CHAPTER II

HISTORICAL RESUME

It has been highlighted in the preceding chapter that parental attitudes, parent child relationships and parental child rearing practices have effect on the total development of a child. Parental attitudes have always been recognized as important in the development of children. It has been pointed out in the earlier chapter that these variables have been studied since the past more than five decades. However, the relevance of such studies need to be monitored from time to time due to changing parental attitudes and child rearing practices along with the change in social scenario. Therefore, this remains to be an area of research which requires periodical assessment and empirical investigation.

First of all studies on the effect of parent’s attitude and child rearing practices on the development of children are presented. These are followed by the review of studies related to the affect of socio-demographic factors. These studies dealing with parents child relationship and its effect on the development of children are presented. After that studies related to the affect of socio-demographic variables on the psychopathology of children and a description of studies regarding effect of parental attitudes on the academic achievements of children is given following which an account of studies dealing with effect of psychopathology on the academic achievement of children. Before concluding the chapter the role of socio-demographic factors on academic achievement has also been reviewed.
1. Effect of parent's attitude and child rearing practices on the development of children:

More than five decades back Symonds (1939) reported that factors like autonomy, control, acceptance, rejection as significant psychological dimensions at home. Rejected child develops the feeling of insecurity and inferiority.

Somewhat similar findings were reported by Frenkel-Bronsvik (1953) fifteen years later they found that the child who is strictly treated during his childhood himself develops into an authoritarian individual. Further parental rejection and inconsistency in rewards and punishment were found to be associated with highly dependent behavior in children.

Stendler (1954) reported that over protection tends to produce over dependency in the child.

High maternal restrictiveness was reported to be associated with emotional disturbances among children (Abb, 1958) at the same time. Peterson (1959) reported maternal idleness and overindulgence have undesirable results.

Sears (1961) found that high permissiveness and low punishment in the home was correlated positively with antisocial aggressive behavior, particularly during middle and later childhood.

Peterson and others (1961) reported that harsh parental attitudes are related to such personality problems as shyness and withdrawal and to such conduct problems as trancy and stealing.
Parental conflict and rejection of the child were prominent in the family backgrounds of extremely dependent boys (McCord 1962).

Nancy Byley (1963) found that loving mothers usually had friendly and sociable children, hostile mothers sullen and introverted children.

In a study of the family background of children referred to a child guidance clinic, Jenkins (1968) found that those youngsters characterized as over anxious were likely to have an infantilizing overprotecting mothers.

In one study of families Hetherington (1970) found that boys with involved fathers who were warm, dominating and demanding tended to be more masculine.

Baumrind (1971) reported some findings by studying three distinct ways of child rearing practices. Results indicate that authoritative way of rearing children were found to be most common and has a positive effect.

James Armentrout (1972) too found that parental warmth and acceptance of the child is related to his adjustment with the classmates.

Ponanski (1973) found a dependent relationship upon an unprotective mother to be one key reason for the development of fears.

Rohner (1975) have established that the children of cold parents are introverted or hostile.

Bronfenbrenner (1977) reported that well adjusted parents have a high probability of rearing well adjusted children.
Simpson and Stevenson (1985) reported that parent child interactions affect the child behaviour, poor family interactions make the child shy, moody and withdrawn.

**Effect of parental attitude on psychopathology of children**

Platt and Atholl (1970) revealed that parents of emotionally disturbed children show psychopathological tendencies and their interactions with the child are characterized as pathological interaction patterns.

Abb (1972) reported that mental disturbance among adolescents is rooted in the parental behaviour and attitudes.

Glueck and Glueck (1972) as a result of research conducted over a period of five decades identified five factors such as-

a) disciplin provided by father
b) affection of mother
c) supervision by mothers
d) affection of mother and
e) cohesion of the family as important in the prediction of delinquent behaviour.

Chawla and Gupta (1979) reported that parental attitudes and parent-child interactions play an important part in emotional development of a child.

Agarwal, Geeta and Saksena (1979) reported a significant impact of parents child rearing practices, child rearing attitudes and parental personalities on emotional development of the child.
Schwarz and Getter (1980) studied indices of neuroticism and major psychopathology for sons as related to dominant fathers and daughters as related to dominant mothers.

Perris, Arrindeli and Perris (1980) studied four groups of depressed patients, 47 unipolars, 21 bipolars, 34 unspecified depressive disorders. The results for these factors rejection, emotional warmth and over protection were the main reason of depressive disorders in the children.

Robinson (1983) examined the role of parenting attitudes on the emotional problems of children. It was found that subjects were having more emotional problems for maladjusted and authoritative parents.

Dhoudiyal (1984) the effect to home environment on the emotional disturbance among adolescents. It was revealed that poor care and control and poor parent-child interaction and poor parental attitudes towards their children facilitated significantly more frequent occurrence of emotional disturbances as compared to normal distribution.

Burman, Sarnoff and Ricardo (1987) reported that high control of parents developed schizophrenia in the children.

Webster (1988) revealed that mothers who were depressed or stressed due to marital problems perceived more child deviant problems and the fathers perception and behavior does not play a significant role in determining the intelligence of children. But home environment and parental care effect mental development of the children.

Boyd (1983) found that more disturbed children belonged to poor parents-child interactions families.
Doweney and Coyne (1990) studied depressed parents and found that their children were at risk for a full range of adjustment problems and at special risk for clinical depression.

Phares and Compas (1992) conducted a research to find out the relation between parental factors and childhood psychopathology. Results indicate that parental characteristics are directly associated with psychopathology of children.

**Effect of socio demographic variable on the psychopathology of children**

Shammugam (1952) reported that more boys belonging to low socio-economic families were characterized by emotional instability than the boys of middle and upper class.

John Spencer (1964) found that the largest number of stress and strains are prevent in the children of lower income group.

In the crowded slums in large cities emotional problems are particularly high (Motton 1964).

Manchanda and Rahul (1978) reported high incidence of neurotic disorders amongst females of 10-12 years belonging to urban areas.

Bousha and Crala (1984) found that the children who are maltreated by their mothers expressed fewer positive behaviours and more aggressive behaviours.

Henggeler and Bordin (1990) found that the mothers who were dissatisfied with their children and the fathers who have punitive and emotionally distant relationship with their children were found to be more delinquent.
Effect of parental attitudes on the academic achievements of children

Hurley (1965) found parental rejection to be associated with deminished intelligence during the early school years.

Sears (1978) reported that influence of family does not play a significant role in determining the intelligence of the children. But home environment and parental care effect mental development of the children.

Tiwari (1981) found that educationally facilitating home environment and parental co-operation enhance both verbal and non verbal thinking abilities of the children.

Upadhyay (1981) found that home environment did not effect the creativity of the child. But the parental attitudes and parental expectations affect the child creativity and intelligence.

Ahmed (1982) obtained the significant effect of enriched home environment and parental care. There was a significant interaction between home environment, parental care and verbal intelligence of children.

Misra (1982) observed that significant relationship existed between home environment and overall scientific activity among girls.

Atllenson, Forehand, Rickard (1982) A study of adolescents from high controlled families reported that high control was associated with problems in various areas of adjustment (e.g. Academic performance, prosocial behaviour, acting out problems).
Singh (1984) examined parents on six variables labelled as loving, Dominating, Rejection, protecting, punishing and disciplining. It was found that all these variables effect the child’s mental and physical development. Their academic achievement scores were also related to these variables.

**Effect of psychopathology on the academic achievement of children**

Douglas (1961) emotionally disturbed children reported that children with a few symptoms are hard working and better achievers while those children who have a large number of reported symptoms are emotionally disturbed.

Ryles and Pond (1965) have reported that educational achievement as assessed by class position was not related to the number of the symptoms.

Rutter (1975) in their child study found a relationship between the presence of psychiatric disorders in children and educational attainment. He found that psychiatric and educational achievements was positively related to each other.

**Effect of socio-demographic variables on the academic achievements of children**

A number of studies correlated to socio-demographic variables and creativity reported:

Torrance (1963) observed that lower class youngsters were superior in non verbal task of creativity.

Singh (1970), Shah (1972); Tehoner and Halow (1973) and Hussain 1974 studied that socio-economic condition of an individual plays an important role in the field of intelectual development, creativity is one of them. They observed that higher S.E. Status was associated with higher creativity index.
Ogletree (1971) concludes that social class has a definite effect on creativity favouring the upper and middle class groups.

Greenberg, Shore and Davidson (1972) found that creativity index did not significantly differentiate different social class. Ogletree and Vjlaki (1973) in a cross culture study of English, scotish and German subjects from upper class obtained significant higher creativity scores in comparison to middle and lower class.

Pathak and Harider (1981) the impacts of social condition upon creativity index turned out to be statistically significant beyond chance. The expectation that the subjects coming from high middle income group in comparison to subjects coming from low income group would be significantly associated with their creativity index was retained. It can be concluded that S.E.S. of subjects significantly contribute to the creativity index of the subjects. Thus the findings support that S.E.S. was significantly associated with creativity.

However, there are some studies dealing specifically with academic achievement.

Khanna (1980) studied the relationship between students socio-economic background and their academic achievement at Junior School level. S.E.S and Academic achievement are directly related to each other.

Singh et al (1983) investigated on the academic achievement of children and reported that while the younger subject’s academic behaviour may have been influenced by parental literacy and illitracy, older subjects scores were affected by many other factors.
Devi, Gita, Reddy and Luxman (1988) reported that knowledge of boys was greater than girls. Educational level of parents also influenced the knowledge contents of the respondents.

Khan (1991) reported that government schools have mostly attracted students from low S.E.S which have hampered the academic growth of the students, but on the other hand students from private schools are comparatively from H.S.E.S. which have elevated their scholastic achievement as compared to the normal private school students.