CHAPTER II

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Having seen the origin, the importance, and the scope of the problem. Now in this chapter researchers related to researchers conducted by eminent authors on the topic and a few studies which recommended to study more factors on parent child interaction will be discuss here.

There are many studies conducted on adjustment but very few studies were conducted on parent child interaction and adjustment and among few studies which enlightenment the relationship of parent child interaction and adjustment, it is sad to notice that not much work is done in India. Regarding the study of parent child interaction and adjustment there is much lack in the depth studies conducted in India and abroad.

There are number of excellent investigation on parent child interaction of which study conducted by Radke (1946), Baldwin (1949) and his colaborators and Sears (1957) seem particularly outstanding. They found that attitude of fathers and their part contribute more in the formation of personality tendencies among children. Contradicting this study, on parent child relationship done by Ackerson and Cepenas and Hammetweit say that
there is relationship between mother's attitude and their children's adjustment. Study by Levy states that mothers play a more important part than fathers in the development of child personality. He still states, "it is generally accepted that the most potent of all influences on social behaviour is derived from the social experience of the mother".

Study done by Peterson R. Donald, Beeker C. Wesley, Helimer A. Leo, Shoemaker J. Donald and Quay C. Herbert on "parental attitude and child's adjustment" concentrated on two specific purposes, the first is to assess difference between parental attitudes in two groups of families. One in which the children displayed certain adjustment problem and the other group in which is the one which do not show any adjustment problem. The other aim of this study was to establish differential attitudinal patterns associated with two major dimensions of child behaviour disturbance. For this study 31 clinic group (group of children who show adjustment difficulties), 29 of non-clinic group (children who did not show any adjustment problem) were taken up for the study. On the basis of introduce of fathers and mothers 7 parent attitude factors were made. The attitudes in the clinic group then compared with those in the non-clinic group separately for mothers and
fathers. It was found that fathers were found to be at least intimately related as the attitudes of the mothers to the occurrence and from of mal-adjustment tendencies among children. Secondly both mothers and fathers of children who suffered from adjustment problem showed to be less well adjusted and sociable, less democratic and to experience more disciplinary problems than the parents of children will no manifest problem.

So the above study states the relationship between children's adjustment and social environmental milieu of the family background of the child.

According to Kakkar (1964) conducted a study to find the adjustment problem of adolescent in home, social health and social areas and sex differences in the problem. The sample consisted of 75 girls and 75 boys of IX standard from the nine higher secondary schools of Allahabad. The tools used were Ravens progressive Matrices, Asthana's adjustment Inventory, personality inventory. The Roskashash's Ink Blot Test and the thematic Apperception test and other information regarding family. School background was collected through different schedules. Data were processed through Chi-square and correlational techniques.
Results showed that 43 percent of cases had serious adjustment problem in the school area. In the home are the adolescents were ever dependent on parents, girls, accepted parental control, but boys grumbled about it. Boys were more aggressive and curious about the new knowledge while girls were shy with drawn and nervous. Adolescents were deeply concerned about health, shyness, dreaming etc. Adjustment problems were seen to have adversely affected the learning efficiency of adolescent.

In a study of Elias in (1949) of 5,500 sencers in Washington to determine the closeness with parents, it was indicated that 41% of boys and 41% of girls would discuss this problems with parents, most of the time. Only 51% of boys and 5.6% of girls would never discuss their problems with their parents.

A nation wide survey of 10,000 high school students has provided information on what adolescents think of the understanding of their problems by their parents 35% believed that most parents today understand the problems of teenagers, 56% that parents do not understand and 9% were undecided as to whether there was a lack of understanding on the part of parents. 58% of boys and 55% of girls felt that parents did not understand the teenagers problems indicating that there is no sex regarding this.
The purdue opinion poll for young people concludes that there is comparatively little clash between the older and younger generations. Approximately one fifth of all students reported some problems. 20% say that they cannot discuss things with their parents. 19% are afraid to tell their parents when they have done something wrong and 10% feel that there is a barrier between them and their parents.

Badami (1973) conducted a study to find the relationship between social adjustment and some organic and environmental variables. The social adjustment was found to be significantly associated with school achievement. Socio economic status of the family of the high school students. A sample of 50 high achievers and low achievers the equal number of male and female were selected from four schools. The range of both group was 13 - 17 years. Social adjustment inventory was used to find out the level of social adjustment and Kuppuswamy socio-economic score was used and examinations results has taken into considerations for selecting the high achievers and low achievers. The social adjustment of high achievers found superior to that of the low achievers. The female was socially better adjusted than boys. It was found that there is a positive correlation between education of parents and social adjustment of students. No relationship was observed in
social adjustment and socio-economic status.

So the study process that there is differences in the pattern of adjustment characteristics of boys in relation to the variation in their socio-economic status.

Study done by Medinnus R.Gene and Curtis J. Floyel (1963) on "the relation between maternal self acceptance and child acceptance". Assessment of parental attitudes has received a tremendous amount of attention in research concerned with factors influencing the child's personality development. There is no research evidence for the relation between parental self-acceptance and acceptance of the child, though several investigations have described the effects on the child's personality development of parental non-acceptance. Most of this research has dealt with clinic populations, and the research involving normal parents and children is meager and less confirmatory.

The purpose of the present investigation was to test the hypothesis that there is a significant relation between self acceptance and child acceptance in a non-clinical group of mothers of young children. For this study fifty six mothers of children enrolled in a parent participating co-operative nursery school served as subjects. The mothers ranged in age from 25 to 45 years. Two measures of self acceptance and one measure
of child acceptance were administered during consecutive meetings of the mother group. The self acceptance measures were the Bill Index of adjustment and values and a semantic differential scale of used for self acceptance. The findings strongly support the hypotheses of a significant relation between maternal self-acceptance and child acceptance. The present sample of mothers was restricted in terms of the child acceptance dimension. The mothers were concerned and interested in their children to spend the time and effort which is involved in participation in the co-operative nursery school.

Subsequent research may show that factors in the parent child relationship other than acceptance are reflected in this instrument. The present findings suggest that the area of parental self acceptance merits intensive study in any attempt to identify antecedents of child acceptance, an important element in the child's self acceptance and in his personality development in general.

Separation of the child from the mother according to Bowely et al. (1956), produces a permanently disturbing effect on the child. Father absence also has significant effect on the child's development when children are old enough to be aware of the fathers role in the home. In a Norwegian study of the fisherman father's long absences
from home, it was found that boys in the father absent homes showed immaturity. They were unsure in their identification with their fathers and showed stronger striving toward father identification than did the father-parent boys. They showed compensatory masculinity and demonstrated poor peer adjustment. Father absent girls tended to become more dependent on the mothers than did the father present girls.

So the study shows that there is a difference in the behaviour of the children in the absent of their father.

There is extensive evidence of the importance to the child's psychological development of the close inter relationship between mother and child from birth and even before birth Yarrow (1963) suggests that the maternal attitude towards her forthcoming child is determined before the child appears and in channelised into a direction predominantly accepting or rejecting.

An analysis of the Berkeley growth study mothers and children suggests that mother-child correlations vary with the sex and age of the child. Higher correlations were found more often between maternal behaviour and daughters behaviour. Maternal behaviour correlated with both the present and future behaviour of sons, but along with current behaviour (1963). Kagan et. al. (1963)
found that the triat of conformity in adolescence and affection for boys to maternal restrictiveness and discipline among the girls.

A study of two groups of children, one notably stable and the other severely mal-adjusted, both of which hand remained in institutional care. Since early infancy, indicated that the child who is rejected and remains unwanted is likely to become insecure, maladjusted and educationally backward. On the other hand, their study found that early physical separation and prolonged institutionalisation do not necessarily lead to emotional difficulties or character defects (Pingle et al. 1960).

Many studies support the fact that not only parent child affectional and identification relationships but also parent practices in rearing children have decisive influence upon the development of personality as well as on physical welfare. There are different hypothesis about his influence. One set of hypothesis derives that the child adheres to parental standards as a consequence of an identification process whereby the child patterns himself upon a parent. Two motives are generally cited in connection with his process.
Henley R. John (1959) conducted a study on "parental Acceptance - Rejection and Children's intelligence. For present purposes, acceptance is conceptualized as representing one extreme of a bipolar continuum by parental behaviour oriented toward encouraging the child to interact fully and freely with the environment within a context of parental approval and support, with minimal reliance upon techniques of coercive control. Rejection, representing the opposite pole of this continuum, is viewed as defined by parental behaviours oriented toward constructing and limiting the child inclinations to freely explore the physical, interpersonal and ideational aspects of the environment and communicated by a heavy parental commitment to coercive techniques such as intimidations, punishment, and other fear inducing behaviours.

Evidence was described of a substantial inverse relationship between I.Q. scores of third grade children and their parents responses to one questionnaire and two interview measures conceptually related to the parental behavior variable of acceptance rejection. As anticipated from theory and prior research findings, this phenomenon was most clearly visible between the A.R. scores of mothers and their daughters I.Q. The same general pattern of inverse relationships between A.R. scores and childrens I.Q. was observed among
both parents. Fathers and mothers' A.R. scores were not differentially related to their children's I.Q. scores, although daughter's I.Q. tended to be more closely linked to parental A.R. than did son's I.Q. The data suggest that parental A.R. differences may account for more than 30 percent of the variance in the I.Q. scores of eight year old girls. It is not clear that socio-economic status and level of parent education are associated with the A.R. vs. I.Q. relationship, expect for suggestive evidence that this phenomenon may be even more marked among families with lower levels of parent education.

So this study shows that children's behaviour and parental reactions of children with the home and this study shows the relationship between parental A.R. and children's intelligence and also parental attitude.

Scrot and Teevan (1961) opinion that the child's perception of this parent child relationship is correlated of his adjustment. The well adjusted child perceive his parent child relationship as relatively happy and close to the theoretical ideal, whereas the maladjusted child's perception of his relationship is far from the ideal. These appears to be little agreement between parental conception of the parent child relationship and child's perception of it.
Crow and Crow (1962) reported a study by about to Longden who concluded that the basis of good adjustment of 158 children was due to the attitudes of the parents towards their children and to the basic family unity growing out of these attitudes.

According to Serot and Eevan (1961) the child's perception of his parent child relationship is correlated to his adjustment. The well adjusted child will perceive his parent child relationship as relatively happy and close to the theoretical ideal, whereas the maladjusted child's perception of his relationship is far from ideal. There appears to be little agreement between parental conception of the parent child relationship and the child's perception of it.

In conclusion to the literature reviewed it is revealed that home is one of the important agencies responsible for helping the child to recognise his role as a social being with responsibilities to himself and others he is gaining in self control or self discipline and is strengthening his character.

According to Hurlock (1964) parental attitudes are markedly influenced by the parents concepts of the child as a person and they their concept of the parental role. Parental concepts of the child as a person tend to be less realistic and more highly recognised than concepts of the role of parent hood. This is more applicable to mothers than fathers.
Joshi P.C. (1969) expresses that there is another important feature that parents generally do not have any professional goal in educating their daughters. They do so only because they think in the changed circumstances it is right to educate girls.

Rosen (1964) states that parents transmit values to their children in several ways, like explicitly through instruction and selective reinforcement of selective responses or implicitly through their own behaviour. He adds that the effectiveness with which his transmission takes place differs. In some families the children have values very similar to those of parents, in other families, the value system of the parents and children differ markedly. Parents behaviour towards children has every great importance in the child's all round development.

One of the important factor in the environment of the child which influences his all around development is his home and family. His mother and father become the most important people in his life and as he grows up he learns to respect rules of behaviour from his parents in developing inner moral controls, his attitudes and personal characteristics.

Watson Goodwin (1934) conducted a study on "some personality differences in children related to strict or permissive parental discipline" - Forty four
children brought up in good, loving, but strictly disciplined homes are compared with 34 children from the same community and also brought up in good loving homes but with an extraordinary degree of permissives. Two periods of psychological testing, supplemented (in 38 cases) by teacher ratings have yielded measures of nine dimensions of personality. On three of the nine, no statistically significant difference is found, these are the dimensions of self-control, inner security and happiness. Factors making for anxiety, emotional disorganisation, and unhappiness are found about equally often under either type of home discipline. No difference in activity and energy level was observed during the psychological testing, but teacher ratings indicate higher activity level of an approved sort, at school for the children accustomed to stricter discipline.

On persistence teachers observe no differences, but on a psychological test children from strict homes are more apt to fall in extreme categories, being either usually persistent or very easily discouraged. A moderate persistence is more characteristic of the children from permissive homes. These children maintain a better quality of intellectual activity difficulty than do the children from strict homes.

On the four remaining variables significant differences in each instance are in favour of the children from permissive homes. Greater freedom for
the child is clearly associated with, a) more initiative and independence, b) better socialisation and co-operation, c) less inner hostility and more friendly feelings toward others; and d) a higher level of spontaneity, originality and creativity.

Some permissive homes may be found it every level on every characteristic tested. It is impressive, however, to find no clear personality advantage associated in general with strict discipline in good home. Where differences do emerge, there are consistently to the credit of the more permissive upbringing. This study cannot distinguish the extent to which the advantages associated with permissiveness are due to the procedure alone and the extent to which more permissive parents may convey hereditary or cultural asserts with which the permissive attitudes happen to be correlated.

The family discussed here is the nuclear family made up of a mother, a father and child or children living together.

Margins Mead (1963), the well known eminent sociologist, point out that the American family is changing - that we are moving toward a new family form in which grand parents can contribute something unique to the development and understanding of children. She
points out that today's grand parents have lived through the most rapid changes. The world has ever known. Our contemporaries grand parental generation is the greatest source of information about a problem facing everyone, namely how to change. Mead says is how needed in quite a new way, not only in individual family life but also in all of those organisation that support and extend the role of the family in the education of children - child study groups PTA's and so forth.

Mead says that the extent to which parents can no longer control the moral training of their children. Commenting that the capacity to make a distinction between right and wrong is universal among contemporary peoples and has been claimed to be an essential part of man's humanness. She says that in changing situation such as characterised our contemporary American (and world) situation each set of parents is "hard put to it to give clear moral definitions to their children".

In 1930's as in the 1960's research in child development has confirmed and reconﬁrmed the importance of the home and family in the development of the child.

Many studies emphasise the role of parents and family as of great importance in the development of the child physically and psychologically.
Beretson and Steines (1964) says that opinions, attitudes and beliefs are inherited (psychologically and sociologically) from one's parents children learn them easily and the learning persists into adulthood.

Rosen (1964) says that parents transmit values to their children in several ways, explicitly through instruction and selective reinforcement of selective responses, or implicitly through their own behaviour.

Dubin (1963) says that in the socialisation of the child and for the maintenance of social order, the authoritative behaviour of parents in the authority-inception period of development is highly functioned. Girls are substantially more affected by parental attitudes than are boys by - Zurich (1962).

The child's perception of his parent child relationship is correlated to his adjustment, the well adjusted child will perceive his parent-child relationship as relatively happy and close to the theoritical ideal, where as the mal-adjusted child's perception of his relationship is far from the ideal. These appears to the little agreement between parental conceptions of the parent child relationship and the child perception of it - Scrot and Teevan (1961).
There are many studies, too, on the effects of parental and family influence on mal-adjustment of child. Clark and Sommers (1961) found that "the antecedent condition of mal-adjustive behaviour by the child is unsatisfactory relations among the adults in the home".

Significantly higher anxiety test scores and more adjustment difficulties occur among pre-school children from broken homes than among children from home with both parents (Koch 1961).

Khustskin (1952) states that no one practices method is doing things makes for good and bad adjustment on children's part. It is the attitude of the parent o towards the child, that determines how well or how poorly he will adjust at home and outside the home. There are marked variations in the child training methods used by different social classes and by different parents within the same social class. Freedom to grow one's own face should be the right of every child.

According to Druell (1916) one may distinguish two types of parental roles. One type of parents is the parents who want the children to be healthy, happy, well adjusted, co-operative, loving and intellectually growing and the other parents want the children to be clean, orderly obedient, respectful industrious and dependable. The later aims will logically result in more restrictive handling of children.
Kagan, et. al. (1961) remarked that when there is compatibility between parent and child there will be good adjustment and a favourable home climate will result.

According to Garrison an item analysis of the home adjustment of the Belt Inventory reported the difference between boys and girls. The high school boys desired to run away from home more often than the high school girls. The high school girls were more initiated than the boys of their parents personal habits, favouritism by parents feeling of fear towards their parents. Conflicting love and hate for parents with violent temper and parents critizing their appearance.

A study by the research Bureau of America of male and female students in colleges indicated that 7% of the youth believed that parents should not interfere with of their activities. 95% felt that parents should supervise them and some believed that authority on matters like drinking, smoking, making friends and staying out late at night should be extended until 21 years of age.

A study conducted by William McCord (1959) Joan McCord, and Alan Howard( ) on "familial correlates of aggression in non-delinquent male children. In this study they argued that three major elements in a child's
environment affect his subsequent level of aggressive behaviour.

1. The emotional relationship between the boy and his parents (the degree to which the family treats the child in a punitive, threatening, or rejecting fashion).

2. The direct controls exerted by the parents over the boy's behaviour (the degree to which the parents guide the child in a consistent, rigorous fashion).

3. The pervasive milieu of the family (the extent to which the parents reinforced or undermined the values and significance of one another).

A fourth factor— the conformity or deviance of the parental model — may also be weakly associated with the child's level of aggression.

The data presented in this study— data gathered from the direct observation of 174 non-delinquent boys and their families over a period of more than 5 years — indicate that "aggressive", "assertive" and "non-aggressive" boys emerged from radically different environments.

Therefore that the aggressive boys had a high level of aggressive urges and were uncontrolled. The non-aggressive boys had a low degree of aggressive desires and were well-controlled, the assertive boys had a
few basically aggressive urges but were relatively uncontrolled individuals. The results of this study, despite methodological differences, are in fundamental agreement with the conclusions which have emerged from prior research. For example: Bandura and Walters (1959) have studied antecedents of adolescent aggression. Their sample, drawn from a group of middle class, anti-social delinquents differed strikingly from the boys studied in this research (in age, in social class, in illegal behaviour). Yet the results are basically similar, the anti-social, aggressive boys come from homes in which they were rejected and treated in an inconsistent fashion.

Sears and his colleagues (1957) found that aggression in childhood was associated with the use of physical punishment, low esteem of the mother for the father, a high degree of permissiveness for the expression of aggression, disagreement between the parents and dissatisfaction on the mother's part with her role in life. These some relationships appeared in this present study.

These various relationships between the nature of a child's family and his level of aggressive should be interpreted in at least four different ways.
1. Some analysts might contented that aggression on the child's part actually provokes certain typical responses from the parents. The child's behaviour reciprocally affects parental attitudes towards him and the child's behaviour also causes diverse phenomena as conflict between the parents, lack of supervision, parental deviance, and low esteem on parent's part for each other.

2. Some might argue that the parent's behaviour and the child's aggression are produced by common genetic factors and the environmental relationships are illusory. Within the confines of this study, it is impossible to evaluate this opinion directly.

3. Some social scientists, particularly sociologists, might well contend that both the parents and the boys behaviour result from similar vectors in the social environment. These analysts would place special emphasis upon the experiences by the parents and boy in their relations with the outside world, the occupational environment, school and the neighbourhood. Since there was no independent relation between the child's level of aggression and the family ethnic group a social group.

4. The familial environment is an independent variable affecting child's behaviour. This study suggest that aggression in childhood is a form of behaviour
developed in response to specific environmental conditions. Aggression is a universal capacity of human nature.

So the above study states that familial correlates relationship between children's adjustment and social environment of the child.

Bearing on the relationships of parental authority patterns and personality adjustments were gathered from 4310 high school seniors of Washington by P.H. Landis and C.L. Stone (1952). The questionnaire included a check list of 250 problems. Comparisons were made between the number of problems checked by boys and girls from democratic, intermediate and authoritarian homes. The young people from the authoritarian homes checked the most problems. This shows that adolescents in democratic homes and have fewer adjustment problem than those authoritarian homes.

Kagan et. al. (1961) remarked that when there is compatibility between parent and child there will be good adjustment and a favourable home climate will result.

Heider (1960) has pointed out "the way parental attitudes affect a child are influence by what the child does to the parent". The impact of parent and child is mutual and thus becomes a curricular process.
Bossard and Bell (1966) emphasised that the age of the parents had a marked influence on parent child relationship.

Thompson (1965) states that affectional of tendencies which are so important to physical adjustment in adult life are depended on the nature of parent-child relationships.

Strang (1971) enumerated many forces that may effect the parent child relationships, these includes the parents help and attitudes, inconsistencies and possible immaturity or psychological disorders, tensions and quarrels between them, the birth of a younger brother or sister, the child's position in the family, the presence of grand parents or other relatives have many enter into the dynamics of family relations.

A study conducted by Jesse Rosalie Clusee (1977) on "children of Alcoholics - a clinical investigation of familial role relationships. An alcoholic family situation has been acknowledged as deteriorious to children, although the life of the child does not seem to improve by the fact of parental abstinence. Basic to this research was a developmental approach. Which considered the child as the primary source of data and introduced procedures that would enable the child to communicate his intrafamilial dilemma."
The major research objective of this study was to identify the structure of relationship in families of recurred alcoholics, as conceptualized by children from these families who were of grade-school age and who are exhibiting emotional and behavioural difficulties. An additional goal was to determine the adequacy of parental perceived by these children.

Four general hypotheses were formulated, three of which examined the characteristics of an unstable family constellation. The last hypothesis was related to the child's dependency needs unmet by parental role figures.

The children of the study were 4 boys and 8 girls, aged 7 to 12 years, who were referred for treatment by their recovered alcoholic parents.

Each child was seen in individually and administrated the following screening instruments for intellectual maturity, the draw-a-man test and the verbal opposites sub test of the detroit tests of learning attitude. Additionally, the role relationship from and the stress situation form, both adoption of Kelly's role construct reporting test, were presented to the child card sorting procedures.
Statistical techniques consisted of interactive inter-columnar cluster analyses of the card sorts for each child 2 tests for proportionally, to test the first three generic hypothesis, and 'T' test of the mean difference scores between actual and preferred helpers to test the dependency hypothesis.

Individual data analysis revealed that each child displayed a definite conceptual structure for ordering the role relationships in his personal social world group data analysis demonstrated two significant characteristics of the unstable family constellation was child sibling relatedness.

The effects of the unstable family structure on the child supported the hypothesis of dependency needs by the parents. Children required significantly more help overall than they felt they had received but of all societal helpers identified by the child, only the parents were desired to provide that support.

Although the aggregate data of analysis emphasized relationship difficulties that were common among the children and their parents, individual cluster analysis provided an elaboration of these difficulties from the unique perspective of each child.
Elizabeth Bing ( ) conducted a study on "effect of child rearing practices on development of differential cognitive abilities" - It was the purpose of this study to examine the differences in mothers child rearing practices and in their behaviour with their children in relation to differences in children's cognitive development.

The subjects were 60 mothers of fifth grade children of either high or low verbal ability with similar total IQ., the compensating non-verbal ability being spital or numerical ability.

A comparison of the high with the low verbal groups on an interview, questionnaire, and a mother-child interaction situation shows the following significant differences.

In accordance with predictions, high verbal group mothers gave their children more verbal stimulation. Their children participate of more in mean conversations, punished them less for poor speech, bought more story books for them, and criticized them more for poor academic achievement had more restrictions and perceived their husbands as stricter than themselves. Contrary to prediction not the mother's but the father's reading time was very significantly higher for the high verbal girls group. High verbal mothers were also higher on
withholding help and disapproval than the low verbal mothers.

The findings led to the general conclusion that discrepant verbal ability is fostered by a close relationship with a demanding and entrusive mother, while discrepant non-verbal abilities are enhanced by allowing the child a considerable degree of freedom to experiment on his own.

So this study shows that there is relationship between verbal development and parent-child interaction.

A study done by Kohn L. Metvin (1959) on social class and parent-child relationships. An interpretation—This study is an attempt to interpret from a sociological perspective, the effects of social class upon parent-child relationships. This paper serves to show how complex and demanding are the problems of interpreting the effects of social structure on behaviour. Our inquiries habitually stop at the point of demonstrating that social position correlates with something, when the social want to pursue the question, "Why? There is every reason to believe that the problems encountered in trying to deal with that question would recur in any analysis of the effects of social structure on behaviour.
In this analysis, the concept of 'values' has been used as the principal bridge from social position to behaviour. The analysis has endeavoured to show that the middle class parental values differ from those of working class parents, that their differences are rooted in basic differences between middle and working conditions of life, and that the differences between middle and working class parental values have important consequences for their relationships with their children. The interpretive model, in essence is - social class conditions of life- values - behaviour.

The specifices of the present characteristics of parental values may prove to be in exact, the discussion of the ways in which social class position affects values in undoubtedly partial; and the tracing of the consequences of differences in values for differences in parent- child relationships is certainly tentative in complete. The perspective well prove to be valid and this formulation will stimulate other investigators to deal more directly with the processes where by social structure affects behaviour.

So the study process that there is differences in the values for differences in parent child relationships that is middle class parental values differ from those of working class parents in relation to the variation of their social class position.
A study conducted by James Walters, Ruth Conner ( ), and Michael Zunich ( ) on "interaction of mothers and children from lower class families.

The present study describes an experimental study of the facilitory and inhibitory behaviours that lower class mothers use in the guidance of their children. The hypothesis formulating the concerning the nature of differences among social class in terms of parent child interaction.

Forty lower class mothers together with one of their children served as subjects in the present study. The subjects were observed with a male child and one half with a female child. Information concerning source of income, education and occupation of the father was obtained through interview with the mother. The Mc Gjuire White index of social status was utilized as a measure of socio-economic class. To the collection of the data, reliability was measured by calculating percentage of agreement between two observers recording simultaneously at 5 second intervals for 30 minute periods.

Results of the percent study may be summarized as follows: no significant differences were observed between experimental and control group at the initial session based upon a test analysis of the significance of the difference of mean scores. It appears that the
the facilitory and inhibitory patterns of the mothers to have their children perform well were influenced in the lower class group, as in the middle and upper class group by their desire to make their children appear "adequate" in the presence of a child development expert.

The frequency of the mother's responses appeared to be independent of the sex of the child with whom she was observed. Mothers observed with daughters evidenced significantly more contacting and structurizing behavior while the mothers with sons evidenced more restricting behavior. Each of the differences observed was significant at the 0.05 level.

It is difficult to relate the parent results to many of the published findings concerning social class differences in parent-child relationships because with only few exceptions, investigations of parent-child relationships have relied on information gained from interviews and questionnaires rather than direct observation. In conclusion concerning the patterns of mother-child interaction between social classes appear very difficult. It is that the middle class child is contrast to the lower class lives in a parent-dominated world.
So the study process that there is differences in the variation among social class in terms of parent-child interaction.

A study conducted by Peterson R. Donal, Beckar C. Wesley, Hellmer A. Leo, Shoemaker J. Donald, and Bussy C. Herbert on "parental attitudes and child adjustment" concentrated on two specific purposes. The first is to assess difference between parental attitudes in two groups of families. One in which the children displayed certain adjustment problem and the other group in which is the one which do not show any adjustment problem. The other aim of this study was to establish differential attitudinal patterns associated with two major dimensions of child behaviour disturbances. For this study 31 clinic group (group of children who show adjustment difficulties) 29 of non-clinic group (children who did not show any adjustment problem) were taken up for the study. On the basis of introduce of fathers and mothers 7 parent attitude factors were made. The attitudes in the clinic group then compared with those in the non-clinic group separately for mothers and fathers. It was found that fathers were found to be atleast intimately related as the attitudes of the mothers to the occurrence and from of mal-adjustment tendencies among children. Secondly both mothers and fathers of children who suffered from adjustment problem showed to
be less well adjusted and sociable, less democratic and
to experience more disciplinary problems than the parents
of children will no manifest problem.

So the above study states that relationship
between children's adjustment and social environment
milieu of the family background of the child.

A study conducted by Vogel, Mark, Plulp (1917)
on "the relationship of socio-economic status, child,
parental relationships and gender to Juvenile delinquency". The purpose of this study was to examine the relationship
of socio-economic status, child/parent relationship variables
and gender to juvenile delinquency (self-reported
admissions of delinquent acts).

The subjects of the study were 151-10th of
through 12th grade students, enrolled at the garner
Senior High school, Garner, North Corolina for the
1975-76 school year. One hundred and fifty two mothers
and three fathers also participated.

Subjects completed the children's reports of
parent-behavior inventory describing each parent, the
home index, and a self report delinquency check list.
Parents completed child behaviour toward parent
inventory forms describing their child.
Data analysis used were discriminant function analysis 'T' tests, and multiple regression analysis.

It was concluded that socio-economic status was unimportantly related to self reported delinquency. Several mother/child relationship variables were confidently related to self reported delinquency for the boys, mutual mother/son rejection and for girls, parent/daughters control issues were confidently related to self reported delinquency being female was confidently related to self reported delinquency being female was confidently related to lower and being male was confidently related to lower and being male was confidently related to higher self reported delinquency scores.

So the above study states that relationship of socio-economic status, parent relationships and gender to juvenile delinquency related to lower and higher self delinquency.

A study conducted by Sinalman, Garry Carl (1978) as "family size, parental behaviours and academic, achievement in adolescent children. A sample of intact families (mother, father one child in Junior High and one is senior high) from the Interaplitonalt salt lake city school district was randomly selected from school census data. A revision of the parent- parent behaviour inventory was answered by 167 girls and 167 boys as they perceived their parents in terms of support induction, coercion and power."
Information on family size, socio-economic status and mother's education was also obtained on the questionnaire for each child. I.Q. scores and GPA were obtained from school records.

The data were subjected to a series of multiple regressions to test on additive and interactive model to determine which model accounted for the most variance and to determine the effect of family size and parental behaviours on academic achievement. All models controlled for I.Q. and socio-economic status. The analysis suggests the interactive model was better than the additive model in predicting academic achievement parental support was related to academic achievement in a cross sexed manner. Family size was not related a child's academic achievement.

The above study states there is relationship between family back ground academic achievement and adjustment of children. A study conducted by Carole M. Krauthamer (1974) on "the personality of Alcoholic mothers and their children. A study of their relationship to birth order, mother child attitude and socio-economic status."

The MMPI determined personality traits of thirty chronic alcoholic mothers of upper middle class status were compared with those of thirty non-alcoholic
control mothers of identical socio-economic background. Only mothers with youngest and oldest children in the age range of eight to eighteen years were selected (N = 120 children). The oldest and youngest child of each mother was given the age appropriate 16-PF questionnaire. The determine, maternal attitudes, all mothers were tested on the mother-child relationship evaluation and Maryland parental attitude survey. IQ was obtained by WAIS or WISC. Demographic data were obtained by means of a life history questionnaire. Anova were used to compare the test results between alcoholic and non-alcoholic mothers and between their youngest and oldest children. Average income was near 25,000 in both groups. Non-alcoholic mothers had significantly more education. The children of alcoholic mothers were significantly more with drawn, submissive and lower on ego strength. Self esteem excitability and tension were related to birth order, guilt proveness interacted between maternal condition and birth order. A single dominant pattern typified the non-alcoholic mother child relationship. Ambivalence and confusion were characteristics of the alcoholic mother-child relationship. It was concluded that the personality profile of alcoholic mothers of upper middle class status differed from the seen in alcoholic males and females of lower socio-economic status, but that it was no less pathological.
Both groups of mothers tended to have children with neurotic personality patterns, the effect of birth order, maternal alcoholism and ambivalent mother-child relationship were most detrimental to the youngest child.

The above study states the relationship to birth order, mother child attitude and socio-economic status of the personality of alcoholic mothers and their children.

1. Schachter (1959), who found that, like girls first born children receive more attention, are more likely to be exposed to psychological discipline and to end up more anxious and dependent, whereas later born children, like boys are more aggressive and self-confident.

2. "Being first born in the family is so strong a force in shaping personality that the position affects the course of an individuals life for better or for worse" - (Neisser 1957).

3. One study found that first born children show a greater tendency than later born to conform a comply with the judgments expressed unanimously by members of a group - Becker and Corroll (1962).
In recent years there has been an increase in the size of the average American family— an increase that has been especially marked in the middle class, where more families than previously now have three or four children— Hoffman and Wayatl (1960).

In 1941 for eg., studies showed that 27% of the middle class families considered four or more children ideal, in 1955- 49% considered four or more children ideal direct reward and punishment.

Cor and Leapter (1961) in setting up the conditions for a study of parent-child relationships define parental love (for the child) "the generalised definition of 'love' adopted in this study is that parents behaviour should be expressive of a set of attitudes which we term child oriented developmentally relevant and child respecting the child oriented attitude is expressed in using child rearing methods that take account of what the child actually needs, as well as and what they might want him to need.

It is possible however, that the effect of using a 'too much love' pattern of discipline may have the effect of undermining the capacity for initiative and independence. Bronfebrenner (1961) clinicians sometimes observe that greater permissiveness displayed in child
rearing practices often involves insufficient setting of limits with resulting anxiety on the part of the child who is concerned about limits and controls.

Girls receive from parents more affection, praise and companionship whereas boys are subjected not only to more physical punishment, but also to more achievement demands. Only in lower class homes is contrasting parental attitudes and behaviour toward boys and girls pronounced - Kohn (1959).

A study of N. Nandi Geogre Richard (1978) on "analysis of parent-child interaction in the two child black family". This study investigated the influence that age, sex and birth order have upon the communication that is directed toward children by their parents previous international research, for the most part, has been studied, in terms of two some what distinct dyads. The child's relationship with the mother and the child's relationship with the father. In the present study, the entire family was observed within a naturalistic setting, the home during the evening dinner hour.

The following questions were addressed:

1. How do the age, sex and birth order of the child influence the amount of communication he receives from the parent?

2. How do age, sex and birth order influence the type of communication the child receive from his parents?
3. Specially, do age, sex and birth order influence the amount of praise, corrective guidance and information that a child receives from his parents?

Three communication categories, praise, corrective, guidance and giving information were examined in detail, since they seemed to assess some salient issues concerning family interaction and the social and intellectual development of children.

The sample in this study consisted of 32 black families, with two children the ages of 2½ and 12 years old. One child, between the ages of 4 and 9 years old was designated as the focal child in each family. The focal children were divided equally according to sex, birth order and age. So that therewere four first born females between the ages of 7 and 4 years, second families between the ages of 7 and 9 years. Male were obtained in the same sex, birth and age grouping.

The results of the study show the following:

1. Younger children between the ages of 4 and 6 years receive significantly more corrective guidance than children between the ages of 7 and 9 years.

2. The sex of the child is not found to be significant factor in parental usage of corrective guidance.
3. First born children receive significantly more information from parents than second born children.

4. Fathers give significantly more praise to their daughters, children between 4 and 6 years old and second born children. Mothers on the other hand, tend to praise their sons, children 7 and 9 years and first born children. The following general conclusions were drawn from the present study.

1. Fathers engage in more evaluative interaction with their children, particularly their daughters.

2. Mothers tend not to differentiate between children.

3. Corrective guidance is not the dominant mode of communication between parent and child.

4. The ordinal position of a child has a major impact on family interaction patterns.

The above study states that the influence of age, sex and birth order are directed toward children by their parents (parent-child interaction).

A study conducted by Winger Sherrey Lynn Leslie (1979) on "the effects of parents child and situational variables on parents attitudinal and behavioural responses to their children's aggression behaviour. An examination of the attitude of 64 middle
class parents who had children aged 8 or 8 and 10 towards their own children's aggressive behaviour revealed that the sex of the parent and sex of the child, the age of the child and the particular kind of aggression engaged in had significant effects upon parents attitudes responses. Fathers expressed more punitive attitudes toward daughters than toward sons, while mothers attitudes were more punitive toward sons than toward daughters. Both parents judged older children more severely than they judged younger children for similar acts of aggression. Parents also judged physical aggression more severely than they judged verbal aggression, and they related aggression aimed at a sibling. The birth order of the child had no significant effect upon parents' responses, although parents held slightly more punitive attitudes toward first born and toward second born children of the same age.

Parents also recorded their behavioural responses to their children's aggression for a period of one work. Although there were few statistically significant results derived from the behavioural data, there were several trends similar to parents attitudes. Mothers were somewhat more behaviourally punitive toward sons than toward daughters and fathers were somewhat more punitive toward daughters than toward sons for certain types of aggression, although fathers reversed this pattern for other types of aggression parents were somewhat more
punitive toward older than toward younger children and also recorded slightly more punitive behaviours toward physical than toward verbal aggression and toward aggression aimed to a parent or peer than toward aggression aimed at a sibling.

There was a significant positive relationship between parents attitudinal and behavioural data, suggesting that parents responses to an attitude questionnaire can provide some information about their probable behavioural responses. Several factors, such as the individual personality characteristics of parents and children, the uniqueness of the aggressive incidents to which parents responded behaviourally data collection method, are offered as possible explanations for the lack of statistically significant behavioural results.

So the study evidences the correlates of parents, child interaction. The birth order of the child the age of the child, toward their children's aggressive behaviour are all related to the parent's attitude towards their upbringing of the parents.

From the above studies it is clear that parent-child interaction is related to adjustment some crucial studies are quoted below. There are many studies showing the adjustment problems of the seven studies that could be grouped under this area, five or
are directly on school adjustment of adolescent boys, one study is a comparative study of bright and dull children on personality habits (Patel 1967) and the other on the mental symptoms of school children (Sen 1971). These studies were conducted at each of the Universities of Delhi, Allahabad, Agra, Calcutta and Kurukshetra and two at the Centre for Advanced Study in Education at University of Borda. The areas covered by the five studies on adjustment (Nanda, 1957), adjustment of school children (Kakkar 1964, Bhagia 1966), adjustment of school children as seen by parents, teachers and students themselves (Aggarwal, 1970) and adjustment differences in intelligence and socio-economic status (Mattoo 1972). These studies were conducted on high school students. In some of these studies new adjustment inventories have been developed which have since become popular (for eg., Bhajia 1966). Saxena's adjustment inventory and Asthana's adjustment inventory have been used in two studies. The rest of them have developed their own inventories and standardized them. Other instruments like Rorschach, Ravan's progressive Matrices, TAT, Cysenck's Personality Inventory, Bernacuter's personality Inventory, Dasgupta's parental love inventory. Allahab Bureau's Verbal group test of intelligence, Kuppuswamy's Socio-economic Status scale etc., have been used and scores on some of these instruments have been correlated with scores on adjustments.
The above study it is clearly evidences that there are different types of adjustment inventories whose aim and purpose vary from group to group. Hence it helps to another to against with different types of adjustment inventories and their measurability in the present research.

Further there are good number of studies done on relationship of adjustment and sex of the children of the notable study is done by Aggarwal R.N. (1970) on "adjustment problems of pupils of secondary schools - adjustment problems of secondary school pupils as perceived and judged by parents - teachers and pupils themselves.

The study sought to answer the following questions:

1. What kind of adjustment problems do boys think they themselves have?

2. In what respects do the parents and teachers judgments of pupils adjustment problem differ from each other and from pupils judgment of themselves.

3. Are the boys of school age aware of what their parents and teachers' think their actual adjustment problems are?
4. What is the relationship between common adjustment problems and socio-economic status of boys of the age group thirteen to eighteen years?

A multistage sample of 2375 male students of different socio-economic strata from 9th to 11th standards within the age range of thirteen to eighteen years from higher secondary schools was selected for the study.

An inventory consisting of ninety items was constructed after two tryouts. The items were classified into five areas of adjustment, viz., home, school, social, emotional and health. The reliability co-efficient of the inventory by test, retest method was 0.80 and by split-half method, it was 0.91, the internal validity was maintained by selecting only those items which had a discriminately value of at least 0.25, and external validity was determined by correlating the inventory scores with teachers ratings, parents ratings and M.S.L. Saxena's Adjustment Inventory scores for which the co-efficients were 0.74, 0.85 and 0.74 respectively.

The major findings are:

1. Adjustment problems in home, school and social areas as perceived by pupils themselves decrease with age, whereas in case of emotional and health areas they increase.
2. Most the mean difference between different socio-economic strata groups in home and health areas and between upper and lower socio-economic groups in other areas are found to be significantly different.

3. The number of pupils over all adjustment problems in different areas except home are highest for upper socio-economic group and lowest for the lower.

4. In general the homogeneity in the nature of adjustment problems increases with age, and it is found that highest in emotional area and lowest in school area.

5. Parents responses level that the number of adjustment problems of pupils increase significantly with age in home and health areas, and they decrease in social and emotional areas while there is no significant effect of age on problems in school area. Parents feel that pupils have more adjustment problems in home area rather than in emotional area. Teachers perception of pupils adjustment problems is, by a large, in agreement with that of parents. The above shows clearly the relationship between sex and adjustment. There is also relationship between socio-economic status and adjustment of boys. Therefore, it is clear that the adjustment problem of boys vary from girls.

The study conducted by Dukes, Phylli and Jean, Charmarck, on "the relationship between parental
interaction style and infant behaviour as a function of social-economic status and sex of infant. For this study the author has taken crucial factors relating to the parent child interaction and sex evidences the following:

Thirty two black infants between the ages of three to seven months and their fathers were observed. In a naturalistic home setting to determine the relationship between parental interaction style and infant behaviour. As a function of social economic status and sex of infant, the fathers were recruited from the working and middle class populations of the Ann Arbor - Detroit area, fathers were placed in social economic groups, accordingly to the Holling shead four factors scale of social status (1970). An equal number of male and female infants were placed in each socio-economic status group.

The independent variables in this study were socio-economic status and sex of infant. The independent variable were style of fathers- infant interaction as measured by various categories of parental behaviour. The Clarke Stewart (1973) observation system and the Lewis (1972) observation categories were used as models for developing the coding categories of this study. Fathers and infants were observed for a talent of 1440 seconds in a free play situation over three observation periods.
In addition to the direct observation and parent-child interactions initial and final interviews (Clarke Stawaart 1973) were concluded with the fathers to parental attitude toward the infant knowledge about child development, partial knowledge about child sewing and the fathers feeling in regards to the study of Baylag scales of Mental Development were used to uses the infants performance on cognitive task.

Hypothesis one and two practical there would be no differences in father infant interaction as a function of socio-economic status and sex of infant. The results of a two way Avova failed to reject. The null hypothesis. Hypothesis three predicted there would no difference in verbal and physical stimulation of infants as a function of socio-economic status.

Findings on this measure did not permit rejection of the null hypothesis. No relationship were found between the fathers behaviour with the infant and the infant performance on the Basley cognitive style. The findings of this study suggest there are no socio-economic status or sex differences for the sample of fathers and infants observed. However because of the small sample, size, fairly homogenous social economic life styles among families of the two groups and factors
associated with the fixed observational setting, caution should be exercised in generalizing setting beyond this study.

The findings of this study shows that the sample of fathers—regardless of their sex, receive the same amount and kinds of interactions from their fathers and socio-economic status may not be a student factor when examining black fathers infant relationships.

Point out the social environment and personality development highlighting the evidence there are number of literature available from the earliest American growth studies to the present workers, have reported that children living under favourable condition are taller, heavier, and better developed in other respects at a given age than these of children living under less favourable condition.

1. Gray and his co-workers have repeatedly show in a series of investigation, reported since 1921 that children in private schools who came from higher socio-economic stores are larger than the average. It appears from the foregoing that, there are growth differences at different socio-economic levels regardless of the criteria used.
Socio-economic status is loose, non-specific, term covering a variety of conditions that might influence the growth of children. The criteria for growth and development suggests such factors as family income, education of parents and social relationships. There in turn obscure to certain underlaying reasons for differences in favoured and less favoured groups.

The quantities of food available, the amount of protective foods provided the type of health and food practices and the character of the physical and emotional environment are some of the related factors which may represent the true distinction, between high and low economic status. All these factors simply or in combination may operate to produce optimum or inferior growth according to the extent to which the desirable and considerable factors predominate.

Thus the above study shows the relationship between socio-economic status and the social and physical maturity of children. Liceiones (1955) investigation of girls changing family relationships emphasised the age trends in adolescent daughter parent relationship fathers demand more of their sons than daughters. Boys are taught from an early age to be independent, whereas girls are frequently coddled.
Rammers and Waltman (1951) undertook a study together with data bearing on the hypothesis that there is a wide spread notion that the youth of each generation revolt against the ideas of their parents and their parents generation. Purdue opinion poll for young people gathered the data. 88 sons, 119 daughters, 207 fathers, 207 mothers and 89 teachers in Indiana and Illinois were studied. The companions indicated that a high degree of community attitudes that exists between parents and children. There was a closer relationship between mother and father than those of parents and children. The correlation between the attitudes that home influence the attitudes of adolescent boys and girls.

The above study shows the relationship between the attitude that the parents at home influence the adjustments of children.

According to Little and Chapman, girls have problems regarding family relationship to a greater extent where as boys were concerned about money, job and health. The above study shows the relationship of sex with type of adjustment problems. Parents of problem children Steven the ages of 8 to 12 were found by Sichulman (et al. 1962) to be significantly more rejecting and hostile toward their children than were parents of normal children.
This study shows the relationship of age with adjustment and the attitude of the parents.

Meissuer (1969) describes that nearly 1278, 13-18 year old high school boys generally express positive views toward their parents, only 15% of the boys felt that their parents were overly and strict, and 74% indicated that they were proved of their parents and enjoyed having them meet their friends. Further more despite some dissatisfaction with home life that increased with age, 89% of the subjects reported being happy in their home and 84% reported spending half or more of their leisure time there.

J.F.Adam's study of 400 adolescents revealed that school problems were of greater concern than parent problem. Family problems made up only 10% of the most pressing difficulties by boys and 22% of those of girls.

Offer (1967) reports that repeated interviews with 73 boys between 14 and 16 years over a 3 year period continued to demonstrate positive family relationship, significant sharing of parents values and basic satisfaction with the home environment.

From the above study the evidences drawn are:

1. There is significant relationship between parent child interaction and adjustment.
2. There is relationship between socio-economic status and age with social and home adjustment and also parent child interaction.

3. There is relationship between family size of the children and ordinal position of a child with social and home adjustment and parent child interaction.

There are few good studies available on parent-child interaction, but there are not much light thrown on the parent-child interaction and adjustment of Indian child. Study of the relationship between parent-child interaction and social and home adjustment of VII standard girls has taken. So hence this study takes the pleasure to fulfill the need.

There seem to be no study that examines the relationship between parent-child interaction and adjustment of students (girls) who are studying in VII standard.

Therefore the present study is an attempt to examine the relationship between parent-child interaction and adjustment of girls.

In the next chapter the methodology followed including the discussion of variables, sampling, hypotheses stated, tools used, the administration and the statistical analysis the adopted is presented.