CHAPTER III

REVIEW OF RELEVANT LITERATURE

3.00 Introduction

3.10 Review of Relevant Studies on -
   3.11 Parental Behaviour
   3.12 Parental Acceptance
   3.13 Parental Authority
   3.14 Peer-Interaction

3.20 Review of literature on Social Competence
   3.21 Literature on Parental Behaviour and Social Competence
   3.22 Literature on Peer-Interaction and Social Competence.
   3.23 Other Relevant Studies on Social Behaviour

3.30 Generalization from Review of Relevant Literature

3.40 Rationale for the Present Study.
CHAPTER - III

REVIEW OF RELEVANT LITERATURE

3.00 Introduction:

Review of relevant literature prepares a foundation for any scientific project. It enables the investigator to probe into the problem vertically and opens new vistas for research. The review makes the researcher aware about the methods and contents of the problems already investigated and presents a diagnostic approach. Pin-pointedly analyzed and reviewed literature suggests the gap that exists in the existing literature in the field. Review of relevant literature not only prepares a valid base for future researches but also highlights the existing gap in the literature which could be filled in by the future researches and thereby advances the frontier of existing body of knowledge.

Keeping in view the significance of review of literature, the researcher has closely analysed the existing relevant literature on social competence, parental behaviour and peer-interaction.

The studies cited in the Annual Review of Psychology, Educational Review as well as papers abstracted in the American Psychological Abstracts for the last 12 years
from (1977 – 1988) have been taken as representative literature.

All available papers from the other sources published during these periods were critically analyzed and carefully classified under the following heads:

I: Studies on parental behaviour with special reference to parental acceptance and parental authority.

II: Studies on peer-interaction with special reference to peer-relationship and peer-interactions.

III: Studies on social competence with special reference to social skills, social interaction.

3.10 Review of Relevant Studies on:

3.11 Parental Behaviour:

The general agreement that child’s relationship with his parents is of vital importance; however, there have been few studies opposing the nature of this relationship.

Bevercux et al. (1969); Bronfenbrenner (1970); Leissner, Hardman & Davis (1971); Halsey (1973); Kogan & Pope (1973) have demonstrated positive relationship between parental behaviour and adjustment of the children. They observed that the more parental behaviour, the more adjusted the children are. Warm and affectionate behaviour on the part of parents helps in moulding child
behaviour in a more desirable manner. Parents' social class and position is a function of family membership and through parents, influences the child's perceptions, attitudes, personality, motivation, future expectations and overt behaviour (Eraner and Goodman (1947); Centres (1949), Rabin (1950), Schoneilder & Lysgaard (1953), Himmelweit (1955), Makee & Leader (1955); Tosin (1956); Houffman, Kitsos & Prot (1958); Stevens & Long (1973); Jacob (1974) reported that socio-economic status of parents influences their expectations; thereby further affecting their preferences for their children's behaviour.

Von Maring (1955); George and Thomas (1967) have shown that women like men, often carry into the home, habits of efficiency and such women emphasized discipline and on the part of their children as against non-professional women who emphasize the protective and understanding function of motherhood. Fisher, Ferri, U. (1986) studied of parent–child communication about sex and the sexual attitude of early, middle and late adolescents. They found that middle adolescents had significantly more permissive sexual attitudes than early and late adolescents. The more responsible sexuality seen in adolescent and parents function of the similarity in sexual attitude between those late adolescent and their parents.

attitudes of primary school children. They found that on
the competitive items boys did not score significantly
higher than girls but the girls higher than boys on cooperating items. Girls perceived their parents as being more strict than boys. Thus, the parental behaviour was found strongly correlated with their differences in attitudes.

Fagot, Beverley, I (1978) noted the influence of sex of the child on parental reactions to toddler children. The results showed that the parents reacted significantly more favourably preferred behaviour and were more likely to give negative responses to cross-sex preferred behaviours. Parents gave girls negative responses when engaged in active responses when they engaged in adult oriented, dependent behaviour. No differences in parental reaction toward boys and girls were present for aggressive behaviour.

Walker, J.J., Cyras, S.J. & Palsane, M.N. (1986) investigated the child's perception of parental mutual relations, parent child relations and child's adjustment. The results showed that correlations between parent's mutual relations were positive and significant. Father's behaviour was more significantly correlated to parents' social relations and was more significantly correlated to parents. Correlations between mother child relations, between parents mutual relations and child adjustment are also positive and significant for most of the areas of adjustment.
Graybill, Daniel & Gabel, Harris (1978) made factor analysis on the Parental Behaviour Inventory as reported by children. The results pointed out three factors in parental behaviour: Psychological Autonomy vs Psychological control, Acceptance vs Rejection and Consistent vs inconsistent discipline.

Tennant, Christopher, Bebbington, Paul and Hurry June (1981) investigated that the parental death in childhood caused risk of adult-depressive disorder.

Robinson, Elizabeth, A. and Anderson, Linda (1983) examined the relationship between family adjustment, parental attitudes and social adjustability. The result replicated that the more positive adjustment of marital the fewer the number of problematic behaviour of the children as encountered by parents. When social desirability was controlled, the relationship between the child adjustment and the marital adjustment was not found significant. The parenting attitudes were not associated with social desirability or marital adjustment, warmth but not authoritarianism was negatively correlated with child behaviour problem in the home.

Counte, Michael, A., Garron David, C. and Branda, Helen, B. (1979) analyzed factor structure of Robin's Child Study Inventory and showed that the five factors of parental behaviour, parental fatalism, parental nurturance, children's happiness are similar to Robin's original 4 parental motives of altruism, fatalism, maracissam and
instrumentalism. These factors are related to the parent and child feeling is personal or impersonal.

Sagad, Akhtar (1978) studied the parental attitudes and resultant behavior of children. He investigated that the abnormal parental attitude to create emotional problems in children are over affection, over protection, rejection, over authority, identification, perfection, over responsibility and parental incompatibility.

Linkmeyer (1965) examined children's social attitudes and skills which, in turn, are determined by the patterns of dependence-independence, ascendance-submission, cooperation-competition, which have their genesis in early parent-child interactions.

3.12 Parental Acceptance:

Parents serve as the first socializing agents within the family atmosphere. It is in family that a child learns what he is and what he could be. According to Barton (1957), a child is dependent upon his parents for his desired social behaviour. Similarly, family members go a long way in fostering among the child, the social pattern acceptable in society.

Baruch (1944), Porter (1955), Hawkes et al. (1956) have reported that there exists a relationship between marital adjustment and parental acceptance of the child.
Lysands (1939) found that the child who had been rejected were found to be emotionally unstable, restless, overactive, trouble making, resentful of authority and more inclined to criminal tendencies than the child who had been accepted.

Hollowitz & Stulberg (1959) examined that child's feeling of rejection generates a vicious circle in the parent-child relationship. They found that the child becomes anxious and develops feeling of insecurity.

Baldwin (1949) observed that the rejected children showed more quarrelsome tendencies and sibling rivalry. Medinnus (1965) found that rejected children had more delinquent problems as compared to accepted children and they had strong feeling that their parents had rejected and neglected them. Langdon and Stout (1952) reported that acceptance of individuality of the child together with warm and permissive climate in the home are important factors of good adjustment. Lube & Duke (1978) examined the effect of acceptance or rejection tendencies of a parent and found that parents' acceptance or rejection of the child affects his personal factors. Malejeck, Zdenek & Kadub Cova (1983) studied the perceived parental acceptance, rejection and personality organization among Czech elementary school children and reported that the negative self perception of school children was influenced primarily by parental rejection. Malejeck, Zdenek and Kadubkaya, Bozana (1984) have shown that the negative self-concept of Czech school
children in different cultural groups was found related to parental rejection whereas children's dependence on parents in related to parental warmth whereas children's independence was related mainly due to parental rejection of the child. Suchholz, Ester, S. and Hagenes, Ranni (1983) examined the effect of parental neglect of the child and observed denial of unfulfilled dependency needs. Prakash, Jai and Tiwari, Govind (1974) investigated parent child relationship and drop out behaviour and observed a direct influence on drop-out behaviour. The dropout and non-dropout families differed on variables such as acceptance-rejection, dominance-submission, role reversion and trust. Kapur, Ritu & Gill, Sukhdeep (1986) examined the effect of parental acceptance/rejection on the self-esteem (SE) of 100 socially advantaged and 100 disadvantaged 8-12 years olds and the results showed that the parentally accepted children from both groups had positive SE. Parental rejection was associated with negative SE among socially advantaged Ss to a greater extent than among socially disadvantaged Ss. Sharma (1985) studied personality correlates of highly accepted children and found that the children are supposed to be sensitive and susceptible individuals in the family and all types of social interactions, socialization processes or social learning affect their acquisition and developmental process
3.13 **Parental Authority:**

The authoritarian behaviour of parents has been found affecting the growth and development of children. Thomson (1969) reported that the extreme permissiveness damages the development of the child. Radhke (1946) demonstrated that the children from homes which had been classified as autocratic were rated by their pre-school teachers as being unpopular with associated more unstable emotionally, more sensitive to praise and blame, more quarrelsome and less considerate of other's than the children from democratic homes. The types of child behaviour displayed under different types of parental authority have been summarized by Radhke (1946) as under:

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<th>S.No.</th>
<th>Type of parental Behaviour</th>
<th>Type of Child Behaviour</th>
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<tbody>
<tr>
<td>1</td>
<td>Rejective</td>
<td>Submissive, aggressive, adjusive difficulty, feeling of insecurity, nervous, sadistic, shy, stubborn, non-complaint.</td>
</tr>
<tr>
<td>2</td>
<td>Over protective &quot;Babbying&quot;</td>
<td>Submissive, infantile, jealous, nervous, aggressive, feeling of insecurity.</td>
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<tr>
<td>3</td>
<td>Dominating</td>
<td>Lependable, shy, submissive, polite, self-conscious, tense, quarrelsome, disinterested, uncooperative, bold.</td>
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<td>4. Inharmonious</td>
<td>Aggressive, neurotic, jealous, delinquent.</td>
<td></td>
</tr>
<tr>
<td>5. Defective discipline</td>
<td>Poor adjustment, aggressive, rebellious, jealous, neurotic, delinquent.</td>
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<tr>
<td>6. Harmonious, well-adjusted, calm, happy, compatible</td>
<td>Good adjustment, cooperative, independent, superior adjustment, submissive.</td>
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<tr>
<td>7. Logical, scientific approach</td>
<td>Self-reliant, cooperative, responsible.</td>
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Lippitt and White (1958) studied the differential traits of personality observed in two different types of homes where the fathers were respectively displaying authoritarian and democratic leadership styles and recorded significant differences in the acquired personality disposition among children brought up under these two different social climates. Lewin, Lippitt and White (1939) exposed four groups of ten years old boys to democratic, authoritarian and laissez-faire "group atmosphere". The results showed that the authoritarian "group atmosphere" produced more psychological tension, less freedom of movement, and greater rigidity of group.
structure. Some of the boys in "group atmospheres" of democratic boys liked than the authoritarian atmospheres and few children exposed to the laissez-faire "group atmosphere" liked it better than the democratic, "disorder being preferred to rigidity". Most of the traits of personality developed by children of different groups of parental authority were more or less the true replica of their models. Thus, children brought up in authoritarian homes under authoritarian parents displayed most of the authoritarian traits whereas those children brought up in democratic homes adopted and developed democratic traits. The former were found more tense and more dominant and more rigid whereas the latter were found to have displayed more warmth, liberal and permissive attitude towards life.

Gjha, Hardeo (1977) studied parental behaviour as perceived by the authoritarian and non-authoritarian college students and found that the restrictive and rejective behaviours of mother led to authoritarianism in daughters and similar behaviours of fathers led to authoritarianism in sons.

3.14 Peer Interaction:

Lazarus, Philip, J. and Weinstoch, Stuart (1984) used socio-metric test for peer nominations in classifying socially ignored vs socially rejected children and reported that the positive social behaviour helps in peer acceptance. Helgerson (1943), Parten (1932), Sulton, Smith (1971), Maudry & Nekulas (1939), McAll (1974) studied the factors influencing play-mate selection and found that sex was the
most important determinant of playmates of the same race. Scione, Frank & Sanok, Richard (1982) investigated the role of peers and adults models in facilitating and inhibiting children's pro-social behaviour. The adult reinforcement or not reinforced; nonsharing was not reinforced control group. Ss viewed devoid of prosocial or antisocial content. The result showed that Ss viewing nonsharing and sharing reinforced was not sufficient to increase pro-social behaviours significantly beyond the performance of a control group.

Laeked, Merluine, E. & Harris, Abigail, M. (1982) investigated the classroom interaction and opportunities for cross-sex peer learning in science. They found that the teachers rarely organized instruction to encourage. Waldrop and Halvason (1975) showed that the girls engage more intensive social relations while boys friendship are more extensive nature involving play with a neighbourhood.

3.20 Review of Literature on Social Competence:

An insightful analysis of existing literature on social behaviour with special reference to acquisition of social skills and development of social competence indicates that there exists diversity and variety in the literature on social behaviour. Huge literature on various aspects of social behaviour and social skills is available; however, the significant and relevant studies on social competence as well as on social skills are rather
few. Particularly, measurement of social competence invites close attention of the researchers. A few recent studies on various aspects of social competence undertaken independently or in relation with other variables have been presented as under. Parental behaviour, parental acceptance, parental authority and peer interaction are some of the variables which have been reviewed when studied with social competence and social skills.

3.21 Literature on Parental Behaviour and Social Competence:

Murray K. Hantz et al. (1984) studied the relationship between child and parental social competence. They reported that the long term consequences of early social isolation indicated social skills and social knowledge whereas early developments are more likely to experience a variety of negative consequences in adolescence and adulthood. Cowen, P., Babigian and Trost (1973), Roff, Bell and Golden (1972) investigated the critical need for a more detailed understanding of etiology of social competence and pointed out that the specific role of the parent in the emergence of social skills is particularly within the first 3 years of life. Keltner, Betle Rusk (1986) studied the relationship of family routines, home environment, birth order and number of sibling with pre-school social competence among low socio-economic status. The results indicated that the social competence is documented as significant correlate with stress resistance.
in childhood and predictive variance of family routines. Nash, Ellison (1986) explored infants social competence with their mothers and peers. The finding indicated that the infant interact more competently with peers than with mothers. Tyler, Ellen, Baraphal (1985) investigated temperament interaction with family factors and relation to social competence in the preschool years. The results showed that the family factors of maternal stress and marital adjustment were related to specific adjustment pattern in children. High maternal stress was related to increased child anxiety and low marital adjustment was related to increased aggression. Carson, David, Kirk (1985) investigated the temperament and social competence of children between one to three years of age. The results revealed that the presence or absence of the siblings in the family and parents status in their family had significant effect on children's social competence. Boys have been found significantly more active than the girls.

Stewart, Luan Wagner (1985) studied the development of social competence behaviour of adults and children at age six. The findings revealed that one half of the children adopted easily to new setting as agreed to their mothers. Howlins, Maxine (1979) examined maternal control style and the competence of the young child as a function of maternal and child status. The results revealed that the social control competence relationship were mediated
by maternal social position. Further, they were consistently related to mother education and had direct effect on girls. They were positively associated with the use of positional and personal controls also. Fredric Honery Jones (1973) made a follow up study of vulnerable adolescents. Continuity and inter-relationship of measures of social competence and psycho-pathology from adolescent to early childhood constituted the methodological aspect. The results revealed that a wide variety of topographical and functional control as well as discontinuity with wide variations emerged as causal factors affecting social competence of the subjects from childhood to adolescence.

3.22 Literature on Peer-Interaction and Social Competence

Singleton, Louise (1977) studied the effect on peer influence and social interaction among third grade children in an integrated school. The results indicated that both race and sex were significant determinants for the play and work and the positive pattern of class room interaction.

Buehler, Edward & Brenner, Jellery (1977) analysed the origins of social skills and interaction among play group toddlers. The data analysis showed the peer social relations originated parallel play, rather than merely reflecting on inadequacy of early peer relations, represents a natural facilitating context for each relations.
Participation peer social interaction was itself responsible for the increase in skilled behaviour. Travis, Cheryl, J. (1977) has critically discussed social behaviour of children in a classroom setting and found that the sex and birth order difference vitally affect verbalization of male and females. Same sex peers significantly influence verbalization as a social behaviour. Cohen, Jere M. (1977) examined the source of peer group homogeneity and showed that the magnitude of peer interaction influence aspirations. Bailey, John A., & Pierce, Keith, A. (1975) examined the friendship rating behaviour employing sociometric technique and reported that the relationship between achievement and peer acceptance friendship were found highly correlated with GPAs. Langlois, Judith, J.; Gottfred, Nathan, M., Burns, Bettina, M., & Hendricks, Daniel (1978) investigated the effect of peer age on social behavior of preschool children and showed that more of peer indirrected social behaviour was found among boys than girls, however, the verbal behaviour for both sexes increases in aggression for males for 5 year olds. Hurstred, Curtis, V. (1976) evaluated guided group interaction in positive peer culture and reported the overall problems and values of a guided group interaction. Baralta, Barnaby, B. (1977) studied the development of peer perception systems in childhood and early adolescence and showed that the level of differentiation between peer figures and the organizational complexity of relations between concepts.
concerned with appearance, social role and behaviour were found decreasing with maturity, whereas personality concepts were reported increasing steadily. Levenson, Robert, W., Gottman, John, M. (1978) assessed social competence and identified the likelihood of occurrence of certain specific behaviours and the degree of discomfort and expected incompetence in specific situations. Tyler, Forrest, S.C. (1978) studied individual's psycho-social competence employing personality configuration of selected high school students who were made completely independent of social desirability and aptitude effects and partially independent and reported a functionally relevant behavioural attributed component of effectiveness.

Anend, Richard Alan (1984) investigated preschoolers competence in a barrier situation in which patterns of adoption and their precursor in infancy were studied. The competence relevant to development level was assessed in terms of self-esteem, self-control agency and negative affect among others. They reported that the infants between 12 & 18 months of age were found to display less frustration and non-compliance and more positive affect at two years. The sex differences focussed at 42 months of age with girls evidencing less flexibility and more independency on the developmental organizational perspective, there occurred developmental continuity and coherence in individual adoption. Work, William, C. (1984) studied the measurement of social competence in
young children and observed significant effect of SES on social competence and behaviour displayed at home and in the school. High coordination of competence between mother and father was also observed. Varkoni, K., & Tsonka, F. (1978) conducted a study on the background of competence among pre-school children and reported that a certain amount of information is essential to competence; however, anxiety hinders its successful application. The emotional factor lowers the level of practical problem solving deep below that of information, while children without anxiety possess competence and information of the same quality. Connoly, Jennifer & Doyle, Anna Beth (1981) assessed social competence in pre-schoolers through ranking of teachers and peers; and identified teacher rating of popularity as a measure of social competence. Howes, Carollee (1987) studied the social competence with peers in young children and found that the maker behaviour of social competence with peers for 4 stages are related to social interaction friendship formation cognition. Individual differences in social competency and with peers within each age have also been observed.

Lodge, Kenneth, A., Mcglassky, Cynthia, K. & Feldman Esther (1985) investigated the situational approach to the assessment of social competence in children. The factor analyzed peer group entry response to peer provocations, response to failure, response to...
success social expectations and teachers expectations were the factors treated in the study. They found that the teachers rated the rejected group as having more problems than the adoptive group in each situation but except particularly in response to peer provocations and teachers expectations.

Cauce, Anumari (1986) studied social networks and net working contributions of early adolescents to social competence and reported that perceived friend emotional support and number of reciprocated best friendship were positively correlated. Peer competence and school competence were the two dimensions analyzed for social competence. The best friends in the network provided emotional support to social competence. The friendship network school achievement orientation was positively related to school competence. Cauce, Ana, M. (1986) explored the social networks and social competence. The effects of early adolescent friendships on the development of social competence were studied in different SES among children among 11 to 13 years olds. The perceived friend emotional support and number of reciprocated best friends contributed independency to school competence, peer competence and perceived self-competence. They found that the friendship networks school achievement orientation was related positively to competence. Lewine, Richard, R. Watt, Norman, F. et al. (1980) studied social competence in functionally disordered psychiatric
patients and in normals and reported that females were more competent than males regardless of psychiatric status indicating significant sex differences. Bacher, Stephen & Glidden, Laraine, M. (1979) studied imitation in EMI boys with respect to Model Competency and age. They found that the boys imitated the task of social behaviour emitted by high competent and peer models more than low competent and adults models. The high competent models were observed on the motor skill task with no significant age effect. The educable mentally retarded boys exposed to competent models especially peers, emitted a repertoire adoptive behaviour. Givens, Thema (1978) assessed the current status of three major techniques of social competence in the diagnosis of the potentially regarded child based on a normative sample and reported that the social competence is one of the components of mental retardation. The three instruments included American Association on Mental Deficiency Adoptive Behaviour, Vineland Social Maturity Scale and System of Multi-cultural and Pluralistic Assessment (SOMPA). Schenuttle, Lenise Louise (1986) made a multivariate study of social competence, social support and symptoms of distress and reported perceived helpfulness, perceived social support, stressful life events and symptoms of distress of females. They found a positive relationship between coping and symptoms of distress which was contrary to theoretical, expectations that coping reduces the impact of stress.
Lodge, Kenneth, A., Pebil Gregorys, McClaskey, Cynthia, L. and Brown, Melissa, M. (1986) studied measures of social competence in kindergarten pupils through the socially competent and incompetent watched and assessed patterns of processing social information about peer group entry and their participation in a peer group entry task. The results reveal that the provocation processing variables significantly predicted the aggressiveness of behaviour toward actual provocation. Osman, Netly (1987) examined social competence of children with learning disabilities and reported that the social problems appear to be intrinsic to the learning disability itself rather than the results of frustrating school experiences. It was pointed out that problems can occur at the levels of social cognition and skill deficit, performance deficit and in ability of self-monitor.

Bednesh, Florine and Peek, Charles (1986) assessed social environment effects of peer characteristics on the social behaviour of children with severe handicaps and reported that non-handicapped children were highly directive in nature with play interactions. Dickman Zita and Clark, Philippa, M. (1985) studied the social interaction between a pair of infant twins, and found that non-object centered sequences exhibited features of cooperative behaviour as early as 1 year of age. Leeders and Tarechic (1985) conducted a study on care-taker-child interaction in the first six years life and found that the caretaker
child interaction responsiveness of caretaker and child attachment and the influence of child temperament on the interaction. Quay, Lorene, C., Weaver, Jane, H. & Reel, Johner (1986) estimated the effect of play materials on positive and negative social behaviours in pre-school boys and girls and reported significant play centers by social or non-social behaviour interaction. They found that more social behaviour occurred in some play centers; however, the significant play centers by gender interactions indicate that boys played more in wood working and language centers; while girls played more in paints, house keeping, games art and book centers. Brownell, Calia (1986) studied convergent development and found that cognitive development correlates with growth in infant around peer skills. Both peer skills and parallel skills have been found developing in other domains; however, there appeared to be age-related constraints on the form and complexity of the relevant behaviours. Hynel, Shelling (1986) examined the interpretations of peer behaviour on effective bias in childhood and adolescence and reported that the peer behaviour varied significantly as a function of both; the affect toward the actor and valence of behaviour although age and status difference were generally non-significant. Positive behaviours were attributed to more stable causes when performed by liked peers than by the disliked peers. Greater responsibility or blame for negative behaviour was attributed to disliked than to liked peers.
Holmes, Charissa, S., Karlson, Jennifer, A. and Thomson, Hobel (1985) studied the social and school competencies in children with short stature, longitudinal patterns and reported that the developmental trends of poorer adjustment during early adolescence of the competence interacted their close friends. The short stature children were withdrawal in nature from large groups and such children felt greatest difficulty in academic work.

Nakono, Shigera (1984) examined the inter-relations between play dimensions in preschools and showed that for each dimensions of play, a specific combination was adaptable to situational demands. Dubow, Eric, R. & Cappas, Constance (1988) noted peer social status and reports of children's adjustment by their teachers, by their peers and by their self-ratings. Results showed that the rejected children were exhibiting significantly more class room and peer related behaviour problems whereas the popular was the most-well adjusted. Adjustment problems for neglected were limited to peers. They lacked in group cooperation and leadership abilities. French, Soren C. & Koos, Gregory A. (1987) identified social cognitive and behavioural characteristics of peer-rejected boys employing sociometric nomination measures for rejected and popular boys. The rejected boys exhibited and received more aversive behaviour than popular ones. McCombok, Braba, L. (1982) studied effect of peer familiarity on play behaviour in preschool children. They
found that boys were influenced slightly by the familiarity of their play companion with girls, while the girls showed more social interaction with unfamiliar peers.

Waters, Evertt, Wippman, Judith and Sroufe, L. Alan (1979) investigated "Attachment, positive affect and competence in the peer cup". The result showed that the validation of attachment as an important developmental construct and the age developmental social competence constructs was alternative to the study of homotypic behavioural continuity.

Bierman, Kargen, L. (1987) studied the clinical significance and assessment of poor peer relations. Employing sociometric technique on the characteristics of rejected and neglected children, they found that the rejected children were actively disliked by peers. Cross-situational conduct problems and continued rejection over time were experienced by them. Neglect children, who have few friends but are not actively disliked, often evidenced social withdrawals. Tremulay, R. P., Desmarasis-Gervais, Gagnon, C. & Charlebotis (1987) studied stability of preschool behaviour factor structure between cultures, sexes, ages and socio-economic classes. The results showed that the two principal component solutions have a simpler structure and is easier to interpret. Further, the two component solutions are stable across sexes, ages, socio-economic status and cultures.
Fettit, Gregory; Dodge, Kenneth, A. & Brown, Melissa, M. (1988) recorded early family experience, social problem solving patterns, and children’s social competence. The class room competence was assessed by sociometric nominations and teachers ratings of aggressive ness and social skill. The results showed that some kinds of early experience with peers appeared to have a direct impact on peer outcomes, whereas for other experiences, the relation to social competence with peers was mediated by children behaviour. Cole, David; Vandercook, Tenai & Ryders, John (1987) evaluated Dyadic interactions between children with and without mental retardation; effects on age discrepancy. The interaction were behaviourally coded in free play coded by teachers and non-retarded Ss were self reported. The results indicated the asymmetry implicit relationships between children with different levels of competence. Rogers, Dwight, L., and Ross, Dorre, D. (1986) investigated the encouraging positive relation among young children. The results reveal that the teachers promoted positive social behaviour by grouping children who have inappropriate social skills. More socially competent children displayed morally effective behaviours with their peers. Grece, Annette, M. (1987) investigated interpersonal skills and social competence of children with learning disabilities. Results reveal that children with learning disabled (LD) experienced peer difficulties. Further, LL girls displayed
more at risk than LD boys for peer problems. Sigman, Marian; Mundy, Peter; Sherman Tray & Ungerer, Jady (1986) studied social interaction of autistic, mentally retarded and normal children and their care-givers. They reported that the autistic Ss did not show a clear lack of responsiveness to their care givers. However, they did display a significant deficit in indicating behaviours during child-caregivers interaction. Guralik, Michael, J. & Juronek, Joseph, M. (1986) studied correlates of peer-related social competence of developmentally delayed preschool children. Results indicated that the existence of major deficits in peer related social behaviour was highly associated with peer related social competence.

McConugly, Stephane, H. & Ritter, David, R. (1986) examined social competence and behavioural problems of learning disabled and reported that the parents of learning disabled children were found significantly lower in social competence with more behavioural problems than normative sample parents.

Stone, Wondy, L. & La Greca Annette, M. (1984) investigated the comprehension of nonverbal communication highlighting social competence of learning disabled children. The learning disabled and non-learning disabled children were compared on non-verbal communication when potential attention of difference between the groups were controlled. They found that the learning disabled children were more withdrawn and displayed less social competence.
Leyna, F. Andra & Furth, H.G. (1986) studied the compromise strategies in social conflicts under the influence of age, issue, and interpersonal context. The responses were categorized into: 1. non-compromise, 2. routine compromise, and 3. constructive compromise. The results revealed that the corroborate on interpretation that considers peer communicative corroborate of mutual respect as well as peer communicative relations of mutual respect and cooperation, was considered a primary path to mature stage of social reasoning.

Hilphers, Erick (1984) studied social, communication and cognitive competence of small deaf children. The result indicated that the Ss all of whom had hearing parents, exhibited normal social interaction.

Crockenbery, Susan & Mc Cluskay, Kare (1986) studied change in maternal behaviour during the baby's first year of life, and reported the influence of maternal attitudes social support and infant irritability on maternal behaviour. Jacobson, Joseph, L. & while, Diane, E. (1986) examined the influence of attachment pattern on developmental changes in peer-interaction for the toddler to the pre-school period. The findings indicated the greater effect of child's attractiveness as an interactive partner than child's own interest in engaging in peer interactions. Hatch, J. James (1984) reviewed the forms and functions of child to child interaction in classroom setting and reported the essential development of
social competence through the work of education. However, the significance of social behaviour makes provision for the experiences designed to enhance the social development of children. Finkelstein, Neal, W. & Haskins, Ron (1983) investigated the preference for colour peers among kindergarten children and reported the preference for the same colour peers. However, whites talked relatively more than blacks who emitted relatively more negative behaviour and commanded more than whites.

Bierman, Karen, L. (1986) compared the relation between social aggression and peer rejection in middle childhood who were divided into 4 groups: aggressive rejected, aggressive (non-rejected), rejected (non-aggressive) and average (non-aggressive, non-rejected). Teachers and peers are ascribed the similar aggressive behaviour to aggressive rejected and aggressive. The results revealed that the rejected Ss were comparable to average Ss on measures of aggression, withdrawal and hyperactive/disruptive behaviour.

Frances, Greta & Ollendick, Thomas, H. (1987) examined the behaviour of popular and unpopular children and reported that the unpopular groups were rejected whereas more popular counterparts were ignored.
3.23 Other Relevant Studies on Social Behaviour:

Walker, Lynn, S. & Greene, John, W. (1986) examined self-esteem of adolescents in the social context from two aspects, namely (1) the perceived quality of peer and parental relationships; (2) their self-evaluation of popularity and competence in school and athletics. The results reveal that the self-evaluation of popularity was related to girls' global self-esteem while evaluation of school performance was more important for boys. The quality of relationship with one's parents continues to influence self-esteem after the child becomes an adolescent.

Ladd, Gury W. & Golter, Beckie, S. (1988) studied the parents' management of pre-schooler's peer relations, and showed that the level of parental initiation was associated with greater peer acceptance and low level of peer rejection in school. Direct or indirect forms of parental monitoring were unrelated to children's peer relations in non-school setting, but directive styles were predictive of children's social maladjustment in school.

Lamb, Michael, E., et al. (1988) evaluated social competence of Swedish pre-schoolers, and found that the high socio economic status, high quality home care and easy temperament facilitated personality maturity and had significant effect on grand parents.

play with parents and peers to their perceptive taking skills. The results showed that the younger Ss produced more fantasy transformations with their parents than with their peers. Other subjects used more fantasy than the boys.

Synder, J., Dishion, Thomas, J. & Patterson, G.R. (1986) propounded determinants and consequences of associating with deviant peers during pre-adolescence and adolescence. The results showed that the nation as well as the family both help developing social skills and play an important role in peer selection during preadolescence and adolescence.

Jennings, Kay, D., Gurry, E. & Conners, Robin (1986) examined toddlers social behaviour in dyads and groups and found that the direct interactions affect toddlers' behaviour with adult but not with peer's behaviour.

Long, Nicholas., Forehand, Rex., Fauber, Robe & Brody, Wene, R. (1987) investigated the self-perceived and independently observed competence of young adolescents as a function of parental marital conflict and recent divorce. The results revealed that the levels of parental conflicts were associated with Ss independently observation of cognitive and social competence. In regard to Ss' self-perceived levels of cognition and competence, parental marital status was found to be the critical variable.
McConaughty, Stephanie, H. & Hilter, David, R. (1985) studied social competence and behavioural problems of learning disabled boys aged 6 - 11 years. They found that the parents of learning disabled boys displayed significantly lower level of social competence and more behavioural problem than normative samples of parents.

Bell, Nancy, J. et al. (1985) examined the relevance of relationship with social competence during late adolescence. They reported that the relationship between family bonds and social competence which includes social self-esteem, instrumental ability, expressiveness, shyness and degree of satisfaction has been estimated significant; however, there are no evidences of differential effects of siblings vs parents relationship on adolescent social competence.

Pollner, Melvin & Mc Donald *iplers Lynn (1985) reported the social construction of unreality which describes a case study of a family attribution of competence to a severely retarded child. They reported that the "reality work" of a family that attributed high levels of performance and competence to their severely retarded child knows as a falle a famillee.

Ladd, Gray, W. & Price, Joseph, M. (1986) studied children's cognitive and social competence and estimated the relationship between parents' and children's perceptions of task difficulty and the actual competence of the
children; and did not observe any significant relationship between them.

Dower, Thomas, J. (1985) recorded perceptions of competence as viewed by teachers and parents; and observed that the relation of an over-reactive and under-active child to the most salient dimensions were teachers and parents' competence.

Joffes, Peter; Wolfe, David; Wilson Susan, K. & Zak, Lydia (1986) compared the family violence and child adjustment, and as reported that the girls from violent families were more internalizing behaviour problems and a lower level of social competence than non-violent families. Boys from violent families internalize and externalize behaviour problems and display a lower level of social competence by their activities, social attachment and peer relationships.

Lonald, Kevin & Parke, Ross, J. (1984) examined the parent-child play interaction and peer interactive competence and reported that the differential patterns of maternal and parental behaviour were associated with the social competence of boys and girls. Parents association, play, engagement, maternal verbal behaviour were positively related to children's peer relations, especially for boys whereas parental directiveness was negatively correlated.

Lickie, Jane, Geaber, Wherson (1980) studied the effect of training of mothers, fathers and infants on the
development of social competence and reported that training has a positive effect on the acquisition of social competence.

Kicklighter, Richard, H., Baily, Brenda, B. & Richmond, Bert, O. (1980) studied a direct measure of adoptive behaviour and reported no significant effect of sex or race on adoptive behaviour with the exception that boys were higher than girls on economic-vocational activity.

Eastc···rooks, M., Ann & Lamb, Michael, E. (1979) examined the relationship between quality of infant mother attachment and infant competence to initial encounters with peers. The results indicated that the infants engaged in more frequent and more sophisticated interaction with peers than other infants, and more dissatisfied interaction with their mothers and with stranger situations displayed higher social competence. It is, therefore, inferred that the individual differences in quality of attachment emerged as contributing factor for the development of social competence.

Kautz, Murray, Webb, Sally, V. & Andres David (194) studied the relationship between child and parental social competence and found that the social participation behaviour of parents had a potential influence on the development of socially competent behaviour. The assessment of children's social competency included social cognitive ability, social behaviour and popularity.
The results showed that the social participation with friends by mothers and fathers and social participation in community for mothers were treated as significant predictive factor in social competency of the children as children's of more socially active parents were more popular; more socially accepted by peers and they displayed more pro-social behaviour towards peers.

Parker, Gerdan (1983) studied the influence of fathers, peers and other family members on the socialization of the child. They found that the peer-interactions were internally social that influences the social competence of the child. Further, mother's role as an agent of affective engagement and development of peer interactionship is extremely significant.

3.30 Generalization:

The review of relevant literature on social competence, parental behaviour and peer interaction reveals significant shortcomings and glaring limitations from the points of view of theoretical framework, methodology and measurement of the concepts referred above. Most of the studies recorded in the literature have been conducted abroad which have poor relevance for Indian children who are socialized, nurtured and developed in different cultural settings and social systems.

Kohn (1977) and Jones (1975) have developed measures for social competence which have been found
inappropriate for Indian children though they have great significance in the advancement of literature on the measurement of social competence. Further, Kohn's (1977) two factor model, namely, Factor I: Interest-Participation vs Apathy-withdrawal, and Factor II: Cooperation-compliance vs Anger-Defiance, provides significant foundation for the study of social competence.

Another revealing aspect in the literature on social competence is the Theoretical Foundations and Interventions and strategies for Social Skills Training. There appears constant flow of rich literature on Intervention Programmes for the development of Social Competence and interpersonal coping skills (Myrashure, 1979; Mary Jane Rotheram, 1980; Roger, D. Ox and William B. Gunn, 1986; Robert Sprafkin, N. Vane Gershaw and Arnold Goldstein, 1976; Arthur Robin, 1977; Gary Emery, 1978; Francisco X. Barrios, 1997; etc); however, the factorial foundation of concept of social competence has not yet attained universal acceptance. Though rich literature exists on social competence in the world perspective; but no effort has yet been made to explore and examine the scope and significance of social competence in the fabrics of Indian socio-cultural system. Further, social competence has been invariably studied as an independent topic and has hardly been related with such factors as parental behaviour, peer interaction, family structure, ordinal position of the child and socio-economic status of the child.
Hohner's (1979) parental acceptance-rejection model is a landmark in the world literature on parental behavior; however, the concept of his 'rejection' of the child is hardly acceptable in the Indian society. Similarly, the studies conducted by Madhke (1946) and Lippit and White (1958) on parental authority, and Bandura (1971) on social learning theory and socialization process with modeling and nurturant behavior constitute the base for studies on child development.

Rich literature on parental behavior and peer interaction has also been available; however, the Indian studies are not adequate keeping in view the diversity and variety in the socio-cultural system of the country in which an Indian child is brought up and nurtured. The cultural plurality and richness of social values invite attention of the researchers to conduct scientific studies on various aspects of child development. From this points of view, the available literature on child development in the country is only in infancy. As such, the Indian studies on child development are insignificant, non-scientific, scanty and scattered. Further, they are methodologically poor. There are numerous surface level studies in which questionnaire and interview techniques have been used. Depth studies through vertical explorations in which valid and reliable psychological instruments have been used, are very few. The methodological
limitations inherent in the available literature on child development draw immediate attention of the researchers to introduce methodological sophistication in research on child development.

In essence, studies on child development require penetrated depth studies which could ensure high order of dependability. There is a greater need for process oriented researches on child development. As such, India with her rich cultural setting, even now exists as a 'laboratory' for the study of child development under her diverse cultural settings and rich social system. Perhaps, development of social competence in relation with parental behaviour, peer interaction constitute significant research problem demanding immediate attention of the researcher.

3.40 Rationale for the Present Study:

Review of literature and the genealogies, thereby made, on social competence in relation with parental behaviour and peer interaction highlight that there exists very few representative studies on social competence which has been studied in relation with parental behaviour; though numerous studies have been conducted on social competence in relation with peer-interaction. The world literature as such, on social competence, parental behaviour and peer interaction is quite rich and significant; but the cultural diversity and the cultural
uniqueness that are available in Indian society, hardly exist in overseas nations.

As pointed out earlier, child development in some science where proper penetrated studies on child development can be conducted is even now in infancy, vast scope exists for undertaking studies around development of social competence. Particularly, in a democratic country like India, where optimum development of all the individuals regardless of their caste, creed and religion is the fundamental rights under the provision of the Constitution of India, proper development of social behaviour constitutes significant aspect of the total development of the individual.

Development of integrated personality of an individual is a function of his socialization process; his child rearing practices and his social learning behaviour. Parental behaviour that includes parental acceptance of the child and the parental authority, constitutes significant ingredient of socialization process and child rearing practices. The dynamics of peer interaction that facilitate development of social competence of the child is no less important than the parental behaviour. Since specific studies on social competence as a function of parental acceptance, parental authority and peer interaction unfolding the developmental process of social behaviour among the Indian children in the specific social setting of Indian society displaying
cultural diversity and uniqueness of India is entirely missing, the researcher insightfully conceptualized to conduct study on social competence of the Indian child in which the dynamics of parental acceptance, parental authority and peer interaction as significant independent variables interacting the former one as the dependent variable. The present study on "Social Competence as a function of Parental Acceptance, Parental Authority and Peer-Interaction" is the consequence of such a logical thinking in which the significance of the problem and social relevance of the issue has been deeply involved.

The next chapter deals with 'Methodology'. 