REVIEW OF LITERATURE
Chapter-II

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Review of literature is very important for any type of research work. A brief review of available literature is presented in the chapter, which provides a basis for the theoretical framework and interpretation of findings.

Haviland and Lelwica (1987) says from birth interactive responses emerge and transform into more complex social interactions. During the first year infants can distinguish and react appropriately to emotional expressions of caregivers. According to them social behaviours such as gesturing and touching increase from six to twelve months.

Harris and Gross (1988) says that the four years of age children are taking into account the desires of others in predicting their emotional state. At this age children are also involved in social exchange, and sharing with their friends and peers is usually a very well mastered norm. Indeed, Strayer (1986) asserted that children at this age are more interpersonally oriented.

Garcia Coll and Magnuson (1988) says the culturally appropriate scales are necessary since the way parents relate to children, the amount of freedom allowed, the expectations they have, among other events differ from one culture to another. Consequently standards of social adjustment vary with the cultural norms by which they are judged. Appropriate assessment devices, therefore, must abide with cultural norms and this appears to be a very important factor in assessing the child's scholastic potential.

Devi Laxmi (1998) says the process by which an individual behaves or imagines himself behaving as if he were another person in a novel, film or play and imagies on self
behaving like that character. At a deeper level, one imitates a person to whom one is closely tied emotionally.

Hartup (1989) says that regards this ability to develop social competence as one of the most important developmental task in early childhood. The development of social competence has been related to later adjustment and academic achievement.

Firstly, Dishion (1990) found a relation between the family ecology and the rejection or acceptance by peers. Petti Dodge and Brown (1988) have stressed the importance of considering the family relationship factors to develop social competence in children. Baumrind (1971) analyzed the effects of different parenting styles on children's social interactions. During preschool years the parenting style is an important issue, since it would affect the child social abilities. Children at this age usually test the limits their parents impose on their behaviour. They have a strong desire to control their own environment. The way their parents respond to this is important. Parents tend to have different beliefs and styles of parenting. Understanding the parents’ style of authority will lead us to understand the child's way of relating of others.

Saami (1990) revealed the third dimension is emotional competence, which we define theoretically as the multi-faceted ability to strategically be aware of one's own and others' emotions and to act on this awareness, so that one can negotiate interpersonal exchanges and regulate emotional experience. Constituent elements of emotional competence include abilities to: (i) Express and experience a broad variety of well-modulated, not incapacitating, emotions, (ii) Regulate the experience and expression of emotion – when “too much” or “too little” emotional experience, or the expression of emotions, interferes with one’s intra or interpersonal goals.
Pellegrini and Glickman (1991) have argued that information to assess social development should be obtained not only from direct observations of target behaviours, but from information given by parents, care takers, teachers and others in contact with the child. In addition, it demands the development of valid and reliable instruments that are pertinent to the theoretical stand taken, and are also adequate for the target population.

Wentzel (1991) says asserts that social competence in childhood is a powerful predictor of academic achievement, stated that children who develop appropriate social skills are less likely to display current and future problems of adjustment only by understanding the nature of the developmental process is it possible to understand the links between early adaptation and later disorders.

Ainsworth and Boluby (1991) leads to a child able to feel fine when the parents leave, but also show interest or satisfaction when they return. This will allow the child to engage in other activities when the parents are not around without any fear or rejection to the parents when they return.

Annon (1991) says within social/sexual learning situations, a model developed offers a decision making hierarchy to enable each of us to determine our level of comfort with a topic and to seek additional personal or professional resources as needed. The model provides a progression form simple permission giving to providing limited information and specific suggestions, and/or to seeking intensive therapeutic intervention. It offers an opportunity for staff and parents to work together in defining their respective roles in dealing with social/sexual issues in the lives of children and youth with visual impairments and realize that it is okay to seek help and not to have all the answers in how to intervene or facilitate each child or young adult’s social/sexual development.
Edwards (1991) says that the key components of a method for instructing children, adolescents, or adults with visual impairments with or without additional disabilities in social/sexual skill development are having an approach which is both adaptable to their wide range of functioning levels and which raises staff confidence and comfort in dealing with these issues.

Finney (1991) says important factors about the home environment in relation to emotional development is regarding how the child perceives the attitudes of his parent. Mothers who are not nurturent, it has been found, cause children to be hostile, dependent lacking in conscience; their children are found to exhibit generalized expectation of failure, accompanied by lack of self confidence.

Dund and Kendrick (1992) says by the age of three children can marshal some very sophisticated reasoning about social relationships. Children understand the connection between their own actions and the other person's state of pain, anger or amusement. Their power of understanding and knowledge of social rules may be used in struggles to get their own way. By the end of the third year children not only recognize what others want but they grasp the idea that sharing is often expected from them.

Dund and Kendrick (1992) reported that in their second year children show helpful and cooperative behaviour and empathetic responses to the distress of others. The forms of social interactions after two years of age become increasingly varied. Children at this age show different degrees of social awareness, cooperative play, understanding the feelings of others and social norms.

Singh (1992) says in her study of role conflict, career and family on 117 married working women both educated and uneducated from Punjab revealed that only 25 per cent of working women were fully satisfied with the time they were
devoting to the children while 70 per cent felt that they really were unable to devote proper attention to their children and home as the major part of their day was spent outside the home.

Reported that working mothers perceived less infant distress at separation, were less anxious about separation and were less apprehensive about other care givers than non working mothers.

Monat (1993) says children and adolescents with visual impairments are so diverse in terms of their levels of functioning, living situations, and levels of social supports, that no one answer can be given as to how or when to teach them. Since each child, youth, or adult brings to each situation their own unique personality, level of skills, and learning style, their needs and intervention strategies must be considered form an individual perspective.

Azmitia and Hesser (1993) say if parents are important agents of socialization so are siblings. The great majority of children have at least one sibling. Interactions with siblings contribute to develop the child’s understanding of the needs and feelings of others. According to them siblings are considered agents of cognitive and social development. Siblings spend a significant amount of time together. The positive quality of their interactions and the high degree of mutual imitation suggests that they enjoy each others company and are interested in each other’s behaviour.

Kakkar’s study (1993) found that children from large size families i.e. family units consisting of three children showed significantly less of problem behaviour than the children from the families who have one or two children. The sample consisted of subjects in the age group of 3 to 8 years and some of behaviour problems studied were, delinquency, unsocial behaviour, aggressiveness etc.
Brown (1994) defined policy, developed wherever possible with the input and review of staff, parents, and consumers, should outline not only the school or agency’s philosophy, but even more importantly the roles and responsibilities of the child, youth, or adult with visual impairments and the staff to enhance social/sexual learning. Since policies will vary with individual settings, the reader is referred to the Human Sexuality Handbook; Guiding People Towards Positive Expressions of Sexuality.

Brody and Stoneman (1994) says the origins of social behaviour can be observed in very young children. Different types of studies have analyzed the early foundations of social interactions; sensitivity to others, differentiation of self from others, interactions with mothers, responsiveness to siblings.

McCoy et al. (1994) believes that the mismatch between their competencies encourages the acquisition of skills. Children's experiences with siblings provide a context in which interaction patterns and understanding skills may generalize to relationships with other children.

B.G. James and C.R. Beth (1994), the paper identifies the social, psychological and cognitive effects of parental alcohol abuse on children across the lifecycle. While the evidence regarding cognitive effects is mixed, there is ample evidence of negative effects on a range of developmental outcomes. Recent advances in unilateral partner interventions open up one avenue for ameliorating this damage even when the drinker is resistant to change.

Miller (1994) says this lack of social-emotional development seems to stem from the interplay of many factors which can not be truly isolated form one another. The purpose of this overview, however, will be to reflect upon some of the causes of this social lag and to illustrate the role of both staff and parents in remediation of social/sexual learning deficits.
Gordon (1994) says in order to begin to provide social/sexual education to children and young adults with visual impairments, we need to reflect upon our attitudes toward sexuality, our level of accurate knowledge regarding sexuality, and even more importantly our attitudes, feelings and beliefs regarding sexuality for people with disabilities. We need to examine our feelings regarding the rights and responsibilities of individuals with visual impairments in the areas of sexual expression, privacy, access to information and services, the ability to choose relationships and living arrangements, and in general to make decisions which affect their social/sexual lives and allow them to develop to their fullest potential.

Allen (1994) revealed an audiotape such as Your Changing Body offers a time for guided self exploration and can build both language and concept skills and offer a base for instruction in bodily changes and development. Books on tape or in Braille can also offer such a common jumping off point for parents, staff and the child or young adult to share information on social/sexual topics.

Frankel (1994) revealed the difference between employed mothers and professionally employed mothers is also indicated in the intellectually gifted high school boy. High and low achievers matched on IQ scores were compared. The low achievers were more likely to have working mothers but the high achievers were more likely to have professional mothers. Although socio-economic status as conventionally measured did not differentiate the groups, the education of the mothers (and possibly of both parents) did.

Ghai (1995) says United Nation's Declaration on the right of the child; every child has the right to affection, love and understanding. The parents should ensure him a sense of belonging and security. Also they should treat him as an individual in his own right and give him an increasing independence within limits so that he can conform to the social and cultural norms.
Kurdeth and Krile (1995) says these intrapersonal aspects of emotional competence may actually relate more closely to the fourth dimensions, self-perceive competence. Self perceived competence is defined theoretically as one’s evaluations of one’s own abilities including the child's own assessment of cognitive, physical and social abilities especially in comparison to those of others. Logically evaluations by peers and teachers contribute to those self evaluations of abilities and thus evaluation by others are associated with children's self perceived competence.

Bronson (1995) revealed a child's development is also influenced by his parents through his tendency to imitate them and to identify himself with them. That children imitate their parents is seen in the fact that the personality pattern of both boys and girls in early childhood more closely resembles that of the mother than of the father, owing to the more constant contact with the mother. Observation of the behaviour of parents and other people also determines how the child will act in a particular situation.

Dubey (1996) believed that biological or animal derives such as sex and aggression were the primary forces behind the development of emotions. What is an emotion ? It is energy which can channelised in the right direction or suppressed, thus converting it into a destructive force. It is in voluntary, uncontrollable state of mind of little duration.

Joshi and Dabarwal (1997) conducted a study on child rearing practices and personality of Satnamee children. They conducted the study on Satnamee mother and equal comparable non Satnamee mothers (20 in each) and the personality of their children's were fed at breast for a longer period and their toilet training was also started late. A tribal community presents unique socio-cultural
group which share many facets of language, artifact, ideals and techniques with the Hindu society at large.

Miller (1997) revealed that study each of these factors would affect both the type of approach used in communicating social/sexual rights and responsibilities to the individual and the degree to which they will effectively be able to exercise those rights. For example, at the lower end of the developmental and living spectrum, the intervention approach may be more behaviourally oriented and/or concentrate more on staff behaviour regarding client rights to privacy and age-appropriate physical handling. While at the higher end of the spectrum, more formal instruction and education coupled with providing the individual with the freedom and opportunity to exercise their rights and responsibilities would be the method of intervention.

Seifert and Hoffnung (1997) says traditionally, developmental psychologists have attempted to describe behaviours across different life stages in order to establish group norms against which one could compare growth, maturity or the presentation of expected milestones. Furthermore, studies in this field try to explain why behaviours occur, how they can be modified, the degree in which they can predict future adult behaviour, all of the above with the intention to learn how to foster a healthy psychological development.

Bandura (1997) says that there are obvious developmental trends in the ability to profit from models. The very young child will imitate the adult’s action immediately instead of reproducing it after a period of time. But as the child grows in up he adds experiences to his repertoire of words, images and events in order to reproduce the events at a later date.

Bar-on Arnon (1997) says that street children might not be securely lodged in the life-patterns that the middle class impose on young people, but their
reward from trying to maintain a minimum standard of living that their parents and governments are unable to provide them is infinitely preferable to living in the absolute poverty that their parents and governments are unable to provide them is infinitely preferable to living in the absolute poverty that surrounds them. Based on a critique of our current knowledge of the maturation of children, which is informed primarily by Northern mores and 'scientific' proofs whose findings derive from this normative framework and feed back into it, this article seeks to explain why we find child strataums so abhorrent and take it for granted that certain norms can and should, prevail in the South just because they are found in Northern societies.

P. Jai and T. Govind (1997) conducted a study on parent – child relationship and drop-out behaviour of 100 drop out and 100 non dropout students taken from 201 primary schools of Agra city. They found that the dropout parents in their treatment toward children give significantly greater weight to punishment, cooperation and autocracy.

Chipouras (1997) says the first step toward a social/sex education programme for people with visual impairments is the realization that the person with a disability, whether it is blindness, deafness, cerebral palsy or multiple handicaps, does not by virtue or his/her disability cease to be a social/sexual being. It is coming to the realization through self-reflection and seeking out accurate information that it is most often our misconceptions about sexuality and disability that hinders not only our ability to view the disabled as social/sexual beings, but even more stifles their development of appropriate social/sexual expression, self concept and the motivation to live as independently as possible.

Chipouras (1997) says the development of a social/sex education programme for children and youth with visual impairments begins with the belief
that the children and youth with visual impairments have the same basic social/sexual rights and responsibilities as we do. It begins with expanding the definition of “sex” beyond the “act” to the realization that: “Sexuality can be defined as the integration of the physical, emotional, intellectual and social aspects of an individual’s personality which express maleness and femaleness.

**Denham (1998)** says the measures at all age periods, except infancy, include expression and experience, regulation, and understanding of emotions. There is probably some overlap with these skills of emotional competence and the “skill level” of social competence – after all, all aspects of social interchange involves emotion. However, we consider the elements of emotional competence separately because: (1) they are central to optimal functioning, both intrapersonally and interpersonally, and (2) they are relatively recent inclusions in this repertoire, because of theoretical and methodological advances).

**Prasad and Prasad (1998)** conducted the study on their pre-school children of working mothers found sex differences in the behaviour. They compared the behaviour of pre-school children or employed mothers with non-school going children of non-employed mothers in specially created play situations. The authors concluded that pre-school education did not seem to affect adversely the personality of the child in terms of anxiety and nervousness etc.

**Bose and Biswas (1998)** conducted a study on the social world of some physically handicapped children developed marked differences between ideal self “and” self concept under the influence of uncongenial interactions with different personalities present in their social lives. As a victim of diseases, they were a social but not anti-social.

**Gold and Andres (1998)** reported that middle class boys with employed mothers had lower scores on language and mathematics achievement tests than the
other middle class children in her study of fifth graders found that full-time maternal employment was associated with higher intelligence test scores as measured by California Test of Mental Maturity.

Doyel and Markieviics (1999) say the more evidence of the importance of attachment in the development of social skills is found in different studies. Waters et al. (1977) concluded that the quality of attachment would predict competence and acceptance in the peer group. Lamb (1978) mentioned that attachment is important in three ways: (a) the infant’s trust in its parents can be generalized to others; (b) securely attached infants are willing to become actively engaged with other aspects of the environment, maximizing the benefit from extensive social experiences; (c) children would be more likely to interact with their parents without fear or weariness. Lieberman (1977) found that the social competence of the children was related to the quality of the attachment between mother and children and the amount of experience that the child had with peers.

Treffers, P.D.A. (2000) says a third branch of this research programme concerns the relationship between socio-emotional development and externalized disorders. It has been demonstrated that externalizing disorders are inversely related to level of socio-cognitive development but it is as yet unclear when the externalizing problems are caused by socio-cognitive immaturity (or vice-versa), or whether some third variable is responsible for the externalization problems as well as for the developmental delays.

Finney (2000) says another important factor about the home environment in relation to emotional development is regarding how the child perceives the attitudes of his parents. A child who perceives himself as accepted show greater ego aspirations and in dependence form parent than one who feels rejected (Peterson, et al., 1961). Mothers who are not nurturent, it has been found, cause children to be hostile, dependent lacking in conscience of failure, accompanied by lack of self confidence.
Jonathan, F. (2001) found that in the preadolescent period, fathers, psychological autonomy was linked with greater academic competence and the absence of both internalizing and externalizing behaviours. Psychological autonomy was measured at the time period using a scale that assesses the absence of psychologically manipulative, intrusive parented behaviours that inhibit children from expressing their own thoughts and from carrying out autonomous acts.

Mattanah (2001) says it is possible that because of their greater day to day involvement in children’s lives, children interpret officious over-controlling behaviours from a mother as merely “excessive lenif setting” whereas such behaviours from a father are seen as truly psychologically intrusive and inhibiting the child’s self development. This way explain why fathers’ but not mothers, intrusive behaviour was linked with negative outcomes in this study. Interesting, previous studies have found a link between the absence of psychologically intrusive behaviours in mothers and adaptive outcomes in adolescent offspring (Barber et al., 1994) suggesting that a shift may occur in the interpretation of these behaviour form late childhood to adolescence.

Paxson and Waldfogel (2002) examined how child maltreatment including neglect, physical and sexual abuse, and other forms of maltreatment is affected by parental economic circumstances. Using state-level panel data on cases of maltreatment and numbers of children in foster care, we find that increases in the fractions of children with absent fathers and working mothers in a state are related to increases in many measures of maltreatment, as are increases in the share of families with two non-working parents and those with incomes below 75 per cent of the poverty line. Decreases in state welfare benefit levels are associated with increases in foster care placement.

John Henretta (2002) revealed the transfer of assistance from older to younger family members are an important, though often ignored, component of intergenerational exchanges. The ability to help younger family members, either
financially or practically, may be influenced by the health and socio-economic status of older parents, but very little is known about these patterns. This article examines the effects of knowledge and health status on the help that late mid-life parents in Britain and the United States give their children with money, domestic tasks, and grandchild care. Results for the different types of family support yield three main findings. First, there are relatively few differences between Britain and the USA in the factors affecting the provision of support. Secondly, socio-economic factors appear to be more important among married respondents while health is more important among the unmarried. Thirdly, children's co-residence has greater effects on the provision of domestic task help in Britain than in the United States.

Kallery Maria (2004) says the science in early childhood is of great importance to many aspects of children's development. Planning for improvement of science instruction should take into consideration the problems teachers encounter in their performance of their task. However, exposition of problems of early years teachers, especially those with many years of experience, is somewhat rare in science education literature. The purpose of the present work was to investigate those factors that hinder experienced early years teachers in the performance of their task in science, and their needs, as perceived by the teachers themselves. The study was carried out in Greece. One take-home written task and two group interviews were used for data collection. Qualitative approaches were employed for the analysis of the data. The emergent themes related to teachers' problems, teachers' worries induced by these problems, problem consequences and teachers' perceived needs in science.

Kuldeep Aphilasha (2004) says children of working and non-working women maximum percentage in 10 – 12 age group have seventh standard education belong to Hindu family earning income Rs. 4000 – 7000. Emotional development of children of
working women and non-working was positive. The children of working women's more emotionally strong than the children of non-working women's. Emotional aspect of children for working women showed angry with friend even after light disagreement with him and when angry than beat the friend and quelled with him and took badly. In case of non-working children the emotional aspect of the children was failed restless when see some one cuts him accidents, another some aspect the children was started crying when see snakes spider or any other insects. Social development aspects to self directions manifests in own capacity to independently act and exercise control over once actions social communication was also one of the important aspect of the working women children ability to involves empathy which sensitizes the individual to the effects domino and affective communication. Age and education positively significant correlated with all three dimensions personal adequacy, inter personal and social adequacy personal adequacy correlation with working and non-working women and social adequacy non-significant correlation with children of working and non-working women.

Westenberg, P.M. (2004) says socio-emotional development has proved particularly fruitful in studying the development underpinnings of normal social fear and social anxiety disorder. In the clinical literature it has been noted time and again that social anxiety disorder or related disorder, appear to have its onset in the adolescent fears. It has also been suggested that the increasing prevalence of anxiety disorder during adolescence is related to a normative increase of moderate social fears in the same age period. However, the empirical literature on social fears has rarely revealed an increase of social fears in late childhood children.

Drewes, P. (2004) investigated if physical fears decrease between late childhood and mid-adolescence, while social evaluative fears increase during this period. It was also studied if changes in both sets of fears are more strongly related to socio-ecognitive maturity than to age, which itself is only a proxy measure of maturity.

S.A. Rocio (2005) described the design of an instrument able to measure social development for Mexican children and the process of the establishment of
its psychometric properties. Theoretical aspects considered for its construction and the process of validating forms for parents and teachers are described in a three stage processes that resulted in a final version of the Social Development Scale that measures disruptive behaviour, social interaction, cooperation, acceptance and attachment as core dimensions associated with the concept of social competence. The importance of assessing social development and competence for education, children rearing and general well being are analyzed and discussed.

S.A. Rocio (2005) developing the appropriate social skills depends upon various influences during childhood. Success in adult life is often related to the development of skills needed to adapt to a variety of social settings. Thus, it is important to measure social skills at an early age. Social development refers to the set of behaviours that a child displays in situations that involve others. The term is used with reference to the ability to make and sustain relationships, which relate to social adjustment and acceptance within the peer culture. In addition, there is an intra psychological component which includes feelings related to social situations such as the

G.A. King et al. (2007), there is need for psychometrically sound measures of children's participation in recreation and leisure activities, for both clinical and research purposes. This paper provides information about the construct validity of the Children's Assessment of Participation and Enjoyment (CAPE) and its companion measure, Preferences for Activities of Children (PAC). These measures are appropriate for children and youth with and without disabilities between the ages of 6 and 21 years. They provide information about six dimensions of participation (i.e. diversity, intensity, where, with whom, enjoyment and preference) and two categories of recreation and leisure activities : (i) formal
and informal activities; and (ii) five types of activities (recreational, active physical, social, skill-based and self-improvement).

Chris Morris (2007) measuring children's participation development medicine and child neurology. This paper presents information about the performance of the CAPE and PAC activity type scores using data form a study involving 427 children with physical disabilities between the ages of 6 and 15 years. Intensity, enjoyment and preference scores were significantly correlated with environment, family and child variables, in expected ways. Predictions also were supported with respect to differences in mean scores for boys vs. girls, and children in various age groups. The information substantiates the construct validity of the measures. The clinical and research utility of the measures are discussed.

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