

## Study of Cognitive Style and Need Patterns of Institutionalized Deprived Adolescents

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### ABSTRACT :

*The purpose of the research was to study the cognitive style and need patterns of institutionalized deprived adolescents. The study was conducted on 120 institutionalized deprived adolescents (60 males & 60 females) from different institutions of Agra, Jaipur, Patiala and Chandigarh cities of India, ranging from 12 to 18 years of age and was studying in upper middle standard i.e. 8<sup>th</sup> to 12<sup>th</sup> standards. Two tools were used in collecting the data, the Witkins Embedded Figures Test (1971) and Tripathi Personal Preference Schedule (1973). The obtained data was statistically treated by applying Means, Standard Deviations. The results of the study indicates that the significant effect of cognitive style, gender and interaction effect was exhibited on the Need for Achievement, Need for Deference, Need for Order, and Need for Nurturance and on rest of the ten needs, except the Need for change, there was a significant effect of cognitive style and gender but no interaction effect was seen. The Need for Change showed a typical pattern where the gender effect was found insignificant.*

### INTRODUCTION :

Adolescence is a universal phenomenon of human development. Adolescence as a meaningful concept is best considered within a broad framework of the total development of the individual, when the child begins to feel less need for the security of familial supervision and protection, when physiological and hormonal development begin to approximate adult maturity and when psychological maturity moves the child in the direction of becoming responsible in society.

Adolescence is a period when rapid changes occur in the physical and psychological development of an individual. It is considered as a period of 'storm and stress'. The adolescents are in the process of deciding their goals, priorities and values. These decisions go a long way in influencing their cognitive styles, which include personal opinions, experiences, ideologies, beliefs etc to make the judgment about the situation.

While opinions about child care vary, parents are generally deemed significant and concern is felt for children who are deprived of either mothers or

fathers or both. This process, typically called parental deprivation, may have relevance to any age.

The essential features of institutionalization are that the children are deprived of normal care and affection which they should have received in their own home. Narchal and Juneja (1986) point out that institutions lack warmth and physical contact; there is less intellectual, social, and emotional stimulation and above all, lack of encouragement and help in positive learning. The quality of institutional care, of course varies, but in some institutions infants enjoy intimate, long-continuing relationships with one adult or even with a small group of caregivers. As a result, few of these children develop enduring attachments with them.

Although considerable amount of work has been done on the physical, psychological, intellectual, emotional and social development of the socio-culturally and economically deprived individuals in India as well as in abroad, less attention has been paid to the cognitive development of deprived adolescents. The present investigation has thus been undertaken to ascertain the impact of cognitive style in relation to their need patterns and defense mechanisms of the institutionalized deprived adolescents. The rationale behind such a statement is that the child's cognitive style would have an impact on his need patterns and defense mechanisms. On the basis of the investigator's own observations and the review of the literature, it has been found that the cognitive style of the deprived adolescents is different from the normal adolescents. The very fact that the children in institutions feel unwanted and this unwantedness generates a feeling of being rejected and dejected thus making them feel worthless. Adolescents living in institutions who are deprived of ordinary parenting, do not enjoy intimate long-continuing relationships with one adult or even with a small group of caretakers. As a result, few of these children develop any enduring attachments, which have grave consequences upon various aspects of behavior. Deprivation of normal contact with the mother has disastrous effects not only on the development of object relations but also on the development of all ego functions- social, cognitive and language development (Mahler, 1968).

An attempt is being made to ascertain whether a lack of an intimate, one-to-one relationship with the caregiver could affect the cognitive style of these adolescents.

The word "**deprivation**" is etiologically derived from the verb "to deprive" which means to dispossess or strip (a person or an object), and it implies a "felt loss". It literally refers to dispossession or loss of privileges, opportunities, material goods and the like.

### Cognitive Style and Need Patterns....

Research has demonstrated that mother and father perform essential functions for children, but that under some circumstances, other people can perform these functions as well when the child is institutionalized. However, several studies (Harlow, 1958; Caldwell, 1970; Rutter, 1972; Roberts, 1974; Srivastava, Kumar & Singh, 1986) have shown that deprivation of affection leads to delay in motor, speech, intellectual, social, personality, and emotional development. The cause of psychological difficulties in such children is attributed to “maternal rejection” and prevention is conceived solely in terms of maternal love and affection.

Patterns of thought and behavior that influence learning and problem-solving techniques are known as “cognitive styles”. The term 'cognitive style' refers to the characteristic ways in which an individual conceptualizes the environment (Goldstein & Blackman, 1978). It is a process, in which an individual receives information from the environment, transforms that information in his own way and then uses it to respond to the environment in his own characteristic way.

Witkin (1962) defined cognitive style as “the characteristic and consistent modes of functioning, which individuals show on their perceptual and intellectual functioning”.

Witkin's (1967) theory of field dependence/independence is relative to the study of cognitive style of the adolescents because he believed that there is a normal course of cognitive development from the global end of the spectrum to the articulated end. The young child does not clearly differentiate himself from his environment, but as he grows he becomes aware of the boundaries of his body and personality and gains a sense of separate identity. This process of psychological differentiation is reflected in his cognitive and perceptual styles.

Field independence/dependence dimension refers to one of the various cognitive styles, which have been identified by psychologists in recent years (Goldstein & Backman, 1979). FI/FD, however, remains to be the most thoroughly researched cognitive style, because of the effectiveness of measures which have been evolved to operationalize it and also due to the broad implications for predicting varied aspects of human psychological functioning. Field independence/dependence dimension was discovered by Witkin and his associates (Witkin et. Al., 1954, 1977; Witkin & Goodenough, 1981; Missler, 1986) when they were studying the performance of individuals on the perceptual tasks such as Rod-and-Frame Test, Body Adjustment Test and Rotating Room Test.

Witkin and Gooenough (1977, 81) on the basis of their review of related studies, make the following observation on the personal attributes of field independent and field dependent people. The field independents are highly differentiated in their cognitive make up, very analytical and critical in their approach to reality, rejoicing in the abstract and the impersonal pursuits, they may also be characterized as inconsiderate, rude, demanding, ambitious, interested in power, opportunist and manipulate situations as a means of achieving their personal ends, more autonomous, adventurous, risk taking and independent. On the other hand, the field dependents are relatively global, diffuse and somewhat passive in their approach, but with a nebulous vision of the self and the non-self. They tend to describe themselves and to be described by others in such terms as friendly, considerate, warm, affectionate, polite, tactful, accommodating, non-evaluative and accepting of others. They like people and they are liked by others. Social, emotional and interpersonal competencies are unique to them, and they make others feel comfortable with them.

The field independent learner excels in classroom learning, which involves analysis, attention to details, and mastering of exercises, drills, and other focused activities. The field dependent learner, by contrast, seems to achieve a higher degree of success in everyday language situations beyond the constraints of the classroom tasks requiring interpersonal communication skills.

The concept of motivation as a relatively enduring disposition of personality was developed by Murray (1938) who made the concept of need (symbolized by 'n') one of central importance in his system of dynamics. He defined need, "as a construct (a convenient fiction of hypothetical concept) which stands for a force (the physico-chemical nature of which is unknown) in the brain region, a force which organizes perception, apperception, intellection, conation and action in such a way as to transform in a certain direction an existing, unsatisfying situation".

A 'need' is a construct (a convenient fiction or hypothetical concept), which stands for a force in the brain region, a force that organizes perception, apperception, intellection, conation and action in such a way as to transform in a certain direction as existing, unsatisfying situation. A need is sometimes provoked directly by internal processes of a certain kind but, more frequently (when in a state of readiness) by the occurrence of one of a few commonly effective presses (environmental forces). Thus, it manifests itself by leading the organism to search for or to avoid encountering or, when encountered, to attend and respond to certain kinds of press. Each need is characteristically accompanied by a particular

### Cognitive Style and Need Patterns....

The concept of need, as was true for the concept of personality, is granted an abstract or hypothetical status but is nevertheless linked to underlying physiological processes in the brain. It is also conceived that needs may be either internally aroused or set into action as a result of external stimulation. In either case the need produces an activity on the part of the organism and maintains this activity until the organism-environment situation has been altered so as to reduce the need. Some needs are accompanied by particular emotions or feelings, and they are frequently associated with particular instrumental acts that are effective in producing the desired end state.

The theories by Maslow (1954), McGregor (1960) and McClelland (1961) use the concept of need as a basic unit of motivational analysis. Strictly speaking a need is the immediate outcome of certain internal or external occurrences. It comes into being, endures for a moment and perishes. It is not a static entity. It is a resultant of many forces. One need succeeds another though each is unique.

Need has also been referred as goal directed. The term motive or need has been used by Atkinson (1966) to refer to dispositions to strive for a rather general goal, states, kinds of satisfaction, or effects. These dispositions, it is assumed, have their origins in childhood experience and are relatively stable and enduring after childhood. They are carried out from situation to situation by the adult and constitute the core of what is called personality. Sanford (1961) too defined need as an energizing condition of the organism that serves to direct that organism toward a certain goal and stated that needs or motives are constructs rather than facts.

Similarly, Sharma (1972) maintained that need is an enduring disposition of an organism to achieve some goal. The construct 'need' describes a person's tendency to behave in a given fashion in certain situations (Sharma, 1972). The term need is defined as an internal state of disequilibrium physical as well as psychological which causes the individual to pursue certain courses of action in an effort to regain equilibrium (Steers & Porter, 1975).

While classifying needs different psychologists have given different needs varying from three (Sanford, 1961) to twenty needs (Murray, 1938). Needs have both the effect of energizing the organism and of disposing it to react in a way suggested by the tangible goal to which it is directed.

**The manifest needs associated with each of the 15 variables are:**

Achievement (n-Ach); Deference (n-Def); Order (n-Ord); Exhibition (n-Exh); Autonomy (n-Aut); Affiliation (n-Aff); Intraception (n-Int); Succorance (n-Suc); Dominance (n-Dom); Abasement (n-Aba); Nurturance (n-Nur); Change (n-Chg); Endurance (n-End); Heterosexuality (n-Het); Aggression (n-Agg).

Barclay and Cusumano (1967) and Goldstein and Peck (1973) found that fatherless children were more field dependent than those with fathers present.

Davis and Frank (1979) concluded that field independent and field dependent individuals differ not only in the cognitive processes they use, but also in the effectiveness of their performance.

Chaudhary (1971) found the relationship for need achievement, motivation anxiety, intelligence, sex, social class and vocational aspiration needs between males and females. Findings indicated that females had higher achievement need in comparison to males. The correlation between need achievement and social class was positive.

Dhir and Bhargava (1980) conducted comparative study of need patterns of aspirant girls with the realistic and non-realistic zones and noticed significant difference in respect to need for achievement, dominance, order, affiliation, succorance, change and hetero-sexuality.

Ojha (1995) administered Tripathi Personal Preference Schedule on 100 male and 100 female, and observed that achievement, dominance, heterosexuality and aggression were the masculine needs whereas deference, order, affiliation and nurturance were of feminine needs. In an earlier study, using the Thematic Apperception Test, story told by girls typically reflected need for affiliation more in comparison to boys.

## **METHODOLOGY**

### **OBJECTIVES OF THE STUDY**

The present research study aimed at studying the following objectives:

1. To study the need patterns of field independent type and field dependent type of adolescents.
2. To find out the gender difference on the need patterns and defense mechanisms of institutionalized adolescents.
3. To study the relationship, if any between cognitive styles and need patterns.

### **HYPOTHESES**

The following hypotheses were formulated:

1. Field Independent (FI) and Field Dependent (FD) type of adolescents will be different regarding their needs i.e. FI type of institutionalized adolescents would score higher on need for achievement, acquisition, dominance, aggression, deference, abasement, endurance, heterosexuality and power

as compared to FD, while FD type would score higher on need for exhibition, affiliation, succorance, and change as compared to FI subjects.

2. Need for order, achievement, dominance, deference, heterosexuality, endurance, abasement, interception, and need for aggression would be higher in boys and need for affiliation, exhibition, succorance, and nurturance would be higher in girls.

## TOOLS

The following tests were administered to the sample.

1. **Witkins Embedded Figures Test (1971):** The domain of perception and cognition though has been assessed by using different devices as Rod and Frame Test (RFT), Body Adjustment test (BAT), Room Adjustment Test (RAT), yet, Embedded Figures Test (EFT) introduced by Witkin (1971) for the first time has been proved the best one because of its higher reliability, higher validity with other cognitive measures and easy administration.

Embedded Figures Test (EFT) is an individually administered test, for subjects from ten years to old age. The EFT is a perceptual test. The subject's task on each trial is to locate a previously seen simple figure within a larger complex figure which has been so organized as to obscure or embed the sought-after simple figure. The test consists of three sets of cards: two sets of 12 cards with complex figures, numbered consecutively in order of test presentation, and a set of 8 cards with simple forms, designated by letters A to H. Next to the number on the reverse side of each complex figure card is printed the letter identifying the simple form which is embedded in that complex figure.

2. **Tripathi Personal Preference Schedule:** This is a multivariate scale consisting of 15 personal variables which attempts to bring the Social Desirability Variable under adequate control by using the forced-choice format. This is based on Murray (1938) needs theory.

Tripathi Personal Preference Schedule (Tripathi, 1973) was used to measure the need patterns of the deprived adolescents. This schedule can be administered either individually or in group form. The researcher administered it individually to each subject. This schedule is a multi-trait scale of 15 personality variables. In this scale an attempt has been made to bring the social desirability variable under adequate control by using the forced choice format of items. The 15 manifest needs of this scale are:



**SAMPLE**

The sample for the study consisted of 120 institutionalized deprived adolescents from different institutions of Agra, Jaipur, Patiala and Chandigarh cities. There were equal number of boys and girls in the sample. Ranging from 12 to 18 years of age, with a mean of 15 years, who were studying in upper middle standard, i.e. 8<sup>th</sup> to 12<sup>th</sup> grades.

**DESIGN OF THE STUDY**

2x2 factorial design was used in the study as shown below:

	<b>A</b>	<b>A1</b>	<b>A2</b>
<b>B</b>			
<b>B1</b>			
<b>B2</b>			

The variables selected according to the design of the study are:

**Independent Variables-** Cognitive Style (Field Independence/Field Dependence), and Sex Difference (Male/Female).

**Dependent Variables-** Need Pattern (15 Manifest Needs)

**PROCEDURE**

After the selection of tools, investigator consulted the heads of the institutions and fixed the days and time for administering tests on subjects. Experiment was done in two sessions and the tests were administered individually with each subject.

Investigator first administered EFT test. While administering the test, the subject was 'warmed up' to seek his/her entire attention and interest in conduction of given task. The subject was seated next to the researcher's table so that the researcher can present the cards and observe the subject's tracing easily. Then the necessary instructions were given to each subject.

The researcher, first, showed the practice complex figure (P-X) to the subject for 15 seconds which was covered by placing the practice simple form (P) over it.

A stylus was provided to the subject to trace the outline of the simple form in the complex figure. The researcher then exposed the complex figure for 15 seconds then covering it for 10 seconds with the simple form. Then the researcher exposed the complex figure to the subject by removing the simple form and turning it over.



The stop watch was started from zero as soon as the simple form was removed and the subject was requested to locate and trace it in the complex figure. With the help of stop watch the standard time was accurately given to the subject and as soon as the subject said that he saw the simple form, after verifying the researcher noted down the time in column 3 (Time Data) of the data sheet. The maximum time allotted for each figure was 3 minutes or 180 seconds.

Finally, TPPS was administered. The directions were given on the cover page of the booklet. After reading the instructions the subjects were asked to state their doubts or difficulties if any, and the investigator solved them. The subjects had recorded their responses on a separate answer sheet and were asked to fill in names, age, sex, class etc. on the answer-sheets. The investigator had cleared to the subjects that there is no right or wrong answer but they have to make a choice between the two statements of a pair must be made even though both the statements may be either equally liked or disliked, and the subjects must tally the serial number of the item in the booklet with its corresponding serial number in the answer-sheet and then record his answer. There was no time limit but the subjects were encouraged to work as rapidly as possible. After completing the test the subjects were asked to check their answer sheets to make sure that their names were on them and that they have recorded a choice for each item. Finally, the test booklets and the answer sheets were taken back from the subjects. The scoring was done for EFT and TPPS with the help of manual

## RESULTS AND DISCUSSION

This piece of research pertains to the investigation of similarities and differences between the need patterns resorted to the boys and girls belonging to the two categories field independents and field dependents. There are fifteen (15) needs exhibited in need. For each of these variables distinctions have been investigated upon, on the basis of above noted four treatment groups i.e. (i) field independent- boys, (ii) field dependent- boys, (iii) field independent –girls, and (iv) field dependent- girls. In addition Witkin's Embedded Figure Test (EFT) scores for field independence/ field dependence have also been given to identify field independents and field dependents.

The need pattern is comprised of the following fifteen (15) needs as follows:-

- (1) Need for Achievement (n-ach), (2) Need for Deference (n-def), (3) Need for Order (n-ord), (4) Need for Exhibition (n-exh), (5) Need for Autonomy (n-aut), (6) Need for Affiliation (n-aff), (7) Need for Intraception (n-int), (8) Need for Succorance (n-suc), (9) Need for Dominance (n-dom), (10) Need for Abasement (n-aba), (11)

Need for Nurturance (n-nur), (12) Need for Change (n-chg), (13) Need for Endurance (n-end), (14) Need for Heterosexuality (n-het), and (15) Need for Aggression (n-agg).

**Table 1.1: Mean and SD of Boys and Girls on EFT (N=120)**

EFT	BOYS		GIRLS	
	Mean	SD	Mean	SD
	96.733	50.147	92.500	46.613

**Figure 1.1: Bar Diagram Showing EFT Scores of Boys and Girls (N=120)**

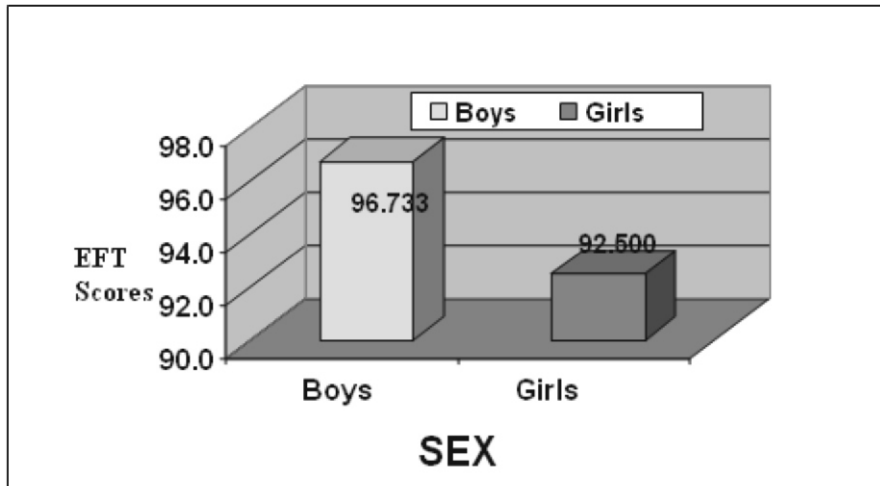
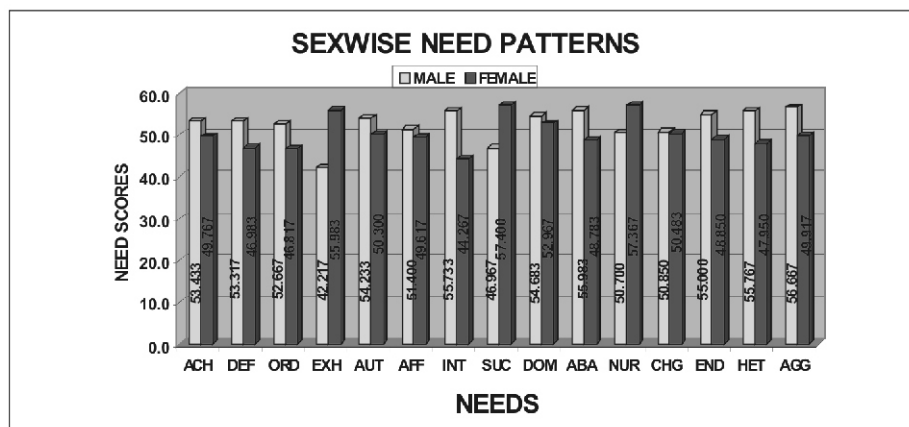


Table 1.1 reveals that boys scored higher on EFT than girls. It shows that boys have better perceptual ability to deal in an analytical fashion with the field. It presents the activities, awareness and ability to compensate for inferiority feelings.

Table 1.2: Mean and SD of Boys and Girls on Needs (N=120)

Needs	BOYS		GIRLS	
	Mean	SD	Mean	SD
ACH	5.433	13.636	49.767	5.927
DEF	53.317	9.430	46.983	7.448
ORD.	52.667	10.069	46.817	7.845
EXH.	42.217	8.379	55.98.	8.947
AUT	54.233	11.491	50.300	9.750
AFE	51.400	10.440	49.617	10.414
INT	55.733	7.691	44.267	7.080
SUC	46.967	6.999	57.400	7.810
DOM	54.683	10.172	52.967	9.951
ABA	55.983	9.028	48.783	7.917
NUR	50.700	10.286	57.367	7.517
CHG	50.850	11.205	50.483	9.414
END	55.000	8.655	48.850	7.624
HET	55.767	8.506	47.950	7.723
AGG	56.667	8.426	49.917	9.478

Figure 1.2: Bar Diagram Showing Need Patterns of Boys and Girls (N=120)



Means and SDs of needs of boys and girls are shown in table 1.2 where boys scored higher on n-ach, n-def, n-ord, n-aut, n-aff, n-int, n-dom, n-aba, n-end, n-het and n-agg than girl counterparts while girls scored higher on n-exh, n-suc, and n-nur. On n-chg the mean scores of both the genders are almost similar. The results of the present research are confirmed by number of research findings.

Males were superior on Need for Achievement (ACH) (Cattell, 1903; Ellis,1904;Ojha,1995), Need for Deference (Def), Need for Order (Ord), Need for Exhibition (Exh), Need for Autonomy (Aut), Need for Affiliation (Aff), Need for Interception (Int), Need for Dominance (Dom) (Ojha,1995), Need for Abasement (ABA), Need for Endurance (End), Need for Heterosexuality (Het) (Ojha,1995), and Need for Aggression (Agg) (Oetzel,1962; Ojha,1995) in comparison to Females. Whereas, Females showed superiority on Need for Succorance (Suc), and Need for Nurturance (Nur) (Ojha, 1995), in comparison to Males. However, Need for Change (Chg) showed no difference on the basis of Sex. Females are considered to be field dependent in comparison to males and they find their most positive values have to do with the nurturance need and this would direct them toward goals that involve service to others.

Cattell (1903) included 32 and 55 women in this list of 1000 most eminent persons in the world, while Ellis (1904) found 55 women among the group of 1030 British Genius. These conform to the result of present study showing the superiority of Males over Females on Need for Achievement (Ach). Oetzel (1962) showed boys are more aggressive than girls. This supported the male's superiority over females on need for aggression (Agg). Contrary to the results of the present study, have been reported by Chaudhary (1971) in his study showing that females had higher achievement need in comparison to males and correlation between need achievement and social class was positive.

**Table 1.3: Means and SDs of Field Independence and Field Dependence (N=120)**

EFT Scores	Cognitive Style			
	Field Independence		Field Dependence	
	Means	SD	Means	SD
	48.750	11.271	140.483	17.050

Figure 1.3: Bar Diagram showing EFT scores (Cognitive Style) (N=120)

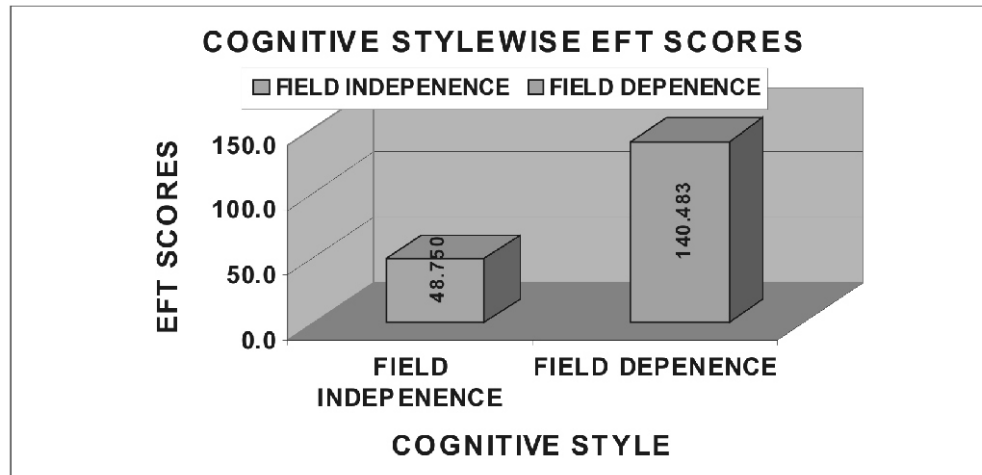


Table 1.3 shows that FI people took less time in solving the problems than the FD counterparts. FIs showed their consistency in behavior to overcome embedding contexts relying on their internal referents in an articulated manner, while FDs used their undifferentiated mode of cognitive functioning. FD or 'global-field' perceptual performers are described as individuals who lack a well-developed sense of their own identity and separateness from others. During their development, these individuals have failed to internalize a stable set of standards with which they can interpret and react to the world. Lacking stable internal frames of reference, FDs have great difficulty maintaining their own 'directions' in the face of contradictory expressions from other people. Consequently, they look to others for support and reassurance and are highly vulnerable to external influence, particularly from authoritative figures. Global-field persons are postulated as being unable to organize and impose structure upon ambiguous stimuli. When thrown upon their own resources or faced with new and/or unusual situations, they tend to become 'disrupted' and respond with ineffectual behavior. These adolescents show a low awareness of their own 'inner life' and are fearful of their own aggressive and sexual impulses. They characteristically utilize 'primitive' models of defenses such as denial and repression. Consequently, they tend to experience themselves and the world in a vague, blurred and unorganized fashion.

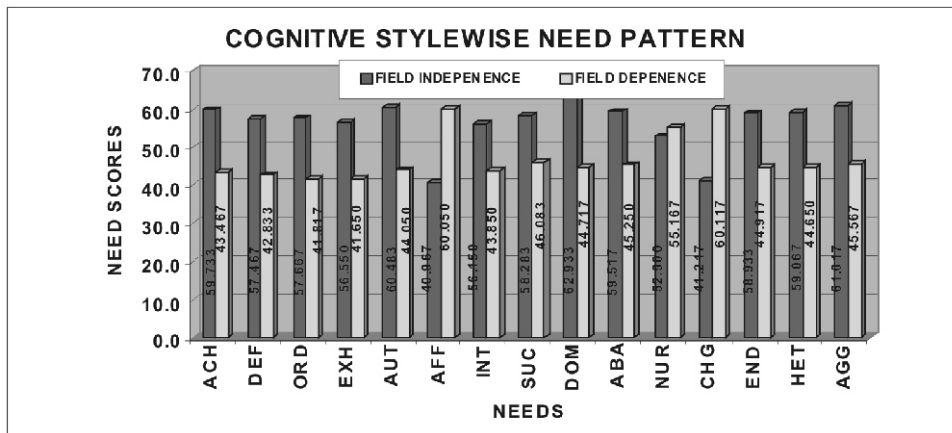
While diffuse and poorly integrated functioning seems to characterize the adjustment of FD individuals, the FI adolescents falls at the other extreme on these personality dimensions. FI or 'analytic-field' perceptual performers are described as

having a highly developed sense of their own self-identity. They tend to be regarded by others as socially more independent than their FD counterparts and evidence a ready capacity to function with little environmental support. FIs effectively organize and structure vague or ambiguous stimuli and are likely to adopt a relatively intellectual and interpersonal approach to problems. They tend to be regarded by others as socially more independent than FDs and evidence a ready capacity to function with little environmental support. They are not markedly influenced by authorities but tend rather to be guided by their own standards, values and needs even to the point of being isolated from other people. These individuals evidence a relatively high awareness of their own aggressive and sexual impulses. In their adjustment, FIs tend to use relatively specialized and complex defenses such as isolation and intellectualization. Consequently, FIs may be sometimes described as 'overcontrolled'. They show greater cognitive clarity than FDs and tend to experience themselves and the world in a discrete organized and articulated fashion.

**Table 1.4: Mean and SD of Field Independence and Field Dependence on Needs (N=120)**

Needs	Cognitive Style			
	Field Independence		Field Dependence	
	Mean	SD	Mean	SD
ACH	59.733	6.938	43.467	4.355
DEF	57.467	6.108	42.833	4.315
ORD.	57.667	5.507	41.817	4.717
EXH.	56.550	8.418	41.650	7.929
AUT	60.483	8.305	44.050	5.357
AFE	40.967	4.399	60.050	3.811
INT	56.150	7.528	43.850	6.522
SUC	58.283	7.346	46.083	5.973
DOM	62.933	3.215	44.717	4.992
ABA	59.517	5.706	45.250	5.873
NUR	52.900	12.074	55.167	6.043
CHG	41.217	4.551	60.117	3.450
END	58.933	5.018	44.917	5.215
HET	59.067	5.408	44.650	5.304
AGG	61.017	5.565	45.567	5.628

Figure 1.4: Bar Diagram Showing Need Patterns of Field Independence and Field Dependence (N=120)



The results displayed in table 1.4 of FIs and FDs confirmed that FIs scored higher on n-ach, n-def, n-ord, n-exh, n-aut, n-int, n-suc, n-dom, n-aba, n-end, n-het, n-agg and FDs scored higher on n-aff, n-nur, n-chg. Ojha (1995) showed that achievement, dominance, heterosexuality, aggression were masculine needs, whereas, deference, order, affiliation, and nurturance were feminine needs. A number of studies reported that deprivation was negatively related to n-ach, (Mishra, 1982a).

As children mature, they become more FI and use aggression and achievement in addition to their succorance need to obtain the things they want. The results show that FIs are high on need for abasement it may be because these people honestly admit specific faults, errors or lack of ability or a mistake it makes it easier for them to correct their faults and to learn. Deprivation was positively related to aggression and anxiety (N.K. Chadha & Gill, 1985).

In field independents aggression is in their active area of the combative dimension, achievement is in the active area of the competitive dimension, and succorance is in the active area of the personal-social dimension in comparison to the FDs. FIs use force and power to take what they want via the aggression need, work and complete to acquire what they want via the achievement need, and they seek help and support to meet their needs via the succorance need.



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**Cognitive Style and Need Patterns....**

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