REVIEW OF LITERATURE

The incidence of emotional problems especially among children is still somewhat speculative, mostly based on small scale studies. A report published by the N.C.E.R.T. (1983) indicated that a large number of primary school children suffer from emotional disorders needing assistance from teachers and counsellors and psychologists, in the absence of which they are likely to suffer and stagnate.

The Mac-Farlane study (1954) of normal children showed that many problems such as excessive modesty, nailbiting, oversensitiveness, soberness, irritability, temper tantrums and jealousy were exhibited by over 20 percent of either the boys or girls or both.

The underwood committee Enquiry (1955) reported that 10 in every 1000 school children needed treatment. Similar results, had been earlier reported by Ullman (1955). Lapouse and Monk (1958) reported that symptoms like fears, enuresis or restlessness are present in 20 to 40% of children.

Bower (1960) reported that 10 percent of the students are sufficiently upset to warrant the label of emotionally handicapped. White and Harris (1961) reviewed six major studies on the prevalence of serious maladjustment in public school children and arrived at
working estimate of 4-7 percent. Morose (1961) reported that teachers felt that 7% of the students should leave the classroom because of the psychological problems. Pond (1965) reported that a large proportion of children exhibit symptoms, or behaviours of a type which would be judged 'pathological' in a clinical setting.

Rutter and Graham (1966) in their study of the prevalence of psychiatric disorders in 10 and 11 year old children obtained a minimal prevalence rate of 6.3%. Stennet et al. (1966) reported that 5.4% of 9.7 percent children of primary school are suffering from psychiatric disorders. Swallow (1968) reviewed the data of 27 studies carried out between 1937-1968 and indicated that 30 percent of the elementary school children showed at least mild maladjustment problems, 10 percent were in need of clinical assistance and 4 percent would be actually referred to these services if they were available.

Rutter, Tizard and Whitmore (1971) studied 9-12 years old children and the rate of psychiatric disorder was found to be 6.8 percent. A number of other studies, have investigated (Lapouse and Monk (1958), Becker (1962), Collins et al (1962) the prevalence of emotional problems.
There are some Indian studies also with regard to prevalence of childhood psychopathology. Datta, Nayar, Krishan and Raj (1972) studied about 3000 Indian primary school children and reported prevalence rate of about 11 percent. Sethi et. al (1974) and Verghese and Beig (1974) reported high prevalence rate of emotional problems among children. A period prevalence of psychiatric disorders other than mental retardation was found to be 15.18 percent by Lal and Sethi (1977). Chawla and Gupta (1983) reported 18.8% emotionally disturbed children in their study of emotional disorders and scholastic achievement. The brief review of the earlier studies shows that a high percentage of children exhibit behaviour disorders.

**Parental Attitude: and Mental Health of Children:**

Families are central and they continue to be hub of existence throughout the development period. As children more into the wider world of school, lessons and sports, parental roles become more important. Parents must find a balance between restrictiveness and permissiveness.

Symonds (1939) concluded that like autonomy control, acceptance, rejection were very significant
psychological dimensions at home. Rejected child develops the feeling of insecurity and inferiority.

Frenkel-Brunswik (1953) found that the child who is severely treated during his childhood, himself develops, authoritarian outlook. Authoritarian parents tend to adopt highly conventional goals for their children.

Studies of child rearing practices show that parental rejection and inconsistency in rewards and punishments for dependence behaviour are associated with high dependent behaviour in children.

Stendler (1954) reported that overprotection tends to produce overdependency in the child. Walton (1958) in a carefully controlled study found that parental deprivation during childhood was very significantly associated with suicidal behaviour in depressive illness. Abbe (1958) found that high maternal restrictiveness associated with emotional disturbances among children. He found the same undesirable results associated with maternal laxity and overindulgence.

Antonovsky (1959) found that a low level of maternal affection prolongs a period of child dependency.
Sears (1961) found that high permissiveness and low punishment in the home were correlated positively with antisocial aggressive behaviour, particularly during middle and later childhood. Peterson and others (1961) found that harsh parental attitudes are related to such personality problems as shyness and withdrawal and to such conduct problems as truancy and stealing.

Nancy Bayley (1963) found that loving mothers usually had friendly and sociable children, hostile mothers sullen and introverted children. Parental rejection has been found to result in various emotional problems of children (Levin, 1957; Pringles 1965). Hurley (1965) found parental rejection to be associated with diminished intelligence during the early school years.

Another study (1967) concluded by authoritative parents are likely to have children who are competent, mature, independent and assertive. Authorative parents provide a model of competence for children to imitate. Permissive parents tend to produce children who are resentful and somewhat insecure.

In a study of the family background of the children referred to a child guidance clinic, Jenkins (1968) found that those youngsters characterized as over-anxious were likely to have an infantilizing, over protecting mothers.
In one study of families Hetherington (1970) found that boys with involved fathers who were warm, dominating and demanding tended to be more masculine. Baumrind (1971) reported same findings by studying three distinct ways of child rearing practices. Results indicate that authoritative way of rearing children was found to be most common and has a positive effect.

James Armentrout (1972) too, found that parental warmth and acceptance of the child is related to his adjustment with the classmates. In the study of children with excessive fear, Poznanski (1973) found a dependent relationship upon an unprotective mother to be one key reason for such fears. Rohner (1975) have established that the children of cold parents are introverted or hostile.

In a survey of 1230 parents Skelley and White (1977) claimed to find a 'new breed' of parents who rejected marriage, religion, patriotism and believed in more open as hard work for its own sake.

Mental Health and Marital Adjustment of Parents and Mental Health of Children:

Family is considered as a system in which each member influences, and is influenced by, every other member, such influences operate on mutual basis.
McCord (1962) found that parental conflict and rejection of the child were prominent in the family backgrounds of extremely dependent boys. Sethi (1964) reported that parental deprivation in early age has been found to be an important determinant of future insecurity and maladjustment, making person vulnerable to stressful situations.

A parent who is emotionally disturbed or maladjusted serves as an undesirable parental model. In an extensive study of emotional disturbances in children, Jenkins (1966) found that nearly half of a group of children diagnosed as overanxious neurotic had mothers who were described as neurotic because of extreme anxiety, nervousness and the related symptoms.

Rutter (1973) found that parental quarreling, conflicts and general tension are unfortunate conditions for the growing child.

Bronfenbrenner (1977) reported that well-adjusted parents have a high probability of rearing well-adjusted children. The child rearing practices of poorly adjusted parents are likely to be defective at the base. Human behaviour at the adult level is extremely resistant to the changes.
Robert and Kathleen (1979) examined how children aged 9 to 11 were faring in 16 intact families and 16 divorced families. Parental harmony and good parent-child relations were found to be more important. When parents are divorced and the children may suffer for a time. But the evidence gathered so far (Biller, 1979) indicates that the most long-lasting adverse effects are on preschool sons.

Boyd (1983) examined 980 couples to study the effect of parental marital status on the behavior of their children. It was found that more disturbed children belonged to broken homes and a maladjusted parents. Saucier (1983) surveyed 4,539 teenagers in order to test for difference in mental health among the adolescents according to their parent's marital status. Results indicate that more disturbed subjects were from divorced or widowed families rather than intact families. The malfunctioning of the marriage disrupts the children's lives.

Robinson (1983) examined the role of social desirability response set on the report of marital adjustment and parenting attitudes. Subjects were having more emotional problems for maladjusted and authoritative parents. Similar findings were reported by Filsinger (1983).
Socio-Demographic Variables and Mental Health:

Shanmugam (1952) reported that more boys belonging to low socio-economic families were characterized by emotional instability than the boys of middle and upper class. Laske (1954) reported that mothers are generally less warm and affectionate toward their first child as compared with their second born.

Child psychologists Sears and Levin (1957) found that neurotic disorders are found to be more common in girls and conduct disorders are more common in boys and members of large families.

MacCoby (1957) investigated the child-rearing practices of 379 mothers of five year olds and reported different types of child rearing practices on the basis of socio-economic status. Result indicate that middle class mothers were more permissive and less punitive as compared to lower class mothers.

Douglas (1961) in a longitudinal study of emotionally disturbed, children reported that children with a few symptoms are hard working and better achievers while those children who have a large number of reported symptoms are emotionally disturbed. Verma (1961) reported that the boys
showed more behavioural problems than girls and the same trend was noticed in specific types of problems such as aggressiveness, non-compliance and delinquent related behaviour where as in sleeping difficulties the girls showed a significantly higher scores than boys.

John Spencer (1964) reported that the largest number of stress and strains are prevalent in the children of lower income group. Several studies both in the United States and in Great Britain have pointed out the concentration of the symptoms of the emotional problems in particular areas. Wotton (1964) found that in the crowded slums of large cities emotional problems are particularly high. Ryles and Pond (1965) have reported that educational achievement as assessed by class position was not related to the number of the symptoms.

Altus (1966) found that first born are also more likely to go to a university and to graduate school. Their academic achievement is greater as compared to the later borns. Stennet (1966) compared 30 emotionally handicapped children with 30 normal children matched case by case for age, sex and intelligence and found that emotionally handicapped children were full one year behind the healthy children.
Galton (1968) was first to recognize a connection between birth order and intellectual achievement. A Jodhpur University Doctoral Dissertation (1969) reported the maximum number of problem children from Labour Class. 17 percent of the problem children belonged to poor families with more than six children.

Singh and Gupt (1970) and Singh et. al (1971) reported that male children constitute anything from 58 percent to 76 percent of the clinic referrals. Wandersman (1973) reported that parents with lower levels of education, income and social status are more likely to value conformity to rules and to authority for their children.

Zojonc and Markus (1975) proposed that family configuration i.e. the order number of parents in the home, is associated with intellectual performance. Children born early in the birth order generally have higher IQ than later-born children. Thus, the birth-order of the child effects her/her IQ.

Rutter et. al. (1975) in their Isle of Wight study found a relationship between the presence of psychiatric disorders in children and educational attainment and other ecological factors like parental discord, parental deviance and overcrowding in home.
A major British study of 700 seven year old children indicates that socio-economic status and sex affect parent's attitudes toward punishment (Newson and Newson, 1976). On the bases of mother's reports, it was established that 29% of the middle class children and 56 percent children of those whose parents did unskilled manual labour were spanked once a week. In both cases, boys were much more likely to be spanked for being naughty than girls.

Garbarino and Grouter (1978) found that people who abuse their children are frequently unemployed, poorly educated and economically deprived. Grey et al. (1980) reported that severe truancy in primary school and in the first few years of the secondary school life appears to have implications for adult life.

Singh et al. (1983) investigated the impact of parent's literacy on the academic achievement of children, and reported that while the younger Ss academic behaviour may have been influenced by parental literacy or illiteracy, older Ss scores were affected by many other factors. A number of studies have been done in the Western countries by Wolf (1971), Schechtman (1970) and Collins et al. (1972). Indian studies in this context have included only the children attending Child Guidance Clinics.
Overview:

A review of above studies shows that the emotional problems among children are prevalent and various contributory factors need to be studied. Some of the studies have investigated of various parental variables on the behaviour of children. Following points of agreement seem to emerge.

1. Childhood personality and behaviour problems seem to be related to parental policies and their manner of execution.

2. Over-protection, rejection, repressiveness, domination and undue submissiveness seem to be parental traits which are associated with children's difficulties.

3. The provision of home in which the child can grow up, feeling emotionally secure seem to be the basic requisite in the development of the child.

Other factors studied, although to a limited extent, are parental, mental and physical health, adjustment problems and personality traits. Buck and Laughton (1959), Rutter (1966) and Britton (1969) found a significant excess of psychiatric ill health in the parents of children referred for
psychiatric opinion. Britton (1969) found that children with mothers who have a positive history of psychiatric ill health were more likely to suffer from the severe disorders.

All these studies have suggested that the parental mental health, attitude and marital adjustment may be important of childhood emotional disorders. Both the psychological and physical illnesses are likely to be more common in the children of neurotic parents. A few Indian studies (Kishore et. al. 1972, Neki, 1975 and Chawla and Gupt. 1979) conducted on small samples from clinic population, suggest that there is a relationship between some of the sociodemographic factors and severe forms of the emotional problems in the children.

...
AIMS OF THE STUDY

1. To find out the relationship between the attitude of parents and the mental health of their children.

2. To find out the relationship between the marital adjustment of parents and the mental health of their children.

3. To find out the relationship between the mental health of parents and the mental health of their children.

4. To find out the relationship between the above mentioned parental variables and the performance on the intelligence test and academic achievement of the children.

5. To find out the difference in the ratings of child behaviour by the mothers' of mentally ill and normal children.

6. To compare both the groups of children, i.e., mentally ill and normal on sociodemographic variables.
HYPOTHESES

In the light of the conclusions drawn from the above researches following hypotheses were formulated:

1. There would be the effect of parents' attitude, marital adjustment and mental health on the mental health of children.

2. There would be difference in the performance on intelligence test and academic achievement of mentally ill and normal children.

3. There would be difference in the ratings of mothers' of mentally ill and normal children on child behaviour ratings.

4. Mentally ill children would be different from normal children with regard to socio-demographic variables.

...