REVIEW OF RELATED LITERATURE
CHAPTER II

REVIEW OF RELATED LITERATURE

Social development of children has been an area of special interest since long. The development schedules and the classical works of Doll and Moreno focus basically on the social competence of children. The study of prosocial behavior and training in social skills for building competence in children are the current trends in vogue. A study of social skills in the context of preadolescent literature is the focus of this review.

As this study encompasses the normal development of social and psychological behaviour of the school going children, this review is restricted to the studies based on a similar population. For the purpose of this review, the literature related to social skills is discussed under the following headings.

2.1 Social Skills During Preadolescence:

The preadolescence period labelled as later childhood, elementary school age or latency period falls in the age range of 9 to 13 years. It is a crucial stage involving significant developmental tasks of social, emotional and intellectual nature which are largely culturally imposed. The social and developmental status of later childhood could
be utilized for the development of moral judgement by providing experiences which bring these children to grips with reality, thereby contributing to the development of desirable personal evaluations and relations with the environment. Intellectually these children are capable of many independent activities which enables experimentation and problem-solving (Blair and Burton, 1951).

Freud (1923), characterised the middle years of childhood as a latency stage in which the child is expected to achieve temporary homeostasis. Contemporary theorists insist that a number of important developmental transformations take place during this period. The strong need for peer conformity is manifested by the conscious coping of overt actions, Egocentric thinking diminishes during middle childhood corresponding with an increase in intellectual capacity to reason (D'Andrea, Micheal, 1983). In Erickson's theory the behavioral tendencies are consolidated at this stage to move towards identity or identity diffusion, after passing through the psychosocial crisis of Industry VS Inferiority (Erickson, E.H. 1950).

According to Piaget (1952, 1960), the formal operational child of preadolescence is able to consider the many possible solutions to a problem and understand the relationships between many attributes simultaneously. In this period, in problem-solving the child uses the kind of
systematic, deductive reasoning - that is characteristic of scientific thought, in that, it involves the consideration of all possible alternative solutions and the logical elimination of those which are untenable.

Baldwin (1957) reports four major developmental changes during preadolescence. They are: acquisition of culturally valued skills and roles; learning about people and their view points; structuring of super-ego and sex-role identification.

Social development during preadolescence has been studied extensively by researchers. Newman, Barbara M (1977) traced that in middle school age, the child becomes aware of social norms and learns how to compromise to resolve conflict. It is a time of egocentric concern and growing capacity for decision making. The quality of social relationships depend on the capacity for interpersonal closeness, language and cognitive maturity. Many of these theoretical assumptions about development have been subjected to empirical investigations. Sacci, C., Richaud, D.M and Maria, C. (1989) analysed the personality structure of 633 children, 9 to 13 year olds, using the Holtzman Inkblot Technique. Results confirm the hypothesis about personality evolution and give more precise information about personality changes. The personality evolution includes adaptive intelligence at age 9 years, integration
of the affective factor at age 10 years, interests centering more around the adult world at age 11 years, problems related to body and sex feelings appearing at age 12 years and conflicts and tensions less repressed at age 13 years.

Many researchers highlight the significant areas of development during this phase. Socialization agents beyond the family will influence pre-adolescents in their formation of self-concept, anxiety, their moral values, their cognitive abilities, aggression and personal and social development.

A social skills inventory of 128 true - false items was constructed by Lorr, M., Youniss, R.P. and Stefic E.C. (1991) to assess 8 hypothesized bipolar dimensions. In a series of principal component analyses, 7 of the constructs plus an added concept were isolated in both college and high school men and women. Some of the factors isolated were Social Assertiveness, Directiveness, Defence of rights, Confidence and Empathy. Two higher order factors - Social skill and Empathy were also identified in several samples. Validity studies revealed strong commonalities with Rigglo's Social Skills Inventory (1986), the Horowitz Inventory of Interpersonal Problems, The Watson and Friend Social Avoidance and Distress scale (1969) and a set of self-ratings. These findings suggest that the Social Relations Survey (SRS) was a useful device for clinical and research application to problems involving social skills.
It was hypothesized by Knepper W., Ellis P. and others (1983) that after age 11, cognitive development and cognitive problem-solving skills development are interrelated, with development in one area facilitating the other. Analyses of the social and emotional versions of the Means - End Problem - Solving (MEPS) procedure, the scores of intellectually gifted and average 6th graders, supported the notion that a high level of cognitive development does play a role in advanced interpersonal and intrapersonal cognitive problem-solving skills development. The intellectually gifted children appear to have advanced in cognitive ability, especially, at an age when formal operational abstract thinking is possible.

2.2 Social Skills and Family Related Variables

Psychologist, educationists and sociologists all agree that family influence happens to be the most significant single influence during child development. Many textbook writers and authors in this area have eulogized the role of family in the development of children (Thomson; 1969; Kagan, 1958; Schmieder, 1973; Sanders, 1986). Although many social factors and groups affect the process of socialization, the family is frequently regarded as the most influential agency in the socialization of the child. The family is conceived of as a complex system involving interdependent functioning among members. Finally, the home provide settings in which the child has the opportunity to practice his or her newly-found social skills.
Parents are one of the most important models from whom the child acquires a wide variety of behaviour patterns, attitude, values and norms. This role of the family is evident in many studies. Osuna and others (1992) carried out a study with an objective to determine the importance of factors related to family conflicts in the genesis of social maladjustment. 189 boys and girls from training schools connected with juvenile courts were studied. The subjects' age ranged from 11 to 18 years and they experienced a high incidence of intrafamilial pathology. They felt that the family setting provides a fertile background for the study of behaviour, rules, norms, values, opinions and attitudes towards aggressivity.

Harraison and Lawler (1992) examined parenting styles, type 'A' behaviour in parents and children and social competence in children. Fifty 1st to 6th grade children, their parents and teachers participated in the study. Type 'A' behaviour in parents was associated with the controlling style of parenting, but not with pressuring the child to achieve. Parenting styles of achievement pressure and high control were related to impatient and aggressive behavior in children, as measured by the Methews Youth Test of Health, MYTH, a teacher - scored type 'A' behaviour instrument. In addition, impatience and aggressiveness in the children were negatively correlated with the child's social competency and ability to function in school.
Parenting practices, type 'A' behaviour of parents and social competency in children may play important roles in the origin of detrimental components of type 'A' behaviour, such as impatience and aggression.

These findings are in line with the psychoanalytical behaviorism of Miller and Dollard (1941) and the works of Whiting and Child (1953) which relate the gratification of primary needs in early childhood to the acquisition of socially valued habits.

According to Lowenstein L.F. (1984) socialization means being aware of one's own personal needs or desires and the need of others and arriving at an appropriate compromise between the two when they conflict. Problems with learning to behave are connected with both genetic and environmental factors. Discipline, toleration and understanding practiced in school are important aspects of remedying behaviour defects, especially if little can be expected at home to reverse them. Socialization of the young carries with it an element of pressure to conform.

The effectiveness of socialization is reflected in the extent of knowledge regarding social expectations and values, social and inter personal skills, competence in role performance and in competence expressed with regard to channelization of systems of behaviour that are being socialized.
Many of the studies related to the effects of socialization focus on certain inter-related issues like the measures of attachment and sociability, competence, aggression, moral development, social acceptance, anxiety, emotional disturbance and anti-social behaviour.

Parental rejection and lack of expressed acceptance felt early in life are considered to be the antecedents of many behavioural problems among children as indicated in the studies with autistic children (Goldfarb, W., 1945), delinquents (Power et al, 1974) and truant children (Herson L.A. 1960). These negative effects on personality growth may be off-set by a compensating favourable environment.

In an examination of 9 and 10 year olds on peer-relations, antisocial behaviour, academic skill deficit and family ecology, it was observed by Dishion, T.J. (1990) that rejected boys experienced poorer family management practices and displayed more behavioural and academic problems than did their average peers. Steven, M.A. and Robert, H.W. (1987) investigated adolescents and preadolescents with regard to their awareness of the belief that parents hold regarding them, between parents and between parents and children. The findings indicated that adolescents were more accurate in predicting parental beliefs than were preadolescents. Fathers' beliefs were more congruent with the self-belief of adolescents than that of preadolescents. Besides, preadolescents were more likely than adolescents to assume that their parents were similar to one another in their child perceptions.
Marchal and Jaya (1986) suggested that small families (4-5 individuals) provide a closer relationship between parents and children, allowing greater individualization, shared planning and more democratic co-operation.

Current research and theory indicate that children learn many of their social behavioural patterns in their family of origin, suggesting that early family experience may play a key role in the development of social skills and status among peers in the school settings. It has also been shown that children who establish secure attachment relationships during infancy are more likely to be competent with peers than insecurely attached infants at ages 2-5 years (Main and Weston 1981, Pastor 1981).

Fry and Grover (1983) investigated predictions of deficits in children's social - problem competencies due to early and continuing father absence. Results showed that after a 15 week intervention programme father-absent treatment subjects as compared to the father present control group subjects, improved their social problem - solving scores significantly. However, despite improvement due to intervention, social problem - solving score for father absent treatment subjects were still below those for father - present controls.
The relations among early social and familial experience, social problem solving skill and social competence in the classroom were examined by Pettit, G.S., Dodge, K.A. and Brown, M.M. (1988) in a sample of 46 preschool children from economically distressed background. The hypothesis tested were that a) early family experiences would be related to classroom social competence. b) that this relation would be mediated by the child's social problem-solving patterns. Early experience was assessed during a semi-structured home-visit interview with each child's mother. Measures derived from this interview included the child's level of exposure to deviant aggressive models, maternal values and expectations for the child, harness of discipline toward the child, and the child's degree of early experience with peers. The child's classroom competence was assessed by sociometric nominations and teacher ratings of aggressiveness and social skill. Responses to hypothetical social problems were used to generate measures of child's social problem-solving patterns. Several dimensions of family experience were found to be predictive of both classroom social competence and social problem solving skills.

A step wise regression analyses revealed that some kinds of early experience (e.g. early experience with peers) appeared to have a direct impact on peer outcome, whereas for other experiences (e.g. exposure to deviant aggressive
models, maternal values and expectations), the relation to social competence with peers was mediated by the child's social problem-solving skills and patterns.

The functioning of the families is influenced by the number, sex and spacing of children. As family size increases, opportunities for extensive contact between the parents and the individual child decrease, but opportunities for a variety of interactions with siblings expand (Hetherington, 1979) In large families there is less opportunity for overprotection, infantalization, constant harassing or close supervision of children. There is greater independence but lower academic achievement.

Hilton (1967) observed that mothers of only and first born 4 year olds were more extreme, inconsistent and interfering in their child behaviour on a puzzle-solving task in the laboratory than were mothers with their later born children.

Eldest children focus on parents as their main source of social learning within the family, whereas younger children use both parents, siblings and teachers as models. The middle-child is extremely unpopular among his peers, has poor achievement, short attention span, is readily destructible and is flighty.
The factors underlying the qualities of sibling relations are Warmth/Closeness, Relative Status/Power, Conflict and Rivalry. Relative status/Power were strongly related to the relative ages of the subjects and sibling (Fruma, W and Buhrmester D 1985). The other 3 factors were also related but were modest in degree. Kernberg, P.F. and Richards, A.K. (1988) observes the role of siblings in the development of preadolescents. Siblings have effects on each other that may go far beyond their effect as rivals. Character development, cognitive development, socialization and value development can be determined or modulated by siblings. Siblings can be the target of conflict; they can facilitate its resolution or contribute to satisfactory outcomes.

Dunn, J.F. (1988) asserts that the relationship between young siblings is distinctive in its emotional power and intimacy, its qualities of competitiveness and ambivalence and its level of emotional understanding that can be used to provoke or support.

Stocker, C., Dunn, T., and Plomin, R., (1989) investigated the extent to which maternal behaviour, temperament of children, age and family structure variables are associated with dimensions of sibling relationships in 96 families with younger siblings aged 3-6 years and older siblings aged 5-10 years. Mothers were interviewed and
observed with their children. Together the 4 sets of predictor variables accounted for 22-40% of the variance in measures of sibling relationship. Maternal behaviour, particularly differences in mothers behaviour to their two children, child temperament and younger siblings' age added independently to the prediction of sibling relationships.

2.3 **Social Skills and Peer Influences**

The term "peers" usually refers to children who are social equals and who are similar on characteristics such as age. Peers serve as standards against which the child evaluates himself/herself. Through reinforcement and modelling peer group influences the development of the child. (Hetherington, M. 1979).

Some investigators have noted that the free and egalitarian relationship with peers permits a new kind of interpersonal experimentation and exploration and particularly a new kind of sensitivity, which will serve as one of the cornerstone for the development of social competence (Piaget 1932, Sullivan 1953).

Kurdek, L.A. and Krile, D., (1982) explored the relation between peer acceptance and both interpersonal understanding and perceived social self-competence among preadolescents. Correspondence between pairs of mutual friends, unilateral friends and non friends for these two
variables were also examined. Interpersonal understanding showed significant developmental increase, girls performed significantly better than boys. Favoured peer status was related to high levels of both interpersonal understanding and perceived social competence, with the relation between peer acceptance and interpersonal understanding being stronger for older than for younger subjects. Unlike unilateral and non-friends, mutual friends were more similar to each other on both interpersonal understanding and perceived social self-competence.

Rubin, K.H., (1990) has discussed the recent surge in the study of peer relationship and social skills of children which has been stipulated by Piaget (1926) and G.H. Mead (1934). Psychologists have concluded that peer interaction is a significant force in the development of normal social relationships and social skills. However, this field has not produced much research on crosscultural differences. Investigators showed that as early as 12 to 24 months some stability of both dimensions of co-operation and dominance existed in peer relations.

Development of peer relations was influenced by the capacity to use the mother as a secure base for social exploration and responsiveness of the mother. In later years, the role of the mother in peer relations was augmented by relations with other primary referents (eg. teachers and friends) and by the development of a self concept.
Rubin, K.H. and associates (1984) investigated the social problem-solving abilities of 72 children who were observed to interact infrequently with their peers. The relation between observed frequency of isolate and social play and SPS ability were computed for 2 years. Isolate and social play were found to be moderately stable from K.G to grade I. Moreover, both quantitative and qualitative indices of SPS competence correlated in a negative direction with the observed frequency of isolate play and in a positive direction with social play. Among popular and unpopular children Brochin, H.A. and Wasik, B.H (1992) found that the popular children were more effective and socially competent than the unpopular for only one of the social problem situations, namely management of conflict.

Automatic versus reflective SPS in relation to children's sociometric status was assessed by Rabina, D.L., Lenhart, L. and Lochman, J.E (1990). The children were required to generate solutions to hypothetical social problems immediately after hearing them or after being required to wait 20 seconds before answering. When responding immediately, a condition designed to evoke subjects automatic response tendencies, both aggressive and nonaggressive, the rejected children generated fewer verbal assertion responses and more conflict escalating responses than did non-rejected boys. When required to delay before responding, a condition that encourages reflective reasoning, the responses of aggressive rejected boys differed from those of non-aggressive rejected boys.
Clark, M.L., and Bittle, M.L. (1992) investigated the relationship between the qualities expected from a friendship and the evaluation of these qualities in current friendship for 3rd, 5th and 7th graders. Girls (especially 7th graders) expected and received more kindness, loyalty and commitment and empathic understanding from their best friends. Seventh graders expected and received more empathic understanding from their best friends than 5th and 3rd graders. Seventh grade friendship pairs had more similar friendship expectation than those of 3rd grade friendship pairs.

Boulton, M.J. and Underwood, K. (1992) investigated the bully/victim problems among 6 classes of 8-9 years old and 6 classes of 11-12 years old children attending 3 middle schools by means of Olwens's Self-Report Bullying Inventory. About 21% of the children reported being bullied and about 17% reported bullying others, "sometimes" or more often. Reports of both bullying and being bullied were more prevalent among younger boys than among the older group. The 2 most common forms of bullying were reported to be teasing and hitting/kicking. Fewer of the younger group than the older group reported being bullied by the same-age pupils and more of the former reported being bullied by older pupils. Most boys were bullied by other boys only, whereas girls were more likely to be bullied by children of either sex. Besides being bullied in school, children also
reported that this happened on the journey to/from school and in other places such as in the street near where they live. Many children expressed negative attitudes towards bullying, although nearly a third said that they could understand why it happens. The majority of the children who reported being bullied/bullying others had not been spoken about this by teachers or by someone at home. Victims of bullying, but not bullies were found to be most likely to report feeling unhappy and lonely at school and to report having fewer good friends. In study 2, children identified as bullies, victims and not involved in this type of problem were interviewed to find out why certain children and/or themselves bully/get bullied by others, and the feelings of the children involved. The pattern of responses by the three groups differed in some important ways. The SPSS training programme helped children overcome such problems.

2.4 Social Skills and Personality Variables

Personality variables also have an effect on social problem solving skills. However, the variables mainly studied in this context include self-concept, aggression, anxiety and moral values.

During preadolescence boys and girls acquire different skills, values and goals, hence gender is a factor needs to be recognised in the development of social assessment and treatment programs (Crombric, G., 1988).
Fischler, G.L and Kendall, P.C. (1988) assessed the social cognitive problem-solving skills of 150 children of 6-11 years. Six quality dimensions were employed including effectiveness, inappropriateness and aggressiveness. Subjects whose solutions were more socially appropriate and more consistent across situations were better adjusted as rated by teachers and parents. Findings suggest that solutions that were interpersonally oriented and active across situations were associated with lower levels of social withdrawal.

Several personality variables which are likely to mediate social skills development in children have been identified by researchers. These variables have also been used as criterion measures in the evaluation of social skills training. From the point of view of its relevance, four of the prominent variables viz. self-concept, aggression, anxiety and moral values have been discussed here.

2.4.1 **Self-Concept**

Self-concept, according to Combs, Avila and Purkey (1971) is the most important single factor affecting behavior. What people do at every moment of their lives is a product of how they see themselves and the situations they are in. While situations may change from moment to moment or place to place, the beliefs that people have about themselves are always present as factors in determining their behavior. The self is the star of every performance, the central figure in every act.
Jersild, (1960) has studied the development of attitude towards self in children. One of her approaches was to ask children at different grade levels in school to prepare written descriptions of qualities in themselves that they admired and others that they disliked. The general finding was that "many of the criteria young people use in judging themselves at any level tend to stand out prominently at all levels."

A competent person, according to Waters, E., and Sroufe, L.A. (1983), is defined as one who is able to make use of environmental and personal resources to achieve a good developmental outcome. Cultural differences were investigated in self-perception of competence between Chinese and American elementary school children by Stigler, J.W. and others (1985). Susan Harter's scale of perceived self-competence was administered. The results revealed that there was a high correlation between perceived cognitive competence and actual achievement in school in both the groups. However, Chinese subjects tended to under-rate their competence compared to American subjects, except in the social domain, where higher ratings were judged to reflect a different social reality. Judging oneself as important to one's peers loaded on the cognitive subscale for Chinese and the social subscale for the Americans. Chinese subjects also differentiated satisfaction with oneself from the desire to change for the better.
Eisenberg, N., and Harris, J.D., (1984), observed that most definitions of social competence emphasize effective peer relations and social interactions. An understanding of developmental changes particularly in aspects of social cognition is helpful to the practitioner who attempts to foster enhanced social competence. Illustrative of the larger array of social cognitive changes are those that occur in perspective taking, conceptions of friendships, interpersonal strategies and problem solving, moral judgement and communication skills. The need to assess the quality rather than the quantity of the child's social interactions are considered.

2.4.2 Aggression

The concept of aggression has generally been accepted as "intentionally harm doing behaviour". (Bronfenbrenner and Ricciutli, 1960). The attributes of aggression were systemmatically revealed by Duccan and Hobson (1977). About 933 subjects were found to believe that constructs of ambition, assertion, belligerence, loud mouthed and self-centered are characteristics of aggressive behavior (Farmer, P., 1979).

Berkowitz (1977), has maintained that a frustrating social stimulus is a cue for an aggressive response only if the child attributes hostile intent to the stimulus person. Several researchers have suggested that individual
differences in children's retaliatory aggressive behavior may be related to differences in social cognitive skills (Chandler 1973, Feshbach 1970). These researchers have typically hypothesized that inappropriate aggressive behavior in children occurs as a function of a developmental lag in the acquisition of social role-taking skills. Hence, control of aggression appears to be one of the social skills that a child needs to learn.

Harris, M.B., and Siebel, C.B., (1975) investigated the effects of thinking happy, sad and angry thoughts on both aggression and altruism among third grade children in a 4 X 2 design with 3 affect manipulations and a control group. Girls shared more balloons than boys, but there were no treatment differences in altruism. Boys were more aggressive than girls, although they did not differ in the control conditions. Instead, boys in all the 3 affect conditions were more aggressive than in the control conditions, whereas girls in all the 3 affect conditions were less aggressive than girls in the control condition. Results are consistent with a view that any kind of emotional arousal may serve to increase a dominant aggressive response in boys and lead to inhibition of aggression in girls.

The comparative effectiveness of preadolescent aggressive behaviour, peer rejection and school functioning were evaluated by Kupersmidt, J.B., and Cois, J.D. (1990) in the prediction of adolescent delinquency and school
maladjustment. Fifth-grade children were followed forward for 7 years until the end of high school. Rejected children were more likely to have non-specific negative outcome and more types of negative outcomes than average, popular or neglected children. However, in regression models containing sex, race, aggression, frequent school absence, low grade and rejection, the only significant predictor of juvenile delinquency or of a non-specific negative outcome was aggression towards peers. Both aggression and frequent school absences were significant predictors of early school withdrawal.

According to Bron, L.D., (1980) to reduce the level of aggression in society, it is essential to intervene early in the socialization of children, so that they learn alternative ways of solving problems and do not have to rely on aggressive technique to gain their objectives. Although girls generally demonstrate less aggressive behaviour of all types than boys do, some girls who have been socialised like boys, behave as aggressively as boys. It is proposed that boys be exposed to the same training that girls have traditionally received and that they be encouraged to develop similar kinds of socially positive, tender, cooperative, nurturant and sensitive qualities which are antithetical to aggressive behavior.
Social problem solving components when assessed for high aggressive and low aggressive boys from 2nd to 6th grade, the following was found by Guerra, N.G. and Slaby R.G. (1989) with regard to the high aggressive subjects.

1) They defined social problems based on the perception that others were hostile 2) generated few consequences for exhibiting aggression, 3) Choose a "2nd best" solution that was rated as ineffective and 4) evaluate their own effective reactions to self-generated consequence of aggression as "wouldn't care" or as not "unhappy".

When 21 aggressive and 15 non-aggressive 4th, 5th and 6th grade children were assigned to open, middle or multiple choice testing conditions, it was found that the provision of a range of response choices in the multiple choice format may have interrupted the salience effects evident in the SPS ability of aggressive subjects. In the absence of these cues aggressive subjects responded in an automatic way by selecting the responses that were salient (readily activated for them) and that were typically retrieved most readily from memory (Lochman, J.E. and others 1989).

Evans, S.W. and Short, E.J. (1991) assessed SPSS in 84 elementary school aged boys to identify those responses most salient in the prediction of ratings of aggressive and socially withdrawn behaviour. Aggressive and socially withdrawn boys did not differ from the control group in the number of effective first solutions generated to the
hypothesical stories. The control group generated significantly more effective solutions as second alternatives to the stories than did the aggressive or socially withdrawn boys. In addition, the number of effective second responses generated significantly predicted both aggression and social withdrawal after controlling for verbal problem solving.

Apart from aggression and moral aspects, SPSS was also studied in relation to learning disability. The study by Toro, P.A., Weissberg, Guara and Liebenstein compared 86 children with learning disabilities (LD) with 86 matched children without learning disabilities (NLD) on 3 domains of variables: SPSS, teacher-rated behaviour, competence and family background. The children with LD and NLD group differed on variables in all 3 domains. More specifically, the children with LD were able to generate fewer alternatives for solving social problem situations, showed less tolerance for frustration and less adaptive assertiveness, had more overall classroom-behaviour problem and less personal and social competence in a variety of areas as rated by teachers. Children having LD also showed more family background difficulties (eg, lack of educational stimulation at home, economic difficulties). The findings suggest the need for greater attention to social and behavioural remediation for children with LD and greater involvement of their families, in addition to the cognitive academic remediation emphasized in existing curriculum for children with LD.
2.4.3 Anxiety

Anxiety is a generalised fear, which is a condition within the individual. It is one of the aspects much researched upon during the recent past. Some investigators have developed measures for specific anxieties such as test anxiety, social anxiety, state anxiety, trait anxiety, manifest anxiety, general anxiety and anxiety in children.

Classical studies on anxiety and stress have led to a habit interpretation of anxiety. It states that the subjects scoring high and low in anxiety differ in the response tendencies activated by personally threatening conditions. Whereas low scoring subjects may react to such conditions with increased effort and attention to the task at hand, high scoring subjects respond to threat with self oriented, personalised responses.

According to Hill (1972), high anxious children do perform especially poorly on measures of academic skills, classroom learning and problem solving ability which are critical to a child's progress in school. However, these types of children are not less capable than their low-anxious peers and it is the type of evaluation or test - taking setting that accounts, in part, for the poor performance of high-anxious children.
2.4.4 Moral Values

Acquisition of morality is commonly conceived by the psychologists as the internalisation of a set of values and ideas, sanctioned by society which become an integral part of the individual self through the process of development. Several interpretations have been given by different psychologists.

In their studies Piaget (1932), Kohlberg (1963), and others considered the development of moral values as a problem of central interest with specific reference to different stages of moral development and influences operating on it. They have focussed on the cognitive aspect of the child's moral orientation and their empirical investigations revealed the nature of the child's concept of justice, his attitude towards rules and violation of norms.

Some cognitive, behavioural and personality correlates of maturity of moral judgment were assessed by Harris, S., Mussen, P. and Rutherford, E. (1976). Maturity of moral judgement was found to be significantly correlated with general cognitive ability (intelligence test performance) and even with intelligence partialled out, with resistance to temptation, reputation for being concerned with the welfare of others, self confidence and security in social relationships.
Kothari, S. (1986) examined the relationship between the development of moral concepts and the interpersonal relationships of the child with his parents, teachers and peers in a sample of 1249 seventh grade, Indian students. Results indicate that the development of moral concepts was positively related to the child's relationship with parents, teachers and peers. To Groves, home enmeshed in a cultural milieu is the most powerful transmitter of the culture of the group. All the available data of the mid-century conference on Children and Youth, point out the influence of the parents in training child's ideas of right and wrong. The extensive research of Peck and Havinghurst points to the prime significance of family influence on character development.

Besides the school and community, heroes and ideals have a great influence on value formation. Also the structure of the social group influences moral development.

To understand the child's use of motives and intentionality in person perception and moral judgement Berndt, T.J. and Berndt, E.G., (1976) interviewed children after they had watched films or heard stories. Results suggest that the children of all ages, understood the concepts of motive and intentionality, but that the ability to make accurate inferences about motives and intentionality develops with age. Motives affected children's evaluation at all ages but intentionally affected only grade school children's evaluation.
Kennedy, M.G. and others (1988) examined the relationship between two aspects of social competence - moral reasoning and interpersonal cognitive problem solving skills in 186 children in the age range of 14 to 18 years from low socio-economic status backgrounds. There were moderate correlations between moral reasoning and interpersonal cognitive problem solving skill. A set of family climatic factors and academic success criteria were related to both measures of social competence when combined but not when considered separately. A composite interpersonal cognitive problem-solving skill score was a better predictor of personal and academic outcomes than any single interpersonal cognitive problem-solving skill component.

2:5 Studies on the Effects of Social Problem Solving Skills Training

The concept of SPSS considered as interpersonal cognitive problem-solving was first used by Spivack and Shure (1974). According to them, good social skills can be developed and favourably influence other domains of function. Coleman and Lindsay (1992) felt that social skills are critical for peer acceptance and friendship formation, which are developmental missions for the older children and adolescents.

In any plan for SPSS training concepts and understandings are taught so that children can use them in
solving the problems they meet in life. Learning situations must be provided where these concepts can be used in solving problems which are important to children. Opportunity to solve different kinds of problems should begin in kindergarten and extend throughout the child's educational experiences.

Children have to think whenever they meet difficulties, whenever they want something they cannot immediately get. Many of the child's errors in reasoning are due to inexperience. Children like to find out things for themselves. They remember solutions that work and discard those that do not. When information is given it should be accurate and errors in thinking can be tactfully corrected. Persistent misconceptions may hamper the child's school adjustment. Some children face their problems and solve them, others retreat from similar problems. Understanding how a child works through a serious problem and how he copes with it, is basic in helping children meet fears, disappointments and conflicts between their desires and their developmental needs. (Strang, R., 1971).

A problem arises when a person is motivated towards a goal and his first attempt to reach it is unrewarding. If he gets his goal in his first attempt he has no problem. Such things can happen when the individual does not know the path to the goal, the answers to the questions, and the
switch that turns the light. If the knowledge based on previous learning is inadequate and the path to the goal is not directly perceived, the first response will not be rewarding and if he keeps on going, his activity will be problem-solving (Chattopadhyay, G., 1982).

The main steps in the solution of any problem are perception, memory and applying hypothesis. In the first step children perceive an event, they become aware of a situation that involves some kind of problem to solve. Their perceptions provide them with different kinds of information; the way different objects in the situation look. In the next step children draw forth data from memory that will help them to deal with the new situations. Finally children consider the ways in which the problem may be solved, choose among them and then act upon their choice.

Children in middle years have much better recall than children of four because they can shift information into long-term memory and have more efficient devices for retrieval. They have more efficient devices for remembering as well. Classification of information is a basic skill for independent thinking and problem solving. The ability to remember develops gradually and seems to be linked to a child's level of cognitive development. The cognitive skills include ability to perceive the relationships of objects to one another and to themselves, the ability to categorize objects and the ability to decide what objects or pieces of information are important.
One of the goals of training is a simple increase in the amount of social interaction between children by reinforcement and modelling technique. Other studies have focused on the effects of changes in general categories of behaviour such as co-operation, helping behaviour and control of aggression. A third category of goals involved training more specific social skills and problem-solving skills. Social skills not only correct inappropriate behaviour in problem children but also improve the lives of all children.

Combs and Slaby (1976) used a combination of methods to train specific verbal assertive skills in preschool children with behaviour problems. Teachers provided direct guidance by telling children exactly what they can say in a given situation as it actually occurs in the classroom.

Similar studies were made by Crowder (1975) who successfully taught elementary school children to define and record behaviours and to apply behaviour management technique to themselves, siblings, parents and friends.

Initially the interpersonal cognitive problem-solving (ICPS) intervention was designed by Shure, M.B. and Spivack, G. (1982) to prevent and reduce impulsive and inhibited behaviours in Black children from low socio-economic status. Children in the age group of four and five years were involved and they were evaluated over a two year period as a part of the "Head Start" programme.
Spivack and Shure, (1974) devised a 10 week programme to help preschool children learn to generate and evaluate their own alternative solutions to interpersonal conflicts and to identify and interpret emotional cues from others. Social conflicts and emotional changes in characters were portrayed by means of scripts, stories and role-played situations with puppets. Children were given the opportunities to practice problem-solving by trying out their own solutions and receiving feedback. Children were also encouraged to label and discuss their own feelings and identify emotions in others by using behaviours as guide. Thus skills related to social problem-solving and emotional responsiveness were fostered.

Problem-solving skills were found to be correlated with social adjustment and emotional responsiveness with peer acceptance. Thus role playing and fostering active involvement in solving interpersonal problems were found to be effective techniques for training social skills in normal children.

Schinke, S.P., Schilling, R.F. and Snow, W.H., (1987) reports an outcome study of coping skills intervention in which social problem-solving skills was also incorporated to help adolescents manage stress associated with the transaction from elementary school to junior high school. A pre-post comparison of experimental and control groups in a
randomized design of 6th grade students from four elementary schools were carried out. At post test it was found that relative to control condition subjects, intervention conditioned subjects scored more positively on measures of problem-solving, assertive direct refusals, adequacy of information about junior high school, ability to handle stress, ability to deal with peer pressure and general readiness for junior high school.

Nelson, G. and Carson, P., (1988) evaluated a SPSS program for 3rd and 4th grade students. In the first study the experimental children showed greater improvement in knowledge and performance of SPSS than control children. Both positive and negative effects of intervention were found on measures of behavioural adjustment, self-efficacy and peer acceptance at 6 month follow-up. The second study compared a) SPSS training with teacher student dialoguing, peer pairing and self-monitoring and b) SPSS training with dialoguing only. It was found that children in both experimental and control groups improved significantly in performance of SPSS's but no difference between groups were found in behaviour adjustment, self-efficacy and peer acceptance.

Elias, M.J., Beier, J.J. and Gara, M.A. (1989) investigated eighty four 3rd and 4th graders' responses to interpersonal obstacles and the relationship of these
responses to social competence using the Social Problem Situation Analysis Measure (M.J.Elias et al., 1978). Subjects responded to standard vignettes and then had their initial response negated by the examiner. Indicies of problem-solving skills in standard vignettes and obstacle situations were complementary. Problem-solving in response to obstacles was the strongest predictor of self-concept and teacher's ratings of students adjustment. Expectancies in standard situations were most predictive of behavioural problems and social isolation. Subjects who were unable to use means-end thinking after confronting an obstacle were more likely to be seen as behaving non-adaptively.

Botwin et al. (1990) presents one year follow up data from an evaluation study testing the effectiveness of a cognitive behavioural substance abuse prevention approach which emphasizes the teaching of social resistance skills within the large context of an intervention designed to enhance general, social and personal competence. The follow-up study involved 998 eighth graders from 10 sub-urban New York junior high schools. Two schools were assigned to each of the following conditions: a) peer-led intervention, b) peer-led intervention with booster sessions c) teacher-led intervention, d) teacher-led intervention with booster sessions, and e) control. The original intervention was implemented in the seventh grade; the booster intervention was implemented during the eight grade. Results indicate
that this type of prevention strategy, when implemented by peer leaders in the seventh grade and when additional booster sessions are provided during the 8th grade, can reduce tobacco, alcohol and marijuana use. Similar effects are evident for female subjects when the prevention programme is implemented with fidelity by classroom teachers. Moreover the prevention program is also capable of producing a significant impact on several hypothesized mediating variables.

A systematic assertiveness training programme was developed by Wise, K.L., Bundy, K.A. and their associates (1991) for adolescents, based on Albert Bandura's social cognitive theory. The program which focussed on peer interactions and social responsibility, consisted of six semi-weekly sessions of 40 minutes and was presented to a class of 22 sixth grade social studies students in a middle school. Cognitive acquisition of the information was measured with multiple choice tests administered immediately after training and at a 6 month follow-up. Trained students performed significantly better than the control group on the post test (P less than .01) and on the 6 month follow-up (P less than .02), demonstrating that young adolescents can acquire and retain the symbolic information that forms a basis for assertive behaviour.
Lochman, J.E., (1992) examined the longer term prevention effects of a school based intervention with boys referred by classroom teachers as highly aggressive and disruptive. Three years after intervention, boys who had received an anger coping (AC) program were compared with a group of untreated boys. The AC boys had lower rates of drug and alcohol involvement and had higher levels of self-esteem and SPSS. The AC boys were not significantly different from previously non-aggressive boys on these variable at follow-up. Although the overall intervention did not have long term effect on delinquency rates of classroom behaviour, a subset of boys who also received booster sessions did display maintenance of certain classroom behaviour improvement.

In another study, Lochman, J.E. and his associates (1993) investigated the effectiveness of a social relations intervention program for aggressive and non-aggressive rejected children. 52 Black aggressive rejected and non-aggressive rejected children were randomly assigned to receive a social relations intervention or to be in a non-intervention control group. The school-based intervention for 4th grade children focussed on positive social skill training and cognitive behavioural strategies to promote deliberate, non impulsive problem solving. At both the post treatment and the one year follow up assignments, the social relations intervention was found to be effective only with the aggressive rejected children.
Lalli, Browder, Mace and Brown (1993) conducted two field studies using a behavioral consultation approach to reduce children's problem behaviours in public school settings. The first study consisted of a descriptive analysis in which the students and their teachers were observed during naturally occurring classroom activities. The results of the descriptive analysis provided hypotheses regarding the operant function of the students' problem behaviours. The hypotheses were tested in the second experiment directly through a modified experimental analysis and indirectly through an evaluation of the treatment effects. The interventions were designed to disrupt the inappropriate response-reinforcer relation by discontinuing contingent reinforcement (i.e., extinction), providing the reinforcer contingent on appropriate play behaviours, and teaching the students' verbal skills functionally equivalent to the appropriate response. The classroom teachers were trained to implement the interventions and conduct the experimental analysis during classroom activities in which the problem behaviours occurred most frequently. The interventions were effective in decreasing the students' problem behaviours while concurrently increasing their appropriate verbal skills.

Social skills training is widely used as a technique for prevention and treatment of substance abuse. To prevent alcohol misuse through the development of personal and
social competence, a pilot study was carried out by Botwin, G.J. and others (1984). The children of 7th grade, 239 in number, were involved in a 9 month study testing the efficiency of a broad-spectrum approach to prevention of alcohol misuse. The students were randomly assigned to experimental and control conditions. The treatment students received a 20 session programme targeted at the major cognitive, attitudinal, social and personality factors believed to promote the early stages of alcohol misuse. The program contained material on decision making, coping with anxiety, general social skills and assertiveness (including techniques for resisting peer pressure to drink) as well as information about the short and long term consequences of alcohol misuse. It was observed that a significantly greater proportion of the students in the experimental group reported less frequent drinking.

Caplan, M., Weissberg, R.P., (1992) and others assessed the impact of school based social competence training on skills, social adjustment and self-reported substance use of 282, 6th and 7th graders. Training emphasized broad-based competence promotion in conjunction with domain-specific application to substance abuse prevention. The 20 session program comprised 6 units: stress management, self-esteem, problem-solving, substances and health information, assertiveness and social networks. Findings indicated
positive training effects on subjects' skill in handling interpersonal problems and coping with anxiety. Teacher ratings revealed improvements in subjects' constructive conflict resolution with peers; impulse control and popularity; self report ratings indicated gains in problem-solving efficiency. The program was found to be beneficial for both inner-city and sub-urban students.

In a study by Turner and others (1993) three components of current school based refusal assertion training mediated improvement of seventh grade students ability to refuse tobacco. The components being: 1) teaching students knowledge of ways to say "no" 2) engaging students in the practice of refusal assertion or 3) motivating students to perform refusal assertion in a socially skilled way.

A three - condition true field experimental "Component study" of the differential effects of these 3 components yielded improvement in role-played behavioural skill to refuse tobacco offers that was evident in both the knowledge and practice conditions but not in the motivation condition. Skills training led to a significant decrease in students' intention to use smokeless tobacco in the future but not cigarettes. Thus a focus on engaging students in knowledge and practice components of refusal assertion training appears warranted.
The psychosocial tobacco use prevention programmes were based on the assumption that refusal skills training will have a suppressive effect on the onset of use by enabling non-using adolescents to refuse offers of cigarettes and smokeless tobacco. Elder, J.P., Sallis, J.F. and others (1993) investigated this assumption with 389 high risk junior high school students involved in a prevention programme during their 7th, 8th and 9th grade years. Direct behavioural measures of refusal skills were taken by having subjects respond to audiotaped offers of tobacco and then rating the quality of their responses. These ratings were then linked to tobacco use measures obtained at the end of each of the three study years. Results showed that the comprehensive prevention program produced a favourable trend in delaying or preventing the onset of tobacco use. However, the refusal skills training, which was carried out throughout the three years intervention period, produced significant differences in overall refusal skill quality only at the seventh grade. However, refusal skill quality was not related to overall tobacco use or cigarette use at any grade.

Another area where skills training is being introduced pertains to control of AIDS. Kipke, M.D., Boyer, C.; Heia, K. (1993) evaluated an AIDS Risk Reduction Education and Skills Training (ARREST) program designed for adolescents.
With the increasing rate of HIV infection among adolescents, there was an urgent need for intervention that would provide teen-agers with information, the ability to make decisions, and the assertiveness and communication skills required for effective prevention and risk reduction. 87 inner-city, African-American (36%) and Latino (55%) adolescents were recruited for community-based after school programs, and randomly assigned to either the ARREST intervention or a wait list control group. Adolescents assigned to the ARREST intervention participated in three 90 minute intervention sessions. ARREST was evaluated by comparing pre and post scores on a battery of self-report measures and videotaped role-play simulations. Analysis revealed significant post test differences between the ARREST and wait list control groups, with teens in the ARREST group demonstrating significant changes in knowledge and negative attitudes, about HIV/AIDS, perception of risk and appropriate concern about contacting AIDS. More importantly, adolescents in the ARREST group demonstrated a significant increase in behavioural skills for negotiating prevention and risk reduction and resisting peer pressures to engage in risk-related sexual and drug use behaviours.
2.6 An Overview

A review of literature in the area of social problem solving skills suggest a developmental perspective of the skill. As the social interaction of children extends and improves, the social problem solving skills also emerge. This is an off-shoot of the development of social cognition in the child. However, studies reveal that parenting and socialization processes have a direct affect on SPSS. The SPSS are learnt in the family context through coaching and modelling.

Far-fetched generalisations are made with regard to the influence of SPSS on the personality variables. It is hypothesized that SPSS is related to a wide range of variables from sociability to the self-concept of children. However, further research along these lines is necessary to confirm such a relationship.

The conceptualization of SPSS is relatively nascent and although the construct is well-defined, the domains of its operation are not clearly understood. Further research is required to establish the wide range of network of variables that are likely to be affected by SPSS. Since the earliest works of Spivack and Shure, SPSS have been consistently used as an intervention strategy to build social competence in children and for primary prevention of mental illness from early childhood onwards.
SPSS training was found to promote normal social development in children. Studies reveal that children trained in social skills improved in their self-concept, aggression, anxiety and moral values. However, a systematic analysis of the relationship of SPSS and other variables need to be made to recognize the why of the processes of change. Currently, SPSS has acquired significance in explaining adult behaviour, with the emphasis on skill oriented therapy. SPSS has been recommended as an intervention for coping with stress. Even in personnel selection, assessment of SPSS is gaining momentum. The trend of research suggests identification of various components and the behaviour resulting from a deficit of any one of the component. Exercises and procedures are being developed to strengthen SPSS training in primary prevention programs, in reformation programs for juvenile delinquents and in helping children cope with normal stresses of development.

2.7 The Need for Present Study

In the Indian context SPSS is relatively a new concept. Although emotional and social behaviour of children are intensely studied, the significance of intervention strategies like SPSS for promoting social and emotional growth is rarely emphasized.
The current educational set-up in the urban areas, has led to an increase in stress for children. The environmental conditions and pressures of high expectations are contributing to the stressors especially for pre-adolescents. The nuclear families and overprotection of children are another source of frustration as preadolescents move out from parental control to enter the realm of peer pressure with their expanding social cognition.

In this context, many factors are likely to contribute towards social competence of children, an element of which is SPSS. Very few studies have considered this dimension of the growing child in the Indian scenario.

Hence, this investigation was undertaken to enquire into the prevailing SPSS among pre-adolescents and their psycho social correlates. The significance of SPSS training in promoting social development among normal school going children is another important aspect. Following the clinical model of evaluative research with a multiphase design, the present study was aimed at evaluating the SPSS for effective social and emotional behaviour of preadolescents.

*****

53