significantly correlated to the only one personality dimension i.e. 'Tough-minded vs Tender-minded'.

The above table indicates that in case of the personality dimension 'Reserved vs Warmhearted' dimension, as the children became more and more educated, they became more warmhearted i.e. more easygoing, participating, attentive to people, adaptable, trustful, cooperative and good natured. As each grade level provided children the new experiences would have made them matured and responsible. This might be the reason for their maturity in their behaviour.

In case of 'Dull vs Bright' dimension, the table indicates that as the grade level of the children increased they became more intelligent i.e. increased general mental capacity, speed of learning and intellectual adaptability. As education concentrates more on cognitive abilities and in each grade level the new cognitive concepts were taught and consequently children got mastery over their capabilities. Hence, this might be the reason for their increased intellectual capabilities.

The table indicates that in case of 'Obedient vs Dominant' dimension, as the grade level of the children increased they became more and more dominant, stubborn, competitive, unconventional, and independent minded i.e. the younger children were more obedient, dependent, submissive, diplomatic, conventional and expressive compared to older children. The reason might be that as grade level increased they could have got control over their capacities and increase in the intelligence also would have lead them to think rationally which consequently made them more self-confident.

Regarding 'Expedient vs Conscientious' dimension, the table indicates that the higher grade level children were more determined, responsible, emotionally disciplined, ordered, dominated by sense of duty, concerned about moral standards and rules compared to the lower grade level children. This might be because as grade level increased the adult

personalities like teachers in the immediate environment started giving them the responsibilities like to handle the younger children, to carry out some of the house-hold works and constantly watch their work which resulted in the acquisition of sense of right and wrong.

In case of 'Shy vs Venturesome' dimension, as the grade level of the children increased they became more and more adventurous, liked meeting people, active, showed overt interest in opposite sex, responsible, friendly, showed emotional and artistic interests, impulsive, and carefree. This might be due to the reason that the new grade levels had put new demands on children and children were trying to meet those demands.

Regarding 'Forthright vs Shrewd' dimension, the table indicates that the higher grade level children were more polished, socially aware, ambitious, smart, artful, calculative, emotionally detached, insightful regarding self and also about others compared to lower grade level children. The reason might be that as grade level of the children increased the intellectual capabilities also increased and they started thinking rationally about each aspect of their lives which resulted in the children's above observed characters.

In case of 'Self assured vs Guilt prone' dimension, as the grade level of the children increased they became more and more anxious, depressed, sensitive to people's approval and disapproval, fussy, lonely, worrying, troubled and inadequate. Each grade level created a new environment for the children, in lower grade levels they concentrated more on play where as in higher grade levels they focused on their studies, material possession etc. which would have resulted in the feeling of inadequacy among children. Hence, this might be the reason for their increased feelings of guilt.

Regarding 'Relaxed vs Tensed' dimension, the table indicates that the higher grade level children were more tensed, frustrated, driven, overwrought, worried compared to the lower grade level children. This might be due to the increased pressure of studies, more responsibilities and also increased feelings of inadequacy.

In case of 'Tough-minded vs Tender-minded' dimension, as the grade level of the children increased they became more tough- minded i.e. more unsentimental, self-reliant, responsible, practical, logical, expected little and possessed very few artistic responses. As children entered higher grade level they concentrated more on studies, had set new goals

and were continuously trying to reach them. This might be the reason that they became tough-minded and determined to reach their goals. This finding was consistent with the findings which indicated that schooling makes children self-reliant and responsible (Edmiston and Baird, 2006).

Table 4.5.11 Relationship of personality dimensions of institutionalized children with their duration of stay in the institution and their perceptions about institutional environment

(n= 60)

S. No	Personality Dimensions	Correlation co-efficient	
		Duration of stay	Children's perceptions
1	Reserved vs Warmhearted	0.1408	-0.1522
2	Dull vs Bright	0.2575*	0.1601
3	Affected by feelings vs Emotionally stable	-0.0591	0.1913
4	Phlegmatic vs Excitable	0.1537	-0.2281
5	Obedient vs Dominant	0.2838*	0.1831
6	Sober vs Enthusiastic	0.0345	0.2157
7	Expedient vs Conscientious	0.1157	0.3127*
8	Shy vs Venturesome	0.1993	0.0658
9	Tough-minded vs Tender-minded	-0.2163	-0.0154
10	Zestful vs Circumspect individualism	-0.1592	-0.0633
11	Forthright vs Shrewd	0.0556	0.2996*
12	Self assured vs Guilt prone	0.2600*	0.1957
13	Undisciplined self-conflict vs Controlled	0.0899	0.2209
14	Relaxed vs Tensed	0.2166	-0.0449

P* - 0.05; level of significance

The above table indicates that, duration of stay in the institution was significantly and positively correlated to the personality dimensions like 'Dull vs Bright', 'Obedient vs Dominant' and 'Self assured vs Guilt prone' at five percent level of significance. Children's perceptions about the institutional environment was found to be significantly and positively

correlated to the personality dimensions like 'Expedient vs Conscientious' and 'Forthright vs Shrewd' at five percent level of significance. Both these independent variables have no significant negative impact on any of the personality dimensions.

The effect of duration of stay in the institution on personality dimensions of children

The duration of stay of the children in the institution was positively and significantly correlated to some of the personality dimensions like 'Dull vs Bright', 'Obedient vs Dominant' and 'Self assured vs Guilt prone'.

In case of 'Dull vs Bright' dimension, the table indicates that the longer the duration of stay in the institution, higher the mental capacities of children i.e. increased general mental capacity, speed of learning and intellectual adaptability. The might be that as longer the duration of stay in the institution would have provided opportunities for children to develop accommodation skills.

The table indicates that in case of 'Obedient vs Dominant' dimension, as the duration of stay of the children increased they became more and more dominant, stubborn, competitive, unconventional and independent minded. The longer duration of stay in the institution made children to get adjusted to the environment and also to gain control over their environment including inmates. This might be the reason for their increased dominating nature. This finding was in congruence with the finding which revealed that the adjustment scores of orphan children was less i.e. they were resistant to change and tended to become less adequate with duration of stay at home especially after 8 years (Edmiston and Baird, 2006).

In case of 'Self assured vs Guilt prone' dimension, as the duration of stay of the children increased they became more and more anxious, depressed, sensitive to people's approval and disapproval, fussy, lonely, worrying, troubled and inadequate. As children were continuously deprived of many things from many years might have made them to develop increased feelings of inadequacy.

The effect of perceptions about the institutional environment on personality dimensions of children

The perceptions of children about the institutional environment is positively and significantly correlated to few personality dimensions like 'Expedient vs Conscientious' and 'Forthright vs Shrewd'.

Regarding 'Expedient vs Conscientious' dimension, the table indicates that children who had good perceptions about the institutional environment were more determined, responsible, emotionally disciplined, ordered, dominated by sense of duty, concerned about moral standards and rules compared to the children who did not have good perceptions about the institution. This might be due to the reason that good perceptions about the environment would have made children feel happy and satisfied and thereby they focused more on what they are getting in the institution, ignoring the things which they did not have.

Regarding 'Forthright vs Shrewd' dimension, the table indicates that the children who had good perceptions about the institutional environment were more polished, socially aware, ambitious, smart, artful, calculative, emotionally detached, insightful regarding self and also about others compared to the children who did not have good perceptions. This might be due to the reason that good perceptions about the environment would have made children feel happy and satisfied and thereby they focused more on what they were getting in the institution, ignoring the things which they did not have.

4.6 RELATIONSHIP OF INSTITUTIONAL FACTORS ON PERSONALITY DIMENSIONS OF INSTITUTIONALIZED CHILDREN

4.6.1 Relationship of the age, education, special training, experience and personal qualities of personnel working in the institution with the personality of institutionalized children

Table 4.6.12 Relationships of the age, education, special training, experience and personal qualities of personnel working in the institution with the personality of institutionalized children

S. No.	Personnel factors	Correlation with personality of the children
1	Age	0.1251
2	Education	0.4718*
3	Special Training	0.4361*
4	Experience	0.1112
5	Personnel qualities	0.4656*

P*0.05; level of significance

According to the above table, education, special training and personal qualities of caretakers were found to be positively and significantly correlated to the personality of the children. Age and experience of the caretakers were found to be non-significant with the personality of the children.

This infers that more educated caretakers had a positive impact on the overall personality of the children. Children who had educated caretakers were more warmhearted, intelligent, emotionally stable, moralistic, venturesome and tender-minded. The reason might be that more educated care takers were having good capabilities like understanding, thinking and reasoning etc. Hence, they were able to understand, motivate and guide the children properly.

Caretakers who had undergone special training had a positive impact on the personality of the children. Children who had caretakers with the special training were more warmhearted, intelligent, emotionally stable, moralistic, venturesome and tender-minded. The reason might be that the special training would have made the caretakers to

acquire the skills and talents which were necessary for that particular profession. In a study, two interventions were used in a quasi experimental design: (a) training of caregivers to promote warm, responsive care giving and (b) staffing and structural alterations to support relationship building, to promote positive social-emotional relationships and attachment between caregivers and children in orphanages. Results showed that there was an increase in the consistency and stability of caregivers. Children too showed improvements in physical growth, cognition, language, motor, personal-social, and affect, with children having severe disabilities improving the most. The implications of these findings suggest that training staff with modest educational backgrounds and structural changes are effective, can increase socially responsive care giving behaviours, and improves social interactions of children (Groark. *et al.* 2004, Muhamedrahimov *et al.*, 2005).

Caretakers who had favourable personal qualities like interest, enthusiasm, patience and caring nature, positively affected the personality of the children. Children who had sensitive, responsive and interested caretakers were more warmhearted, intelligent, emotionally stable, moralistic, venturesome and tender-minded. This indicated that the caretakers' sensitivity and responsiveness made the children to develop favourable personality characters. In a study it was found that a care giver high in positive emotionality is likely to provide warm, supportive and empowering contexts for children's attempts to control themselves and their environment (Pettit *et.al.* 1997). The increase in the consistency and stability of caregivers results in the improvements in physical growth, cognition, language, motor, personal-social, and affect, with children having severe disabilities improving the most. The implications of these findings suggest that training staff with modest educational backgrounds and structural changes are effective, can increase socially responsive care giving behaviours, and improves social interactions of children (Groark. *et al.* 2004, Muhamedrahimov *et al.*, 2005).

4.6.2 Relationship of infrastructure, diet pattern, health facilities, educational facilities, recreational facilities, monitoring and supervision of the organization in association with the personality of institutionalized children

Table 4.6.13 Relationship of infrastructure, diet pattern, health facilities, educational facilities, recreational facilities, monitoring and supervision of the organization in association with the personality of institutionalized children

S. No.	Organizational facilities	Correlation with personality of the children
1	Infrastructure	0.2216
2	Diet pattern	0.4361*
3	Health facilities	0.3362*
4	Educational facilities	0.3969*
5	Recreational facilities	0.3362*
6	Monitoring and supervision	0.3261*

P*0.05; level of significance

According to the above table, diet pattern, health, educational, recreational facilities, monitoring and supervision were found to be positively and significantly correlated to the overall personality of the children. Infrastructure was found to be non-significant with the personality of the children.

Diet pattern was found to be positively and significantly correlated to the personality of the children i.e. the good quality of food resulted in the favourable personality among the children i.e. they were more warmhearted, intelligent, enthusiastic, venturesome, moralistic etc. ‘Hungry man is an angry man’, if a man is hungry he can’t think rationally. Hence, if basic necessities of the children are satisfied they concentrate on the other aspects of life. This might be the reason that diet pattern of the institution had a positive and significant impact on the personality of the children. Food was one of the significant predictor of children's personality scores (Bhargava, 2005). Orphans had markedly increased internalizing problems and going to bed hungry was one of the important factor (Makame and McGregor, 2002).

Health facilities were also significantly and positively correlated to the personality of the children i.e. good health facilities helped children to develop positive personality characters like intelligence, enthusiasm, venturesome etc. The reason might be that good health facilities like immunization at right time, regular health care check-ups etc avoided children suffering from health ailments and made them healthy and strong. Hence these children developed the positive personality traits. Poor health facilities in the orphanage was the reason for the below average heights and weights of the inmates (Banarjee and Sharma, 1970).

Educational facilities were also significantly and positively correlated to the personality of the children i.e. good educational facilities helped children to develop positive personality characters like intelligent, individualistic, conscientious, dominant etc. The reason might be that good educational facilities like formal schooling, library facilities, scholarship etc created an enriched environment and children felt adequate and used those facilities properly which resulted in the acquisition of positive personality characters. Schooling makes children self-reliant and responsible (Edmiston and Baird, 2006).

Recreational facilities were also significantly and positively correlated to the personality of the children i.e. good recreational facilities helped children to develop positive personality characters like emotional stability, enthusiasm, individualism, venturesome etc. The reason might be that good recreational facilities like sports equipments, tours, dance classes etc would have created an active environment and provided the opportunities for children to learn and develop their skills. In a project, an intervention programme of structured play was planned to see its impact on psychosocial development of institutionalized children. *The* motor, mental and social quotient rose from pre-test to post-test. There was also an overall change in the environment of the orphanage. Children became more active, playful, responsive and independent (Taneja et al., 2002).

Monitoring and supervision was also found to be positively and significantly correlated to the personality of the children i.e. it helped children to develop positive personality characters discipline, conscientious and sense of duty etc. The reason might be that the factors like regular attendance, maintaining study hours etc would have helped to develop discipline and sense of duty among children.

SUMMARY
AND
CONCLUSION

Chapter V

SUMMARY AND CONCLUSION

An individual's personality is the complex of mental characteristics that makes them unique from other people. Personality includes all the pattern of thoughts and emotions that cause individuals to do and say things in particular ways. The development and integration of these personality traits is different in different individuals which is the result of interaction between individual's heredity and the environment around him. There are many potential environmental factors which influence individual's personality development like guidance and encouragement from adults, availability of good role models for children to imitate etc.

Family is the first important and basic unit that influences the child's personality development. When both parents are alive they provide adequate care, affection, nurturance, guidance and healthy environment to the child due to which the personality of the child grows well. Healthy homes cast healthy impact on growing body, mind and heart of the child. Loving environment produce loving children, where as hostile environment produce hostile children. Hence, family and its support play a very important role in shaping the personality of the child.

There are many theories of personality like 'Psycho-analytical theory' by Sigmund Freud, 'Psycho-social theory' by Erik Erikson, 'Socio-cultural theory' by Vygotsky, 'Ecological theory' by Bronfenbrenner, Abraham Maslow's theory of 'Positive self' or 'Hierarchy of need', 'Social learning theory' by Albert Bandura and 'Self-concept theory' by Carl Rogers etc. All these theories, one or the other way gave importance to the immediate environment on the development of the personality.

In previous studies, Gerda (1973) found that the symptoms of learning impairment, hyperactivity, enuresis and aggressive behavior were very high among the orphans, Wolff *et al.* (2004) revealed that institutionalized children showed high levels of emotional distress and poor adjustment skills and Suma (1991) revealed that nearly one third of the institutionalized children manifested behavior problems and among these, one tenth of the children required immediate psychiatric help.

Hence, environment plays an important role in the personality development of children. Children deprived of the family and its support experience an alternative kind of environment like orphanages, destitute homes and short stay homes. Hence, the institutions in which they are staying will become a primary supportive care system to these children. The available facilities and the personnel working in these institutions are the prime factors, which will have an impact on the personality development of orphan children.

Based on the facts available, it has been thought that it would be appropriate to study the influence of environment on the personality development of orphan children. Hence, the present study entitled *“Effect of institutionalization on personality development of orphan children”* was undertaken. The findings of this study would be useful to the “Department of women development and child welfare” and non-governmental organizations in taking corrective measures for providing better care and infrastructural facilities. The objectives of the study are as follows;

4. To study the personality development of orphan children in children’s homes run by governmental and nongovernmental organizations.
5. To study differences in the personality development of orphan children from governmental and non-governmental organizations.
6. To study the relationship of self and institutional factors on personality development of orphan children.

Delimitations

5. The study is limited to only Hyderabad city.
6. The study is limited to only girl children in the age range of 8-11 years.
7. The study has usual limitations of time and resources available to a single investigator.
8. The findings are based on the expressed opinions of the respondents and the objectivity is limited to the honesty of the respondents.

The sample consisted of 60 girl children in the age range of 8-11 years with one year minimum duration of stay in the institution. Among 60 girls, 30 girls from governmental and 30 girls from non-governmental institutions were selected purposively from Hyderabad city and the below mentioned tools were used in the study.

- A. Children's Personality Questionnaire (CPQ) Form A was used to assess the personality dimensions of institutionalized children.
- B. An interview schedule was prepared and used to collect the general information of the children and their perceptions about institutional environment.
- C. A questionnaire was developed and used to collect the information of personnel working with these children and to measure their personal qualities.
- D. An observational checklist was developed and used to collect the information about organizational facilities.

Data was collected by administering the appropriate tools to the respective sample. The data obtained from the study was coded, consolidated, tabulated and analyzed by using appropriate statistical methods.

The inferences drawn from the study are as follows

Child related

- ❖ The children distributed almost equally among three groups i.e. 8-9 years (35%) followed by 9-10 years (33%) and 10-11 years (32%).
- ❖ Majority of the children (92%) had no serious health problems and rest of them had serious health problems.
- ❖ Forty per cent of the children belonged to the III standard followed by II standard (30%).
- ❖ Seventy per cent of the children were staying in the institution for a period of 1- 5 years and rest of them were for 5-10 years.
- ❖ Sixty five per cent of the children had high perceptions about the institutional environment and remaining children felt moderately good.

Caretakers' related

- ❖ Sixty per cent of the caretakers belonged to the age group of 31 - 40 years followed by 41-50 years (30%).
- ❖ Forty per cent of the caretakers completed till secondary education followed by primary education (30%).
- ❖ Sixty per cent of the caretakers did not have any special training and rest of them had special training regarding taking care of children.

- ❖ Sixty per cent of the caretakers had experience of 1-10 years followed by 11-20 years (30%).
- ❖ Sixty per cent of the caretakers belonged to the moderate category on personal qualities and remaining belonged to the high category.

Organization related

- ❖ In all most all the organizational facilities like infrastructure, health, educational, recreational facilities, monitoring and supervision, the governmental institution had come under low category except the diet pattern, which had fallen under moderate category.
- ❖ Both the non-governmental institutions belonged to moderate category in infrastructure, educational and recreational facilities and belonged to high category in diet pattern, health facilities, monitoring and supervision.

Personality dimensions of children from governmental institution

- ❖ In the personality dimension 'Reserved vs Warmhearted', most of the children (80%) were moderately warmhearted, easygoing, outgoing and participating and rest of them were reserved, detached and critical.
- ❖ In case of 'Dull vs Bright' dimension, majority of the children (83%) were moderately intelligent and had moderate mental capacity and rest of them were dull, had low mental capacity and intellectually less adaptable.
- ❖ In case of 'Affected by feelings vs Emotionally stable' dimension, all the children (100%) were moderate in - emotional stability, emotional maturity, calmness and facing reality.
- ❖ In personality dimension 'Phlegmatic vs Excitable', sixty three per cent of the children were moderately demanding, impatient, excitable and distractible and rest of them were highly excitable, impatient, demanding and distractible.
- ❖ Regarding 'Obedient vs Dominant' dimension, all the children (100%) were highly forceful, competitive and stubborn.
- ❖ In case of 'Sober vs Enthusiastic' dimension, many children (77%) were highly enthusiastic, overactive and talkative and rest of them were moderately enthusiastic, active and talkative.

- ❖ In personality dimension 'Expedient vs Conscientious', most of the children (80%) were moralistic and persistent and remaining children were self-indulgent and disregarded rules.
- ❖ Regarding 'Shy vs Venturesome' dimension, majority of the children (87%) were moderately adventurous, friendly and responsive and remaining children were highly adventurous, overactive and over-responsive.
- ❖ In case of 'Tough-minded vs Tender-minded' dimension, all the children (100%) were moderately sensitive and moderately dependent.
- ❖ In case of 'Zestful vs Circumspect individualism' dimension, sixty three per cent of the children were completely individualistic, reflective and internally restrained and remaining children were moderately individualistic and liked to work in group.
- ❖ Regarding 'Forthright vs Shrewd' dimension, sixty seven per cent of the children were completely polished, socially aware, calculative and artful and rest of them were moderately polished, calculative and artful.
- ❖ In case of 'Self assured vs Guilt prone' dimension, majority of the children (77%) were insecure, troubled and anxious and remaining children were moderately secure and cheerful.
- ❖ In case of 'Undisciplined self-conflict vs Controlled' dimension, majority of the children (83%) were moderately controlled and socially precise and remaining children were completely uncontrolled and careless of social rules.
- ❖ Regarding 'Relaxed vs Tensed' dimension, fifty per cent of the children were highly stressed, tensed and frustrated and remaining children were moderately stressed, tensed and frustrated.

Personality dimensions of children from non-governmental institutions

- ❖ In the personality dimension 'Reserved vs Warmhearted', most of the children (84%) were moderately warmhearted, easygoing, outgoing and participating and rest of them were reserved, detached and critical.
- ❖ In case of 'Dull vs Bright' dimension, majority of the children (93%) were moderately intelligent and had moderate mental capacity and rest of them were dull, had low mental capacity and intellectually less adaptable.

- ❖ In case of 'Affected by feelings vs Emotionally stable' dimension, all the children (100%) were moderate in - emotional stability, emotional maturity, calmness and facing reality.
- ❖ In personality dimension 'Phlegmatic vs Excitable', majority of the children (83%) were highly excitable, impatient, demanding and distractible and rest of them were moderately excitable, patient, demanding and distractible.
- ❖ Regarding 'Obedient vs Dominant' dimension, majority of the children (87%) were highly forceful, competitive and stubborn and rest of them were moderately dominant.
- ❖ In case of 'Sober vs Enthusiastic' dimension, sixty per cent of the children were moderately talkative, enthusiastic and happy-go lucky type and rest of them were highly enthusiastic and happy-go-lucky type.
- ❖ In personality dimension 'Expedient vs Conscientious', sixty per cent of the children were highly self-indulgent and quitting and rest of them were moderately responsible and determined.
- ❖ Regarding 'Shy vs Venturesome' dimension, majority of the children (87%) were moderately adventurous, active, responsive friendly and rest of them were highly adventurous, overactive, over-responsive and over friendly.
- ❖ In case of 'Tough-minded vs Tender-minded' dimension, majority of the children (87%) were moderately sensitive, kind, gentle and attention seeking and rest of them were highly sensitive, kind, and clinging type.
- ❖ In case of 'Zestful vs Circumspect individualism' dimension, fifty seven per cent children were moderately individualistic, reflective and internally restrained and remaining children were highly individualistic, reflective and internally restrained.
- ❖ Regarding 'Forthright vs Shrewd' dimension, majority of the children (83%) were moderately polished, calculative, disciplined and artful, the rest of them were highly polished, calculative, disciplined and artful.
- ❖ In case of 'Self assured vs Guilt prone' dimension, fifty three per cent of the children were highly concerned, softhearted and anxious and the remaining children were moderately concerned, anxious and flexible.
- ❖ In case of 'Undisciplined self-conflict vs Controlled' dimension, majority of the children (70%) were moderately controlled and socially precise and the remaining children were completely uncontrolled, negligent and careless of social rules.

- ❖ Regarding 'Relaxed vs Tensed' dimension, sixty three per cent of the children were moderately tensed, frustrated and worried whereas the remaining children were highly tensed, frustrated and worried.

Difference between personality dimensions of children from governmental and non-governmental institutions

- ❖ Children from governmental and non-governmental institutions were almost equally reserved, intelligent, venturesome, tender-minded, individualistic and tensed.
- ❖ Children from non-governmental institutions were significantly more emotionally stable, dominant, enthusiastic, shrewder and guilt prone compared to the children from governmental institution.
- ❖ Children from governmental institution were significantly more excitable, expedient and undisciplined compared to the children from non-governmental institutions.

Effect of self variables on personality dimensions

- ❖ As age of the children increased they became brighter, emotionally more stable, dominant, conscientious, venturesome, shrewder, guilt prone, tensed, tough-minded and zestful.
- ❖ Health was found to be non-significant to all the personality dimensions.
- ❖ As grade level of the children increased they became more warmhearted, brighter, dominant, conscientious, venturesome, shrewder, guilt prone, tensed and tough-minded.
- ❖ Long duration of stay in the institution made children brighter, more dominant and guilt prone.
- ❖ Children who had good perceptions about the institutional environment were more conscientious and shrewder.

Effect of institutional related variables on personality dimensions

Personnel related

- ❖ Age and experience of the caretakers were found to be non-significant with the personality of the children.

- ❖ Children who had educated, specially trained, sensitive, responsive and interested care takers caretakers were more warmhearted, intelligent, emotionally stable, moralistic, venturesome, tender-minded, individualistic and controlled.

Organizational facilities related

- ❖ Infrastructure was found to be non-significant with the personality of the children.
- ❖ Children who got good quality of food and good health facilities developed positive personality characteristics i.e. they were more warmhearted, intelligent, enthusiastic, venturesome and moralistic.
- ❖ Good educational facilities made children more intelligent, individualistic, conscientious and dominant.
- ❖ Good recreational facilities helped children to develop positive personality characters like emotional stability, enthusiasm, individualism and venturesome nature.
- ❖ Good monitoring and supervision facilities helped children to learn discipline, moral principles and sense of duty.

Conclusion

Children from both governmental and non-governmental institutions were optimum in most of the personality characteristics but were highly dominating, least moralistic and least disciplined. Hence proper care has to be taken to guide the children to develop sound personality characteristics. Children from non-governmental institutions had more positive personality characteristics compared to the children from governmental institution.

The study also indicated that few of the self factors like age and education of the children had a positive and significant effect on the personality of children. Education, training and favorable personal qualities of the care takers helped children to develop positive personality characteristics. Even the organizational facilities like diet pattern, health, educational, recreational facilities, monitoring and supervision also had significant effect on personality development of children.

As the immediate environment plays a crucial role in shaping the personality of the children, the institutional environment should be more conducive for developing healthy and sound personality of orphan children. These children are already deprived of natural

family environment and would have encountered many unfavorable experiences in their lives.

Hence, it is the primary responsibility of the administrators of children's homes to provide adequate organizational facilities to take care of basic needs of these children. They should also focus on psychological needs of these children as they are equally important. Basically, they should select the caretakers who have the aptitude to take care of these children with love and affection not as duty bounded.

As care takers are the substitutes of parents for these children, they should be more understanding, caring, nurturing, sensitive and responsive to the children's needs. They should also act as good role models and guide the children to acquire positive personality traits and to become healthy citizens of society.

Implications of the study

- ❖ The present study helps us to understand the personality dimensions of children from governmental and non-governmental institutions.
- ❖ The present study helps us to understand the effect of immediate environment on personality development of the children.
- ❖ The study helps us to understand the importance of self and organization related variables which influence the personality development of the orphan children.
- ❖ The findings can be useful to the administrators to understand the personality development of the orphan children.
- ❖ The findings of this study can be useful to the "Department of women development and child welfare" and non-governmental organizations in taking corrective measures for providing better care and infrastructural facilities like training for caretakers etc.

Suggestions for future research

- ❖ The present study can be tested under different geographical settings to assess the validity of the results.
- ❖ The present study can be conducted to compare the personality dimensions of boys and girls and also different age groups like high school children.

- ❖ The same study can be conducted on large sample from different areas of state to draw generalizations.
- ❖ A study can be taken up by comparing the personality development of children from foster care and adoption homes.
- ❖ A study can be conducted by comparing the personality development of institutionalized and non-institutionalized children.

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APPENDICES

APPENDIX-A

INTERVIEW SCHEDULE

Name of the institute:

Type of institution:

Name of the child:

Date of birth:

Age:

Date of admission:

Duration of stay:

Education: yes / no

If yes, formal / vocational training

Class:

Health of the child: normal / any health problem (specify)

Perceptions of children about the institutional environment

S.No	Statements	Adequate	Moderately adequate	Inadequate
1	Number of rooms in the institution			
2	Cleanliness of the room / dormitory			
3	Spaciousness of the rooms			
4	Safety in the institution			
5	Bedding and blanket facility			
6	Clean drinking water facility			

7	Daily food facility			
8	Provision for milk and fruits			
9	Health care facility			
10	Clothing facility			
11	Availability of materials to maintain personal hygiene			
12	Provision for vocational training			
13	Picnics or tour facility			
14	Sports equipment facility			
15	Number of care givers			
16	Time that caregiver spend with you			
17	Caregiver's interest in taking care of you			
18	Caregiver's interest to listen to your personal and health problems			
19	Caregiver's interaction with you			

20 Do you think this institutional life is good?

always / sometimes / never

21 How do you perceive your life in the institution?

very good / good / neither good nor bad / bad / very bad

22 Do you think still the facility of institution needs to be improved? Yes / no

If yes, specify

APPENDIX- B

Children's Personality Questionnaire (CPQ) Form A was developed by Rutherford B. Porter and Raymond B. Cattell and published by 'Institute for personality and ability testing' in 1979.

APPENDIX-C

QUESTIONNAIRE FOR PERSONNEL WORKING WITH CHILDREN

Age of the care giver:

Sex:

Education:

Special training:

Years of experience:

Working hours:

Number of ministerial staff:

Personal qualities of the caregiver

S.No	Statements	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1	I like my job					
2	I am satisfied with my job					
3	I sufficiently interact with the children					
4	I feel working with these children is difficult					
5	I spend sufficient time with these children					
6	Children share their problems with me					
7	I like to talk to children personally					
8	I am satisfied with my salary					
9	I get frustrated to take care of these children					
10	I feel burdened to deliver the duties					

APPENDIX-D

OBSERVATIONAL CHECK-LIST

Infrastructure

S.No		Adequate	Moderately adequate	Inadequate
1	Number of rooms			
2	Cleanliness of rooms			
3	Room spaciousness			
4	Dining tables			
5	Study tables			
6	Chairs			
7	Cupboards			

Diet pattern

S.No		Adequate	Moderately adequate	Inadequate
1	Balanced diet			
2	Milk and fruits			
3	Eggs and non vegetarian food			
4	Clean drinking water			
5	Availability of specific food for sick children			

Health facilities

S.No		Well maintained	Moderately maintained	Not maintained
1	Immunization facility			
2	First aid kit			
3	Regular health care checkups			
4	periodical health care checkups			
5	Vitamin supplementation			
6	Care for special health problems			
7	Separate sick room			
8	Yoga / meditation classes			

Educational facilities

S.No		Well maintained	Moderately maintained	Not maintained
1	Formal schooling			
2	Vocational training			
3	Uniforms and shoes			
4	Books and supplies			
5	Special fees			
6	Library facility			
7	Computer availability			
8	Internet facility			
9	Special room for study			
10	Scholarships			
11	Tuition classes			

Recreational facilities

S.No		Well maintained	Moderately maintained	Not maintained
1	Sports equipment			
2	Play ground			
3	Tour / picnic			
4	Television			
5	Music classes			
6	Dance classes			

Monitoring and supervision

S.No		Well maintained	Moderately maintained	Not maintained
1	Daily attendance			
2	Daily inspection of food			
3	Study hours			
4	Individual child's record			
5	Counselling provision			
6	Ministerial staff duties			