CHAPTER III

REVIEW OF LITERATURE

This chapter deals with the review of literature on the selected variables. A number of research studies have been conducted in this area to explain this phenomenon. An attempt is made, here, to review the literature on the role/effect of parents/guardians on the college students with regard to their self-concept, adjustment, social competence and achievement motivation.

The chapter has been divided into five sections, viz.:

Section I : General review on adolescent development and parenting styles including children/adolescents living in orphanages.

Section II : Review of studies related to Self-concept with reference to other demographic variables.

Section III : Review of studies related to adjustment with reference to other demographic variables.

Section IV : Review of studies related to social competence with reference to other demographic variables.

Section V : Review of studies related to achievement motivation with reference to other demographic variables.
Section I: General review on adolescent development and parenting styles including children/adolescents living in orphanages.

Adolescence is not just a period of biological or physical development, which initiates at puberty. It is a stage in life span of human development that includes as the word “adolescence” itself signifies “grow-up in” the whole lot of phenomena from biological, psychological, social, cultural, educational, cognitive, vocational, etc. And therefore, as Hall (1904) puts it, a stage of “Storm and Stress”, for the reason that adolescents are at a very crucial physical, psychological and social transition from childhood to adulthood – a period during which a “juvenile matures into adulthood”. Maturity to adulthood does not only include physical and chronological growth, it includes development of self, social competence, adjustment, achievement motivation and so many other aspects that is required of an adolescent to shoulder civic and other responsibilities as he/she matures into adulthood.

Behaviour geneticists believe that heredity and environment play an important role in adolescents’ development. Parents not only provide the genes for the individual’s biological blue print for growth but they also share and play a great role in developing their psychosocial, cognitive, emotional growth by the kind of environment they provide in enhancing it.

Mahapatra (1993) noted that human beings have no control over and are unable to do much about heredity. But they can control and exert great influence on the development by providing a right, conducive and healthy environment. Scarr
(1992) believes that “the environment parents choose for their children and adolescents depend, to a great degree, on the parents’ own genotype”.

This period brings along with it considerable freedom to choose peers/gangs, to explore “prohibited zones”, adopt new and strange life-styles and values and from parental monitoring. The existing parenting styles appear to go haywire for parents and other caregivers at this stage. Parents and other caregivers (guardians) realize that the authoritarian style make them more rebellious, the permissive encourages them to loose self-control and direction in life, while the authoritative may not always be pleasing to them. Flooded with wild and numerous distractions around today’s adolescents, parents look for an alternative incorporating authoritative style. While guardians/wardens in the institutions have realized long ago that one way to get along with college students/adolescents is to take them into a partnership – sharing responsibilities, making them co-regulators in discipline, providing them their required freedom and enhancing inner control in them.

Psychologists are trying to find a suitable and effective type of parenting that will suit the modern generation.

A number of relevant findings of such psychological research studies conducted are mentioned here below:-

Peck and Havighurst (1962) observed that parent-child relationship is the single-most important influence in determining the psychological climate of the home and the effect of the home climate on the adolescent. Each adolescent/child learns to feel and act, psychologically and morally, as just the kind of person his father and
mother have been in their relationship with him/her. The home climate affects all the areas of the adolescents' life; however, some areas are specially influenced by family relationship, e.g. self-concept, achievement motivation, social competence and adjustment.

Rueter and Conger (1995) observed that the quality of an adolescent’s relationship with his/her parents is a key component to healthy adolescent development. The secure bond between parent and adolescent and the feeling that their home is a safe haven gives them the freedom to grow and to explore. Sabry and Abd-El-Fattah (2004) studied the effects of parents’ education and family structure on students’ academic achievement and school disengagement using the perception of parental involvement scale on a sample of 275 first Year students (147 males and 128 females) in two high schools in Egypt in 2004. The study revealed that the students’ perception of parental involvement was the most important predictor of their academic achievement.

Weiss and Schwarz (1996), in their study to examine Baumrind’s T3 conceptual framework, used a multiple informant design and an older adolescent population with a sample of 178 college students and their families as participants. They found many of the predicted relations between parents’ childrearing styles (authoritative, democratic, non-directive, non-authoritarian-directive, authoritarian-directive and Unengaged) and their adolescents/children behaviour in the four domains assessed: personality, adjustment, academic achievement, and substance use. The differences between parenting types on the criterion measures were not as large as reported in Baumrind’s study and significant effects were
predominantly due to the poor success from children with unengaged and authoritarian-directive parents.

Baumrind (1984, 1991), conducted a longitudinal study on the effects of parenting styles on children's behaviour. The study dealt with how authoritative, authoritarian and permissive parents affect children's behaviour from their preschool period through adolescence. She observed that authoritative parenting continued to exert positive influence on children and on adolescents especially in the cognitive and social competence domain while the authoritarian style had negative influence on boys more than girls. She found similar results in her adolescent sample. She also found adolescent children with authoritative parents to be most competent, both socially and cognitively. Similarly, adolescents from rejecting-neglecting homes were found to be antisocial; to lack self-control, social responsibility, and cognitive competence; to suffer from internal and external problem behaviour. They also rejected their parents, as role models, more than adolescents usually do.

Leflore (1988) found that delinquent adolescents often come from families with low levels of emotional expressiveness, little positive communication and with a lack of help or support for family members. These results were consistent with Baumrind's (1984, 1991) studies. West (1981) observed, from his study, that parents whose verbal interactions consist mainly of guilt inducement, harsh criticism or intrusive questions and commands are fostering low self-esteem, negative attitudes, and poor social competence in their children. Kelly and Goodwin (1983) observed that parenting style lay the groundwork for positive
family relationship through adolescence. When parents have occasion to exercise power, adolescents who have been raised in a democratic environment, react more positively than those raised by authoritarian or permissive parents. McClelland (1951) observed that a child who identifies with his parents is more likely to adopt the beliefs, attitudes, patterns of motivation and social behaviour of the parents.

Belsky, Lerner and Spanier (1984) found that mature well-adjusted parents are more likely to react with sensitivity and nurturance to their children’s signals and needs than immature and maladjusted parents; and that this kind of parenting promotes emotional security, independence, social competence and intellectual achievement. Sigel (1986) remarked that those parents who believe that their children are constructive, self-regulating learners, acquiring knowledge through experimentation, generally, discuss issues with their children and ask many questions, thereby stimulating them to think and to reason. In contrast, Sigel (1986) found that those parents who think that their children are passive learners will use directives and commands that are less likely to promote cognitive development.

Applegate, Burke, Burleson, Delia and Kline (1983) expressed their views, from their study, that the social orientations of parents – their general conceptions of others – also affected their interactions with their children. Parents who stress on psychological characteristics, motives and feelings – in contrast to those who think primarily in terms of concrete features such as physical appearance, occupation, or position in society – tend to use person-centered disciplinary techniques. Observations show that when they call their children’s attention to the feelings and
motives of others and encourage them to reflect on their own behaviour and emotions, it contributes to the development of the child’s understanding, sense of personal responsibility and autonomy. Cooper, Grotevant and Condon (1983); Marcia (1980); Youniss and Smollar (1985), in their studies on family interactions, found that an adolescent’s freedom to explore a variety of possibilities in pursuit of an individual identity is significantly influenced by relationships within the family. Cooper et al. (1983), who conducted a study, found that adolescents who scored high on a measure of identity exploration were more likely to come from families in which self-assertion and freedom to disagree (separateness) were encouraged along with “connectedness” to the family, including openness or responsiveness to the views of others (plurality) and sensitivity to and respect for the ideas of others (mutuality). In contrast, adolescents who scored lower in identity exploration were more likely to come from families in which individuality was not encouraged and mutual support and agreement were emphasized.

Other studies have demonstrated that opportunities for separateness in family interactions appear to be especially important for girls’ development, while connectedness in family relations, particularly with the father, appears to be especially important for boys (Huston, 1980; Grotevant & Cooper, 1985; Cooper and Grotevant, 1987). Cooper and Grotevant et al. (1987) observed that the greater importance of separateness for females “reflects the effort needed to overcome the greater restrictiveness they experience, relative to males, in domains such as play, peer relations and career development”. On the other, hand boys are more likely to be pressured by society to be autonomous and assertive in identity
exploration. Consequently, their greatest need in family interaction may be for mutual understanding, respect and support, particularly from their fathers who serve as gender role models.

Nagarja (1986), in his study upon the effect of family and culture on the development of a child, has shown that child development results from the influence of biological and environmental factors. He further observed that if the environment at home is positive, encouraging and fulfilling, then the child can make adequate changes to a large extent in order to suit the environment he/she is placed in. Kenny and Donaldson (1991) and Lapsley, Rice and Fitzgerald (1990) observed that students who were securely attached to their parents displayed better psychological and social adjustment during the potentially difficult transition to college than students who are insecurely attached.

Ge and others (1996) suggest that the developmental outcomes of adoption are influenced by both nature and nurture. Adoption is the social and legal process by which a parent-child relationship is established between a child and a person or persons who are not the child’s biological parents. Grotevant and McRoy (1990) have found that adopted adolescents are referred to psychological treatment two to five times as often as their non-adopted peers. Sharma, McGue and Benson (1996), in their large scale study of 482 adopted adolescents and the same number of non-adopted adolescents, found adoptees to be slightly less well-adjusted. However, adoptees actually showed higher levels of pro-social behaviour. Brodzinsky and others (1984) and Lang and Smith (1995) found that adopted
children and adolescents often show more psychological and school-related problems than non-adopted children.

Tang (1997) studied 10,000 cases of early (before the age of 18 years), on-time (between ages 18 and 24) and late (i.e. after age 25) home-leavers and found that those most likely to leave home early were from non-biological or non-intact families. This may partly arise on account of greater caregiver-adolescent conflict; it might also be because attachments might not be as close.

Mayseless and her colleagues (1996) found that securely attached students cope very well with the task of separating from parents; they form close romantic relationships while maintaining close communication with their parents. They also found that resistantly attached students have more difficulty forming romantic relationships and find even minor separations from parents very upsetting. Avoidant youth, although more likely to live with their parents than the other groups, claim to be unbothered by separation, as if denying that they could need their parents for anything. Kenny and Rice (1995) observed that adolescents who are securely attached to their parents have a stronger sense of identity, highest self-esteem, greater social competence and better emotional adjustment than those who are less securely attached.

With the world turning into a global village, and with the ever-growing market, great job opportunities and better prospects have opened up. This has led to many a parent leaving their children and home in order to move across the country or abroad so as to grab those opportunities. Students, too, have left their homes for
better educational institutions so as to equip themselves with better qualifications. Besides, a number of factors have brought about a situation, which the present study deals with: namely, college students living with their guardians.

In the absence of their biological parents, the guardians play a crucial role in adolescent development. Since very few studies have been conducted in this area, the present study will be of great utility.

In the present scenario, when an individual as a child grew up with steep competition and excellence, reaches the crucial stage of adolescence, wherein parents do not occupy that important place in this stage of their life, do parents play that crucial role they once did in their earlier stages of life? Do parents exert positive or negative influence in this period of their adolescent children’s life? Or should the researchers look out for some other kind of care giving that will suit the ‘storm and stress’ period of adolescent life? The other non-parental care givers namely Guardians, seem to be greatly preferred by many adolescents at this stage of their life may provide answers and an alternative to parental monitoring at this ‘crisis’ stage of adolescence. Can guardians, unlike parents provide that environment of guided supervision, co-responsibility, co-regulation and sufficient needed warmth that adolescence badly need?

This researcher was unable to procure any information of any research conducted in this domain. However, other studies conducted on children and adolescents living in orphanages, foster homes, etc., are taken for reference which could be summarized as below.
Section-II: Review of Studies Related to Self-Concept with Reference to Other Demographic Variables

In this section the studies have been classified into two parts:

- a. Studies conducted abroad, and,
- b. Studies conducted in India.

a. Studies conducted abroad

The transition from high school to college brings about substantial changes in the college students' self-concept. As they try to describe who they are, they take both their own and others' views into account (Harter, 1990). They are involved in this process of re-evaluating themselves physically, socially, emotionally and intellectually in relation to their peers and society in general. In this process, the individual's immediate environment namely home, parents/guardians contributes to his/her development of self.

Several empirical studies have shown the influence of parents and guardians on the development of self-concept of individuals. O’Koon (1997), in a study of 167 adolescents, found that strong attachment to parents is closely related to the development of positive self-image. O’Koon found that those strong attachments to parents continued right into late adolescence and presumably beyond, and that adolescents who were most attached to their parents were also, on average, those with the highest self-esteem.
West (1981) suggested that parents whose verbal interactions consist mainly of guilt inducement, harsh criticism, or intrusive questions and commands are fostering low self-esteem, etc. Robinson (1995) observed, in one study, that both parental and peer support are related to the adolescents' general self worth. Coopersmith (1967), in his extensive investigation of parent-child relationships and self-esteem, found that parenting attributes like expression of affection, concern about the boys' problems, harmony in the home, participation in family activities, setting of clear and fair rules, abiding by these rules, allowing the boys freedom within prescribed limits are associated with highest self-esteem among boys.

Scott, Scott and McCabe (1991) and Steinberg et al. (1992) studied the relationship between high self-esteem and nurturing parenting style in ethnic groups in the United States, as well as in other countries like Australia, and found that the children who had high self-esteem were children whose parents practiced democratic style of parenting. Felson (1990) and Verschueren, Marcoen and Schoefs (1996) observed that parents who are loving, form secure attachments with their children, and frequently communicate and express approval and acceptance are more likely to help their children think positively about themselves.

b. Studies conducted in India

Chauhan (1983) found that home environment i.e. parents contribute to the development of self in adolescents. Devi and Anitha (2002) conducted a research study to find out the self-concept of adolescents in single parent and intact
families. They also examined the grade and sex differences of self-concept of adolescents. The study revealed that the adolescents of intact families had greater self-concept than the single parent families. Girls were found to have significantly higher self-concept than boys. It was found that adolescents of intact families had high self-concept in the dimensions of physical, family, social and personal identity and behavior. The single parent adolescent had high self-concept in moral and ethical area.

Barooah and Phukan (1999), from their study, tried to compare the self-concept of orphan children and children of natural parents. They did not find any difference in the physical self-concept, educational self-concept and moral self-concept of the two groups. However, children with natural parents were found to have higher social self-concept, temperamental self-concept and intellectual self-concept than orphan children.

From the above review it is evident that studies related to children/adolescents self-factors are reported either with parents (single/intact; natural/orphan) or parenting styles and related factors. None of the study was reported with reference to self-concept and students living under guardians. The present investigation is focused in this line as one of the parameters to be studied.
Life itself is a continuous process of adjustment to our ever-changing environment. And at an important juncture of college students' life, where changes are intense and at a height, adjustment becomes very important for the development of their personality “in order to bring about a balance between needs, stimuli and opportunities offered by the environment” (Gilmer, 1978). Warmth (1955) found that the influence of parents on the socialization of college students is crucial in the modern society.

As in the previous section, here too studies related to adjustment have been classified into two parts:

a. Studies conducted abroad, and,

b. Studies conducted in India.

a. Studies Conducted Abroad

A number of research studies that have been conducted have brought out the following results: Hurlock (1973) observed that a home environment characterized by affection, respect, cooperation and tolerance helps the adolescents to develop good adjustment to life while a home environment that is marked by friction stemming from conflict and destructive competition will militate against the wholesome development of adjustment.
Bossard and Boll (1966) found that an adolescent who comes from a home with a frictional climate finds it difficult to establish affectional relationships with outsiders just as he does with family members, whereas Oliver, Rodriguez and Mickelson (1985) conducted a study to investigate the social adjustment and academic performance of Chicano and Black students in a predominately White university. The analysis proceeds by examining differences in social backgrounds, high school and college experiences and explores the relationship between these factors and college adjustment and achievement. The findings indicate that the blacks were more likely than Chicanos to feel alienated and to perform poorly and that social class makes no difference in these outcomes. However, middle class Chicanos perform better and are better adjusted than working class Chicanos.

Agliata and Renk (1993) tried to explore the college students' adjustment, the role of parents on college students' expectation, discrepancies and communication reciprocity as predictors of college student's adjustment in a diverse sample of 67 male and 105 female freshmen and sophomores from a large southeastern university. A sub-sample of their mothers and fathers also participated in this study. Correlational results revealed that college students report experiencing lower levels of self-worth and adjustment when higher expectation discrepancies are present between themselves and their parents. Regression results also indicated that expectation discrepancies and college students' perceptions of communication reciprocity are important predictors of college students' self-worth and self-adjustment. Jackson and Sullivan (1993), in their research study, examined the effects of parental participation in work and family roles on perceptions of
responsibility for their children's school adjustment. They hypothesized that mothers would be perceived as being more responsible than fathers and that participation in non-traditional work and family roles would influence perceived responsibility contrary to the first hypothesis; college student-subjects perceived fathers as being more responsible than mothers for good adjustment, but not for poor adjustment. Consistent with the hypothesis, role participators influenced perceptions of responsibility but only for mothers. Divorced mothers were credited less and blamed more for school adjustment than married mothers, especially when they worked outside the home.

Steinberg et al. (1988) conducted extensive research and demonstrated that adolescents' adjustment varies as a function of their parents' style (e.g. Authoritarian, indulgent, neglectful, and authoritative). After one year the researchers conducted a follow-up in order to examine whether the observed differences are maintained overtime. They found that differences in adjustment associated with variations in parenting are either maintained or increased overtime. However, the benefits of authoritative parenting are largely in the maintenance of previous levels of high adjustment, the deleterious consequences of neglectful parenting continue to accumulate.

Lamborn, Mount, Steinberg and Dornbusch (1987) undertook a research study in order to test Maccoby and Martin's revision of Baumrind's conceptual framework, the families of approximately 4,100 14-18 year olds were classified in one of the four groups (authoritative, authoritarian, indulgent and neglectful). On the basis of the adolescents rating of their parents on two dimensions:
acceptance/involvement and strict/supervision. Results indicated that adolescents who characterize their parents as authoritative, score highest on measures of psychological competence and lowest on psychological and behavioural dysfunctions; the reverse is true for adolescents who describe their parents as neglectful. Adolescents whose parents are characterized as authoritarian, score reasonably well on measures indexing obedience and conformity to the standards of adults but have relatively poorer self-conceptions than other youngsters. In contrast, adolescents from indulgent homes evidence a strong sense of self-confidence but report a higher frequency of substance abuse and school misconduct and are less engaged in school.

Hawkes et al. (1957) observed that children who perceive their parents as exerting reasonable and non-threatening controls on their range of activities tend to demonstrate fewer adjustment difficulties within the home environment. In their study on individual and relational predictors of adjustment in first year college students, Holmbeck, Grayson, Wandrei and Mary (1993) assessed differential predictive utility of home-leaving status, family functioning, separation-individuation issues, cognitive constructions of home leaving process, and personality variable for adjustment during first year of college. Findings from 286 First Year students revealed that separation-individuation, family relations and personality variables were better predictors of adjustment. Shields (2004) in her study, explored the concept of the ‘place bound’ - defined as students’ perceived difficulty in leaving the immediate geographic area to attend school. It was hypothesized that students who perceived greater
difficulty would have fewer financial resources, higher external control/orientation, greater attachment to family and romantic partners and greater attachment to place. Also those who perceived greater difficulty were expected to be less successful, have academically lower adjustment to college and have less satisfactory relationships with their parents. Availability of financial resources was not related to perceived difficulty in leaving the area. Attachments to persons and place were not related to being place-bound, except for women. For women, attachment to a romantic partner leads to a greater perceived difficulty in leaving the area. However, another aspect of attachment to place i.e. 'rootedness' had highly significant effects. Women who were higher on external control were also more likely to have a greater perception of difficulty in leaving the area. More place-bound students were not found to be at a disadvantage in terms of academic performance or adjustments to the university. The findings regarding students' relationship with their parents were interesting; and contrary to prediction, men who perceived a greater difficulty reported much more satisfactory relationship with their mother and father. It is suggested that these men might have chosen to stay in the area to attend school in order to remain near their families. In a study conducted by Serot and Teevan (1961) to investigate a child's perception of the parent-child relationship and its relation to child adjustment, they found that the child's perception of his parent-child relationship is correlated to his adjustment.

Lewis (1945) also discovered, from his research on influence of parental attitudes on children's personal inventory scores, that the children coming from homes of a
favorable parent-child relationship were much superior in their emotional and social adjustment than those coming from a family where the relationship is less favorable.

Many other researchers, including Madigan (1962) and Boston et al. (1977), have shown that parental encouragement/attitudes has an important bearing on college adjustment and performance.

b. Studies Conducted in India

The studies conducted in India in relation to adjustment of the students are summarized below:

Irfan, Trama and Sharma (2003) carried out a study to investigate the significant difference between rural-urban Muslim students for adjustment, achievement motivation and frustration. They found that rural Muslim students were more mal-adjusted, low achievers and frustrated than urban Muslim students in Punjab. Joshi (1998), tried to find out differences, if any, in personality adjustment among the Final Year college students of Scheduled Caste and non-Scheduled Caste college students. One hundred and thirty-six Scheduled Caste students and one hundred forty-two non-scheduled caste college students were taken as subjects. The study revealed that students’ area of residence, gender, faculty of study, family type and caste did not produce significant differences on maladjustment. Also, students’ area of residence and gender, interact significantly on maladjustment. Similarly,
students' area of residence with faculty of study interacted significantly on maladjustment.

Dutta, Baratha and Goswami (1998) studied 200 college students to determine whether there is significant difference between boys and girls in social adjustment. Results reveal that there is no significant difference between boys and girls in the area of social adjustment. High achievers had a better level of adjustment in the social aspect of life.

Sinha and Singh (1998) undertook an investigation to examine the effect of parents' affection and competence on the adjustment of school students. The 2 x 2 x 2 factorial design on the responses of 240 students revealed that the main effect of parents' affection was significant in respondents' home adjustment.

Bharadwaj (1998) carried out a study to explore the role of perceived parenting of rejection and acceptance on adolescents' value conflicts upon a sample of 500 adolescents by employing two-group design. Results revealed that a few value patterns like evasion, dependence, selfishness and hate are found to be associated with perceived parental rejection, whereas quite different value patterns like fortitude, self-reliance, probity and love are associated with perceived parenting of acceptance. Fear, as a value assumption, was found to be greater in rejected adolescents than in accepted ones. However, pragmatism value emerges as an important tendency in Indian adolescents in deciding their course of action.
Agarwal et al. (1978) found that disciplinary practices adopted by parents influence the emotional adjustment of children. Anshu (1986) reported that parental encouragement/attitudes have an important bearing on college adjustment and performance. Also a number of scientific investigations carried out by other Indian researchers like Chauhan and Tiwari (1980), Prabha, (1990), Saxena and Saxena (1975), Sinha and Singh (1994) have concluded that the mode of parent-child relationship is an important issue in the child's personality, promoting adjustment in the child.

Even in adjustment, a thorough literature scan did not yield fruitful results on adjustment and students living under guardians. For various reasons child/adolescents may have to live with guardians. The present study intended to investigate the adjustment level of students living under guardians in comparison with students living under parents, since the research in this area is scanty.
Section IV: Review of studies related to social competence with reference to other demographic variables

Social competence refers to the social, emotional and cognitive skills and behaviours that individuals need for successful social adaptations. Social competence is the broader term used to describe a child’s social effectiveness – a child’s ability to establish and maintain high quality and mutually satisfying relationships and to avoid negative treatment or victimization from others.

Development of social competence such as co-operation and negotiation during adolescence a part of the process of forming identity – a sense of the person they want to be. According to Erikson (1963), the crisis of adolescence involves establishing a sense of identity – called psychosocial or ego identity.

Whereas parents and primary caregivers are the primary source of social and emotional support during the earlier years of life, during the later years, peers begin to lay a significant, complementary and unique role in promoting the child’s social-emotional development. With the increase in age, peers rather than parents become the preferred companions, extending support, companionship, affection, sympathy, understanding and, at the same time, providing a place for experimentation and a setting for achieving autonomy and independence from parents (Coleman, 1980; Newman, 1982).
But although they value their peers’ opinions, friendship and companionship, adolescents still want and need their parents’ advice, love and relationship (Brittain, 1963).

Parents are the primary source of influence for social development. The following account will bring to light a number of research studies conducted in this area:

### a. Studies conducted abroad

A large number of studies, including Baumrind (1971), have shown that parents’ child-rearing methods have a strong impact on how independent and socially competent their teenagers become. She found that children with the highest levels of social competence tend to come from families characterized by the authoritative parenting style.

Recently, Baumrind (1989, 1991) expanded on the earlier studies on the effects of parenting styles on children’s behaviour. She distinguished two separate dimensions on which parenting styles differ – demandingness or firm control and restrictiveness, and responsiveness or warmth and non-coerciveness. Baumrind (1991) observed that these two dimensions of parenting behaviour can actually be used to summarize a great deal of human behaviour in general, with demandingness translating into a concern with status, dominance and power and responsiveness translating into a concern with love, solidarity and affiliation, or friendship. According to Baumrind these two factors of parental demandingness and responsiveness seem to be primarily responsible for determining children’s behaviour.
Longitudinal studies conducted by Baumrind (1989) defined authoritative parents as being high in demandingness and high in responsiveness; authoritarian parents as being high in demandingness and low in responsiveness, and permissive parents as low in demandingness and high in responsiveness. She also added a new style: the rejecting-neglecting parent, who is low in both demandingness and responsiveness.

Baumrind (1989) also classified the children in these studies into five types on the basis of the balance they demonstrated between social assertiveness (socially confident) and social responsibility (friendly, co-operative):

1. Competent children were high on both dimensions.
2. Incompetent children were low on both dimensions.
3. Over-socialized children were high in social responsibility and low on social assertiveness.
4. Under-socialized children were low on social responsibility and high on social assertiveness.
5. The remaining children were classified as average.

Baumrind (1989) then looked for connections between parental behaviour and child behaviour. She found that, among seven-year-olds, authoritative parents were most effective in producing children who were both socially assertive and socially responsible (competent). At the other end of the spectrum, rejecting-neglecting parents produced children who were either low on both social responsibility and social assertiveness (incompetent) or low on social responsibility for boys and low on social assertiveness for girls. In the latter cases, typical sex-
typing effects had raised the social assertiveness of boys who might otherwise have been less assertive and the social responsibility of girls who might otherwise have been less responsible.

Baumrind (1989) also observed that authoritarian and permissive parents produced boys who were moderately competent, as well as moderately competent girls. The girls tended to be especially similar to their parents: The daughters of authoritarian parents were more assertive than responsible and the daughters of permissive parents were more responsible than assertive. These results, according to Baumrind (1989), highlight the importance of appropriate demandingness (especially monitoring and firm control, as opposed to intrusive-directiveness) for the development of children's competence. As Baumrind (1991) followed the sample into adolescence, similar results were observed. Adolescent children of authoritative parents were found to be most competent, both socially and cognitively, and adolescents from rejecting-neglecting homes were found to be antisocial, to lack self-control, social responsibility and cognitive competence, to suffer from internal and external problem behavior and to reject their parents as role models more than adolescents usually do.

Earlier studies by Elder (1963) suggest that teenagers who rate highest in autonomy and independence tend to come from authoritative families, where parents listen to their children's opinions and explain the rules they make.
Kelly and Goodwin (1983) found that authoritative parenting methods also lay the groundwork for positive family relationships throughout adolescence. Also, those adolescents that are raised in a democratic environment react more positively than those raised by authoritarian or permissive parents. Bell and Bell (1983) observed from their studies that those who come from a house where family members respect and listen to each other without prejudice and respond to each other positively and acknowledge each other's viewpoint, experience few conflicts.

Leflore (1988) has indicated that those adolescents, who are troubled or delinquent, come from families with low levels of emotional expressiveness, little positive communication and a lack of help and support for family members. West (1981), in his study on disturbed adolescents and their families, found that parents whose verbal interactions consist mainly of guilt inducement, harsh criticism or intrusive questions and commands, were fostering low self-esteem, negative attitudes and poor social competence in their children.

Erwin (1993); Feldman, Philippot and Custrini (1991); and Hubbard and Coie (1994) found that children high on social competence are popular children and are helpful; they co-operate with others on joint projects. Huesmann and Eron (1986) reported that parental affection may also increase the child's social competence and willingness to explore and take risks. Rejection, on the other hand, leads to a variety of antisocial, aggressive or maladaptive behaviors that conflict with achievement. Reason, Terenzini and Domingo (2005) conducted studies on
developing academic competence in the first year of college students. The study identified the individual, organizational, environmental programmatic and policy factors that individually and collectively shape students' development of academic competence in their first year of college.

Lamborn, Mounts, Steinberg and Dornbusch (1987) investigated patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent and neglectful families. Results indicated that adolescents who characterize their parents as authoritative score highest on measures of psychological competence and lowest on measures of psychological and behavioral dysfunction; the reverse is true for adolescents who describe their parents as neglectful. Adolescents whose parents were characterized as authoritarian score reasonably well on measures indexing obedience and conformity to the standards of adults but have relatively poorer self-conception than other youngsters. In contrast, adolescents from indulgent homes evidence strong sense of self-confidence but report a higher frequency of substance abuse and school misconduct and are less engaged in school.

Steinberg, Lamborn, Darling, Mounts and Dornbusch (1987) repeated their study after a gap of one year to examine whether the observed differences are maintained over time. The study was on overtime changes in adjustment and competence among adolescents from authoritative, authoritarian, indulgent and neglectful families. They found that the differences in adjustment, associated with variations in parenting, were either maintained or increased overtime. However, whereas the benefits of authoritative parenting were largely in the maintenance of previous
levels of high adjustment and competence, the deleterious consequences of neglectful parenting continue to accumulate.

Zea, Jarama and Bianchi (1994) examined relationships among social support, psychosocial competence and adaptation to college in a sample of 357 African-American, Asian-American, Latino and White college students. Social support and active coping were significant predictors of adaptation to college, whereas locus of control was not. However, there was an interaction between ethnicity and locus of control indicating that although internal African-American, Latino and White students had higher adaptation to college score than external students, the opposite was true for Asian-Americans whose parents and family are focused. The relationship among social support, internality and active coping were also explored. Satisfaction with social support and internality were positively related to active coping, but locus of control and social support were unrelated. Active coping and internality were significantly related to each other for all groups except for African-Americans.

Griffin and Korchin (1979), in their study, explored the nature and antecedents of personality competence in Black male adolescents. In general, the personality qualities of the two groups are more alike than different, though the more competent males are more inner than outer directed, more sensitive to personal qualities than to outward appearances and their own acceptability to others. They are more ambitious, more motivated for success and seem to strive more vigorously, perhaps even to sidestep some moral precepts. The study revealed that the competent young Black males differ importantly, although not always
significantly, from their more average peers in being earlier and more thoroughly committed to a work ethic; they come from more stable homes, have more social contact with the White culture, and were more likely to be first or only children. The study also revealed that the study intended to contrast more and less competent adolescents within the Black culture; it was speculated that both the nature and antecedents of competence are probably trans-racial.

For adolescents (students), the transition from higher secondary school to college involves in a decisive move towards a challenging world: pursuing academic work and developing skills needed in the job market and having more opportunities to explore different lifestyles and values. According to Coleman (1974), the greatest anxieties in this period are relationships with the members of the opposite sex and rejection by their peers. Kuhlen (1952); Aseltine and Gore (1993) observed that adolescence is the period of sexual, social, ideological and vocational adjustment, a time of growth rather than hardship and of striving for independence from parents.

Although peer groups play a very important role in the adolescent’s life and the intensity of friendship is greater in adolescence than at any other time in the life span, (Berndt & Perry, 1990), yet “peer power” is not everything. Most adolescents have positive ties with parents (Hill, 1987) and maintain two reference groups, namely parents and peers. Parents have more influence about deeper concern i.e. career, education, morals etc. and peers tend to have more to say about everyday social issues (Brittain, 1963; Emmerick, 1978). Research studies by Baumrind, (1991); Boston et al. (1977); Anshu, (1986); Madigan,
(1962) and many others have consistently revealed that parental encouragement, attitudes, affection, etc., has an important bearing on college students’ self-concept, adjustment, social competence and achievement motivation and performance. Therefore, the role of parent-child relationship in development of children’s personality as well as on their adjustment and maladjustment was greatly emphasized. However, scientific researches in the Indian context are few and inadequate.

Surprisingly, the investigator could not find studies related to social competence among students. Even browsing the internet proved to be a futile exercise in getting information regarding social competence in this specific context. Further, studies related to social competence as well as students living under guardians were also not available either from India or from other countries. Since, no information was available on this specific concept of social competence, the researcher decided to measure social competence among students living under parents and guardians.
Section V: Review of studies related to achievement motivation
with reference to other demographic variables

Entering college, students are faced with newer social and academic pressures that force them towards different roles—which involve greater responsibility and therefore they are at a critical juncture in achievement (Henderson & Dweck, 1990). Some college students are highly motivated to succeed and spend a lot of energy striving to excel while others are not as motivated to succeed and do not work as hard to achieve. This depends on the immediate environment where the individual lives. McClelland (1961) found that the need for achievement is related to parents’ attitudes. Parents who are high achievers themselves usually demand independency from their children. On the other hand, parents who have low needs for achievement are more protective of their children and permit less freedom. These children usually have low achievement goals.

Although achievement motivation has been studied across cultures, very little research has been conducted on children brought up by guardians. It is pertinent to mention, here, some of the results of the studies conducted. Huston-Stein and Higgens-Trenk (1978) indicated from their research that independent training by parents promoted achievement but more recent research has revealed that parents need to set high standards for achievement, model achievement-oriented behaviour and reward adolescents for their achievement, if their adolescents are to be achievement-oriented.
a. Studies conducted abroad

Paulson (1994) in his recent study observed that a combination of parenting style (demandingness and responsiveness) and involvement was related to positive adolescent achievement outcomes. Another study by Paulson, Marchant and Rothlisberg (1995) revealed that middle school students had the highest grades when their parents, teachers and school were authoritative. Winterbottom (1953) reported that early training in independence and mastery contributed to the development of strong achievement motivation in children. Herman, Ter Laak and Maes (1972) indicated that children with high achievement motivation come from parents who express high expectations and who praise successful moves towards solving problems. Nutall and Nutall (1976) found that children with high academic motivation came from families where parents were accepting and less hostile.

Touliatos and Lindholm (1977) found that college women who scored high on female sex role and achievement motivation were coming from parents who were demanding and caring in their attitude towards their children. Many researchers, including Draper (1977), Grover (1979), Sarkar (1983), Jagannadhan (1985), Maitra (1985) and Paul (1986), were drawn to investigate the influence of home environment on the achievement of the students. Sarkar (1983) observed significant differences between high achievers and low achievers on the home variables viz. educational environment, income, spatial environment, social background, provision of facilities and parent-child relationship.
In his study, Maitra (1975) found home environment to be an important variable which could cause under-achievement among the gifted. Jagannadhan (1985) indicated that the home exerts a significant influence on academic achievement. From the research conducted, Paul (1986) concluded that the factors of home environment viz. recognition of the child’s achievement, parental aspirations, forbearance for the child’s wishes, parental affection, encouragement for initiative and freedom etc. had positive and significant correlation with each of the four modes of cognitive styles. In another study, Draper (1977) found that academically unsuccessful students were lower in intellectual cultural orientation. And Grover (1979), in his study, found that there exists some influence of aspirations of the father and mother upon the children’s academic achievement.

Nelson (1984), Dornbusch (1987) and Stevenson and Baker (1987) from their studies, concluded that children’s adequate academic achievement and adjustment were influenced by the quality of the adolescent’s relationship with his parents and other family members and the family’s general level of academic aspirations and achievement orientation.

Steinberg, Lamborn, Dornbusch and Darling (1992) reported that authoritative parenting led to better adolescent school performance and stronger school engagement. Parental authoritativeness was also positively related to parental involvement in school and motivation of their children in order to achieve academic success. Weiner (1985) observed that expectancy and affection guide motivated behaviour. Motivation incorporates a full range of cognitions and emotions and has an explicit effect on self.
It follows that factors leading to negative emotions can adversely influence achievement motivation. Thus, a disturbed parent-child relationship results in negative emotions which can lead to reduced or poor achievement motivation. Bandura et al. (1996) remarked that parents’ sense of academic efficacy and aspirations for their children were linked to their children’s scholastic achievement through their perceived academic capabilities and aspirations.

Chen and Stevenson (1995) put forth the view that beliefs and attitudes that lead to high level of motivation and achievement-related behaviors reflect a cultural heritage (including parental values) that emphasize education and the diligent application of effort. According to King-Fun-Li (1974) and Epstein and Radin (1976) the high achieving children were found to have parents who emphasized independence and achievement efforts. Their parents were also more affectionate and permissive, less restrictive and hostile. Dornbusch et al. (1987) examined parenting styles: authoritarian, permissive and authoritative in the context of adolescent school performance. Results indicate that both authoritarian and permissive parenting styles were negatively associated with grades whereas authoritative parenting has positive association with grades. Parenting styles generally showed the expected relation to grades across gender, age, parental education, ethnic and family structure categories. Authoritarian parenting tended to have a stronger association with grades than did the other two parenting styles. Pure authoritative families had the highest mean grades, while inconsistent families that combine authoritarian parenting with other parenting styles had the lowest grades.
A research investigation was undertaken by Abd-El-Fattah (2004) to find the effects of family background and parental involvement on Egyptian adolescents’ academic achievement and school disengagement. Two hundred and seventy five First Year students were made to respond to three questions concerning their family structure, parents’ educational level and school disengagement. Results of the study revealed that the students’ perception of parental involvement factor was the most important predictor of the academic achievement followed by parents’ education and finally school disengagement. Students’ experiencing of parental school involvement and parents’ education had an indirect effect on academic achievement through their effect on school disengagement. Parents’ education was the most important predictor of school disengagement.

Conti (2000) undertook a study to investigate whether choosing autonomous goals for pursuing a college education and reflecting on those goals promoted intrinsic motivation towards course work higher grades and improved adjustment to college over time. Results indicated that the degree to which students who reflected on their goals had high levels of both intrinsic and extrinsic motivation. The autonomy of students’ goals predicted grade point average, high intrinsic motivation, low intrinsic motivation and improvement in social and emotional adjustments overtime.

Brown and colleagues (1993) reported that some specific parenting practices such as monitoring the adolescents’ activities, encouraging achievement (academic and athletic) and being involved in joint decision making with the adolescent are closely reflected in adolescents’ behavior and values, especially regarding things
like academic achievement and drug use. Eppler and Harju (1996), in their study, extended Dweck’s model of achievement motivation to the collegiate level in order to examine the relationship between goal orientations and academic performance of undergraduate students grouped by non-traditional versus traditional status. Although both groups rated themselves higher in learning goals than on performance goals, non-traditional students endorsed learning goals even more strongly than their traditional peers. Goal orientation was a better predictor of academic result than student status. Traditional and non-traditional students differed on variables that were inversely related to academic performance; less successful traditional students endorsed irrational behaviour (an index of learned helplessness), while less successful non-traditional students worked more hours at a paid job.

b. Studies conducted in India

Several studies have been reported with reference to achievement motivation of students. They are summarized as below;

Irfan, Trama and Sharma (2003) conducted a study to investigate the significant difference between rural and urban Muslim student for adjustment, achievement motivation and frustration. Results revealed that rural Muslim students are more maladjusted, low achievers and frustrated than urban Muslim students in Punjab. Suman and Umapathy (2003), in their study, examined the relationship between achievement motivation and parent-child relationship in adolescents. Results did not reveal any significant difference between girls and boys in achievement
motivation. Achievement motivation was higher when adolescents perceived their parents as loving and demanding.

Prasad et al. (1979) have found that high need-achievement subjects perceived their father as giving more encouragement than did the mother, while low need-achievement subjects perceived their mothers as being stricter than their fathers. Further he emphasized that the high achieving children were found to have parents who emphasized independence and achievement efforts. Their parents were also more affectionate and permissive, less restrictive and hostile. A number of research studies conducted by Sharma (1984), Shukla (1984), Mehrotra (1986), Misra (1986) and Singh (1986), revealed that there is a positive relationship between socio-economic status and academic achievement of the students.

Chatterjee et al. (1972) found that socio-economic status, intellectual abilities and educational level of parents were directly related to the scholastic achievement of their children. Rajput (1984) found, in his study, that socio-economic status of students affected their achievement. Results reveal that though the groups having high socio-economic status and average socio-economic status did not differ, the high socio-economic status and low socio-economic status groups did differ significantly on achievement in mathematics.

Saini (1977) conducted a research investigation to determine if any relation existed between socio-economic status and educational standard of parents on their children’s achievement. The studies revealed that the socio-economic status as well as the educational standard of parents has a significant effect on the academic
achievement of arts students at the college level. In the case of science students, academic achievement was significantly related to the educational standard of parents but not to the socio-economic status of the family. Sharma et al. (1989) reported that adjustment had a positive and significant correlation with academic performance of the students. Studies by Stagner (1933), Borrow (1945), Assum and Levy (1947), Sorenson (1950) and Saxena (1979) revealed similar results.

Sundaram (1983), in his study of high and low achievers, demonstrated that the latter had more adjustment problems than the former. Research investigation by Subrahmanyam (1985) revealed that there is a high and positive correlation between academic adjustment and scholastic achievement of secondary school students. Students who adjusted well with academic environment perform better in their examinations and academic pursuits. Another study by Mehrotra (1986) also confirmed the earlier results that there exists a positive relationship between level of adjustment and academic achievement. Higher the level of adjustment, greater is the level of academic achievement. Parikh et al. (1986) also conducted a research study on higher secondary students to find out whether there is any relationship between family adjustment and academic achievements. The results revealed that high achievers exhibited better family adjustment than low achievers. Also, females had better family adjustment than the males. Jamur (1961) conducted a study to find whether there is any relation between personality and achievement. His study showed that academic achievement depends to a great extent on personality adjustment of students.
Upon perusing the above-cited spectrum of research, the question arises as to what happens to those college students who, for a very long period of time, live with guardians' viz. grandparents, relatives, hostels etc. Does the non-parental parenting style influence their self-concept, achievement motivation, social competence and adjustment?

Although the number of non-parental caregivers has increased significantly in the recent past, research studies conducted in this area are scanty. Also, scientific research in the Indian context, at present, is non-existent. Hence, the present study is undertaken as an attempt to investigate and compare the influence of parental and non-parental style on the college students with regard to their self-concept, achievement motivation, social competence and adjustment. An attempt is also made to correlate self-concept, adjustment, social competence and achievement motivation to see inter relationship between these variables.