CHAPTER II

REVIEW OF LITERATURE

2.00 Introduction

2.10 Source Material for the Review of Literature

2.20 Classification of Relevant Literature based on Review:

2.21 On Social Interaction and Personality Traits

2.22 On Deprivation and Personality Attributes.

2.30 Generalizations drawn from the Review of Relevant Literature.

2.40 Relevance of the Present Problem and its Significance in the Existing Literature on Personality Traits of the Highly Accepted Children in particular.
CHAPTER II

REVIEW OF LITERATURE

2.00 Introduction:

Scientific literature advances on a solid foundation of the existing literature. The review of relevant literature on a topic, therefore, constitutes an essential aspect of a scientific work. Further, it also helps in the conceptualization of the research problem at hand, and makes the investigator aware of the existing relative status of the literature on the subject. It throws light on the strength and weakness of the literature on a particular discipline and explains the gap that exists in the body of knowledge on that subject. Such review of literature also makes the researcher aware about the nature, kind and magnitude of the work done in the field and indicates the direction of future studies on the subjects. From such reviews of relevant literature alone emerge the probable and possible topics of research. The relevance of review of relevant studies on the specific area, therefore, lies in the fact that it helps the researcher to understand and conceptualize the research problem explicitly and meaningfully; and there lies the significance of review of literature done by the researcher.
2.10 Source Material for the Review of Literature:

The review of literature for the present study has been based upon the papers abstracted in the American Psychological Abstracts from 1975 to 1983 as well as on the review of the studies published in the Annual Psychological Reviews (1971-1983); besides numerous available secondary sources on the relevant topics. Rohner's hypothesis (1980) of Parental Acceptance-Rejection Theory rather constitutes the very base of the present study.

2.20 Classification of Relevant Literature based on Review:

The present study deals with the personality correlates of the highly accepted children under Indian conditions. Observing the relevant delimitations presented in Chapter I, it has been found desirable to concentrate on the developmental studies of the child brought up, nourished and socialized under different conditions of emotional attachment and psychological interactions of the child with his parents; and the corresponding development of personality attributes. The former variables function as independent variables whereas the latter operates as dependent variable. From this points of view, the available researches in the above source materials have been classified and reviewed under the following heads:
(i) Social Interactions and Personality Traits; and
(ii) Deprivation and its effect on Personality Development.

The reviews on these relevant studies have been sequentially presented as under:

2.21 On Social Interactions and Personality Traits:

The social interaction of the child with the parents and other members of the family play significant roles in the development and acquisition of personality attributes. These social interactions encounter in the form of social learning, socialization process or child rearing practices. The basic common feature of the Indian society is that the child is by and large, an accepted being; but the word 'accepted' does not explain the degree of acceptance of the child by the parents. On a scale of psychological acceptance-rejection continuum, it matters much as to what level the child is accepted either by the mother or by the father or by both; and the amount of emotional attachment largely governs the nature and kind of development of personality attributes. Thus, socialization process, social learning and methods of child rearing practices regulate the developmental processes of the child. The findings arrived at by researchers on various aspects of social interactions have been presented as under:
The human infant is characteristically dependent for his survival, which brings the infant in close contact with his mother or mother surrogate. Social behaviours emerge as infants interact with adults.

Socialization of the child in all societies has been conducted under the protective atmosphere of ethnocentrism which generally marks human groups. "From the early childhood, socialization is made possible through the conditioning of the individual to people and their expectations. These people first involve parents, then siblings and other individuals in his community to whom he must adjust. From the reactions by these "significant others" to him, and his actions, the individual learns the role behaviour which evokes approval or disapproval from those around him. So intense are these experiences that it is suggested that the attitudes so learned become an integral part of the individual's personality" (Mead, 1934, 253).

Thus, socialization is the process by which an individual's behaviour is shaped to confirm to those regarded as desirable for his present or future role in society. Among the many social agencies that contribute to the socialization of the child, the family is clearly of central importance, because family members are the first and often almost the only social contact the child has in his early years which are critical in social development.
The beliefs, values and attitudes of the culture are filtered through the parents and presented to the child in a highly personalized and selective fashion. The personality, attitudes, socio-economic class, religious affiliations, education, and sex of the parent will influence his presentation of cultural values and standards to his child. The timing and techniques involved in the parents' behaviour for socialization of the child, and the achievement of mastery by the child for these tasks vary in different societies and cultures, thus creating differences in the personality development of children.

Jayshri Tiwari (1976) on the strength of her research on Doctoral study on "Personality development of children in relation to child rearing practices among socio-economic classes" reported that "patterns of feeding, weaning and toilet training are different in the 3 socio-economic classes. Dependency and aggression and their control has also been found to be varying in degrees in 3 socio-economic classes".

Parent-child relations as an antecedent to conceptual functioning have been systematically developed by Harvey and Catherine Felknor (1970). Lucy Ran Ferguson (1970) high-lighted the importance of dependency motivation in socialization whereas Parke (1970) attempted to delineate the role of punishment in the socialization process.
Rich literature is available on parental interaction and personality development. Bronfenbrenner (1961) found that children from achievement-oriented homes excel in planning and performance, but they are also tense, domineering, aggressive and cruel. He further reported that major change in parental behaviour over a twenty-five year period indicated a move toward greater permissiveness, freer expression of affection, increased reliance on reasoning, or appeals to guilt in contrast to punishment, a narrowing of the gap between social classes in their patterns of child rearing, and an increasingly important position of the father as a more affectionate and less authoritarian agent of discipline. Lippit and White (1958) experimentally 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 dispositions among children brought up under these two different social climates. The relation of parental authority to children's behaviour and attitudes has been systematically compiled by Radke (1946). The summary has been presented as under:
<table>
<thead>
<tr>
<th>Type of Parental Authority</th>
<th>Type of Child Behaviour Associated with it</th>
</tr>
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<tbody>
<tr>
<td>Rejective</td>
<td>Submissive, aggressive, adjustment difficulties, feelings of insecurity, nervous, sadistic, shy, stubborn, non-compliant.</td>
</tr>
<tr>
<td>Over Protective 'babying'</td>
<td>Submissive, infantile, jealous, nervous, aggressive, feeling of insecurity.</td>
</tr>
<tr>
<td>Dominating Parent</td>
<td>Dependable, shy, submissive, polite, self-conscious, tense, quarrelsome, disinterested, uncooperative, bold.</td>
</tr>
<tr>
<td>Inharmonious</td>
<td>Aggressive, neurotic, jealous, delinquent.</td>
</tr>
<tr>
<td>Defective discipline</td>
<td>Poor adjustment, aggressive, jealous, rebellious, neurotic, delinquent.</td>
</tr>
<tr>
<td>Harmonious, well adjusted, calm, happy compatible</td>
<td>Good adjustment, cooperative, independent, superior adjustment, submissive.</td>
</tr>
<tr>
<td>Logical, Scientific Approach</td>
<td>Self reliant, cooperative, responsible</td>
</tr>
<tr>
<td>Child Accepted</td>
<td>Socially accepted, faces future confidently.</td>
</tr>
<tr>
<td>Parents play with child.</td>
<td>Security feeling, self reliant.</td>
</tr>
<tr>
<td>Consistent strict discipline</td>
<td>Good adjustment.</td>
</tr>
</tbody>
</table>
The findings of studies conducted by Sears, Macoby and Levin (1957) on "patterns of child rearing"; Miller and Swanson (1958) on 'the changing American parent'; Becker et al. (1959) on 'factors in parental behaviour and personality'; Sears, Whiting, Nowlis and Sears (1953) on 'some child rearing antecedents of aggression and dependency'; Radke (1946) on 'relation of parental authority to children's behaviour and attitudes'; Sewell, Mussen and Harris (1955) on 'relationship among child training practices'; etc. have been systematically presented by Radke, Yarrow and Yarrow (1955) in the annual review of Psychology (6, 1-28) on Child Psychology, Parent Child interaction in terms of development of attachment has been studied by Coats, Anderson and Hartup (1972), Macoby and Feldman (1972), Kotelchuck (1972), Spekle, Z'elago, Kagan and Kotelchuck (1973); Schaffer and Enerson (1964); Littenberg, Tulkin and Kagan (1971); Ainsworth and Salter (1963); Ainsworth, Salter and Witting (1967); Wakler (1957), Ainsworth (1964), Ainsworth and Bell(1969), Caldwell, Wright, Homig, Tannenbaum (1970), Robson and Moss (1970), Marvin (1972), Marvin, Marvin & Abramvitch (1973), Macoby and Feldman (1972), Rosenthal (1955, 1967a, 1967b), Baumrind (1971). A circumplex model of parental behaviours which show the relationship of various types of maternal behaviour to love-hostility and autonomy-control has been presented by Schaeffer (1959) and Becker et al (1959).
Socialization of the child consists of dynamic interacting forces in the family dynamics and social dynamics. The general tone of unhappiness in homes has been found to be related to juvenile delinquency (Glueck & Glueck, 1950; Monahan, 1975) and mental illness (Nye, 1957). Unhappiness involves a certain amount of verbal and/or physical aggression on the part of parents, thus providing aggression models to the child who becomes to be aggressive also (Baudura and Walters, 1963).

2.22 On Deprivation and Personality Traits:

Another important aspect of study on developmental process of the child is the effect of 'Deprivation and traits and personality traits'. The effect of different types of deprivation on the development of personality traits and other behavioural problems have been studied by researchers. Some of the revealing studies under different aspects of deprivation have been presented as under:

Review of relevant literature on Deprivation in General:

(1) The influence of maternal character structure on the development of child's personality:

Eleanor Pavenstedt's (1964) research project used these findings to form the basis of predictions concerning 6 areas of adjustment in grade 1 child's ability to adapt to classroom discipline and routine, relationship to teachers and peers, capacity to settle down to learning and to working upto his potential, evidence of imaginativeness and creativity and overall mood.
Regulation of emotional expression in infants from two contrasting caretaking environments:

Theodore J. Goensbauer (1982) study found significant evidence that emotional response showed a dynamic and adaptive patterning in relation to stimulus events. Differences between normal and abused/neglected groups for almost every effect were noted with low SES abused/neglected children showing less adaptive effective regulation.

Symonds (1968) conducted a study on the disadvantaged children developed in a climate of helplessness and despair. The effect of economic deprivation on personality development was studied. Three major effects of poverty are listed i.e. hardening of emotional feelings, insecurity and inferiority. Behavioural manifestations are defensive aggression, denial and acts of disruptive assaultiveness. Urban crowding has been found to be aggravating negative effects of the avenues of Ghetto escape; both constructive and passive destructive acts are examined.

Personalities of deprived children:

Langmeier (1972) conducted a study on the personalities of deprived children. He demonstrated that deprivational conditions result in hardening of emotional feelings, insecurity and inferiority.
Cultural deprivation and Personality:

Boose and Boose (1967) have studied the personality characteristics of culturally disadvantaged subjects. Significant differences in personality characteristics were found between sample of males and females, the sample males and standardization males, and the sample females and standardization group females on EPPS.

Social rejection and personality:

Dodge, Kenneth A; Cole, Joh D; and Brake, N. Paul (1982) studied the behaviour pattern of socially rejected and neglected preadolescents and found that rejected children display more of task inappropriate and aggressive behaviour. They were more likely to be negative. The same is true with neglected children.

Parental Deprivation and Hysteria:

Sethi, B.B. and Das, Narottam (1976) studied hysteria to determine the effect of personality, parental deprivation and environmental triggering factors in the clinical symptomatology of Hysteria.

(a) Paternal Deprivation and Behaviour Problems:

Henny, B. Biller (1974) found that paternally deprived children have difficulty in controlling their impulses and accepting authority. Aggressive and delinquent behaviours are reported to be common among father absent children.
(b) **Well-fathered children and leadership and responsibility in adolescents:**

Bronfenbrenner, U. (1961) found a positive association between the amount of time fathers spent with their adolescent sons and their degree of leadership and responsibility that the boys displayed in school.

(c) **Paternal deprivation and inferiority:**

Santrock, J.W. (1970) studied the influence of onset and type of paternal absence on the first four Eriksonian developmental crisis and found the fathers' absence before the age of 2 years in lower class boys, associated with feelings of inferiority and low level of trust and perseverance.

(d) **Emotional deprivation and Juvenile delinquency:**

Mishra, S.S. (1977) studied parental deprivation and juvenile delinquency. The case study reveals that separation, neglect and deprivation of love contribute towards the development of juvenile delinquency in children. Welsh, R.S. (1976) also found a positive relationship between severe parental punishment and the level of delinquent aggression specially in males. Lefkowitz, M.M., Walder, L.O. and Eron, L.D. (1963) studied punishment identification and aggression and found that aggression scores increased as the number of physical punishment items chosen by parents increased.
Tamkin, A.S. (1964) studied the pathogenic parental attitudes in parents of emotionally disturbed children and reported pathogenic parental attitudes having adverse effect on the child's adjustment.

(e) Emotional deprivation and self-esteem:

Berg, Berthold and Kelly, Roberts (1979) studied the measured self-esteem of children from broken, rejected and accepted families. Children from rejected families showed self-esteem levels significantly lower than those of the other groups.

(f) Emotional deprivation and environmental adaptation:

Hazen, Nancy L., and Durrett, Mary, E. have studied the relationship between security of attachment, exploration and cognitive mapping in 2 year olds and found that subjects anxiously attached had restricted pattern of exploration in comparison to securely attached children who explored relatively more independently and were more competent in environmental adaptations.

(g) Emotional disturbance and punitive parents:

Rabkin, Leslie, Y. (1964) studied the disturbed child's perception of his parents and indicated that (1) schizophrenic boys saw mothers as dominant and punitive and father engaged in passive or feminine activity. (2) Nemoic boys saw paternal nurturance and father as boss (3) behaviour disorder boys saw mother as nice...
(h) Emotional disturbances and extremes in child rearing:

Balswick, T.O. and Macrides, C. (1975) studied the adolescence's rebellion in relation to child rearing practices and found that extremes in child rearing either in the form of restriction or permissiveness are related to rebellions in adolescents.

(i) Ego development and perceptions of child rearing:

Adams, G.R. and Jones, Raudy (1981) studied female adolescents' ego development; age comparisons and child rearing perceptions and demonstrated that female ego development was facilitated when subjects perceived (1) Maternal allowance of freedom and independence, (2) Paternal approval and praise, and (3) minimal paternal control and regulation.

(j) Paternal acceptance and children's locus of control:

Rohner & Rohner (1980) studied the perceived parental acceptance-rejection and children's locus of control and found that internality increased significantly with subjects' age and with their perception of increased parental acceptance. Moreover, age and parenting jointly accounted for 22% of the variance in Subject's locus of control scores.
Intra-cultural study of Perceived parental acceptance-rejection and children's reported behaviour dispositions:

Rohner, Rohner and Rall (1980) found in their study that perceived parental acceptance-rejection among 8-15 years old children from both countries is generally related to a specific constellation of reported behaviour dispositions, as predicted by parental acceptance-rejection theory. Perceived composite rejection was associated with approximately 46% of the variance in American subjects self reported behavioural dispositions as measured by PAQ. Perceived composite rejection was associated with 41% of the variance in Mexican subjects self reported behavioural dispositions. Support of the postulates within parental acceptance rejection theory that perceived parental acceptance rejection and culture did not interact appreciably to produce differences in children's reports of their behavioural dispositions in different cultural settings was also found.

Sears social learning theory of personality emphasizes the significance of the influence of familial environment and child rearing techniques in the development of personality. Building his theory on the 'rock of Freud's psychoanalytical theory' Erikson also gives a detailed description of personality development through eight stages. Developmental theme of each stage rests heavily on the parent-child interactions in the
family. Thus, the theories of Sears and Erikson emphasize the parent child interactions and child rearing practices for the development of personality in general.

Various studies quoted above have tried to trace the effect of parental rejection and acceptance on the scattered characteristics of personality development, along with other aspects of child development. Thus, the review of the literature with their findings sets a background for the need to study the development of personality correlates of parental acceptance and rejection dimension which forms the basic tone of the child rearing techniques.

2.30 Generalizations drawn from the Review of Relevant Literature:

On the strength of the review of the relevant studies, the following inferences could be drawn:

1. Though the world literature on developmental process of the child with special reference to the development of the personality traits of the children is quite big, the dependable scientific literature relevant is quite scanty and insufficient. Particularly very few scientific studies have been conducted on rural and tribal children which constitute rather major child population.

2. Most of the studies on children have been conducted either by Anthropologists or by Sociologists.
Psychologists have restricted their studies to urban school children only. They have not penetrated to the deep the rural and tribal culture which largely shape and mould the personality of these children. Child development under Home Science discipline is even now its natal stage as an independent discipline. Thus, there exists a vast virgin area which could be scientifically studied by the researchers in the field of Home Science or Psychology. A cross-cultural studies on the development of personality of the Indian children belonging to diverse cultural groups could be considered essentially emerging areas of research in Psychology and in Home Science.

3. Most of the researches conducted by the researchers cited above suffer from methodological defects and sampling limitations which challenge their dependability of the findings. Thus, besides content-limitations, there exists short-comings in the methodological issues and sampling procedures also. A scientific work needs to minimize these sources of error-variance.

4. Researchers have shown a greater liking for socialization processes in the study of child development. The rich cultural variations that exist in the Indian Society, and that significantly affect the child rearing practices either in urban or rural or tribal cultures have not yet been scientifically investigated employing
scientific tools and techniques. The surface level studies conducted by sociologists or anthropologists by using interview techniques do not penetrate into the very core of affective behavioural system of the child. Projective techniques are more relevant in this regard which could be effectively employed by researchers having the background of psychological processes. The nature and kind of various types of social interactions and social learning processes which affect the growth and development of the Indian children characteristically known for their intra- as well as inter-cultural variations also constitute significant research problems.

5. Rohner (1980) has come out with his significant acceptance-rejection theory which needs its thorough examination, exploration and investigations under diverse Indian cultural settings so far as the effects of parental love and affection on the development of the personality traits of the Indian children are concerned. Absolutely no work, as yet, has been done on this aspect of developmental processes. Rather, relatively, under Indian context, the verification and extension of Rohner's work over Indian children belonging to diverse cultural settings demands immediate attention of researchers engaged and involved in child studies.
Relevance of the Present Problem and Its Significance in the Existing Literature on Personality Traits of the Highly Accepted Children in Particular:

In view of the significance of verification and extension of Rohner's (1980) Acceptance-Rejection Theory under Indian cultural settings characterized by 'Unity in Diversity' over the children population in India, the present problem entitled "Personality Correlates of the Highly Accepted Children" has been conceptualized and hypotheses have been formulated accordingly. As such, by and large, the Indian children are rather accepted children; but the amount of acceptance by the parents differ from society to society and culture to culture. The competitive modern material life and its impact on the child rearing practices, as well as the discrepancy in terms of socio-economic as well as cultural deprivation too contribute largely to the developmental processes of the child; particularly the development of personality traits and behaviour. Keeping in view, the social significance and relevance of the study of effect of extreme parental acceptance-rejection on the development of personality traits of the Indian children, the present problem has been undertaken for investigation. Inadequate, insufficient and non-scientific literature existing in the country rather promotes the probabilities, possibilities, priorities and preferences for such a significant study of international importance.
The highly accepted or highly rejected children in their family settings have their own peculiar behavioural problems emerging from excessive either over-protection or under-protection which vitally affect their development of personality. Scientific literature on this issue is rather very insignificant. The present study, therefore, on one hand extend Rohner's (1980) Acceptance-Rejection theoretical foundation under Indian socio-cultural settings and parental interactions with their children, on the other hand, it will bridge the gap existing not only in the current Indian but also in the world literature on "Developmental Processes of the Child with special reference to their Personality Traits" and would make an advancement in the existing body of knowledge on Child Development in India. It is, thus, such a problem of great social significance and vital importance that needs immediate investigation.

The next Chapter deals with 'Research Methodology'.