CHAPTER-II
REVIEW OF LITERATURE
Much work has been done on the concepts of parent-child relation and parental attitude in India and abroad. In most studies the factors responsible for generating parent-child relation and parental attitude are examined independently. In the present chapter, studies done on parent-child relation and parental attitude in various fields have been reviewed in brief. In some studies parent-child relation and parental attitude were considered as the global concepts. Any research work is directly or indirectly benefited by the lines of actions taken or research strategies employed by earlier researches. It further, helps in locating the areas remained unexplored or not studied extensively. For selecting appropriate research methodology review of literature helps to a great extent.

Here an attempt has been made to review the relevant studies published during last 10 to 20 years. Only relevant & representative studies are incorporate here. Research work has been listed with the names of research scholars & authors.

**Aabha Gupta (2006)** Although significant gains have been made in the last few years with increasing number of women entering in work force, the struggle to come out of the stereotyped picture is still continued. There are still discriminations, which exist, in the Indian society. Women leaders, activists, business women and women at high posts are still considered less competitive and less capable in comparison to men. It is, therefore, essential to examine the personality development of women right from their childhood. The role stereotypes in the society have to be neutralized. There is a great deal of evidence that the informal training in the home is important in determining the well being of a child. The family climate, environment and school play a vital role in the development of an individual. Keeping in mind all these factors, a study was conducted on the IXth class girls studying in selected single sex and co-educational schools of Baroda city. Findings of the study revealed that SES of the students did not have significant influence on their personality whereas their academic achievement made a real high significant influence on the selected personality aspects.

**Amato, Paul R.; Rezac, Sandra J. (1994)** Tested hypothesis that children's contact with nonresident parents decreases children's behavior problems when interparental conflict is low but increases children's behavior problems when
interparental conflict is high. Analyzed data from 1,285 children in single-parent families. Hypothesis was supported among boys from divorced families; no support was found among girls.

Andrea Madarasová Gecková, Roy Stewart, Jitse P. van Dijk, Ol'ga Orosové, Johan W. Groothoff, Doeke Post (2005) With the aim of analysing the importance of psycho-social factors in predicting adolescents' smoking behaviour, a model of the interrelations between socio-economic status, parents', peers' and adolescents' own smoking behaviours was tested. The sample consisted of 2,616 adolescents. LISREL analyses were used to support the model; males and females were evaluated separately. Peers' smoking is the strongest predictor of adolescent smoking. Parents' smoking behaviour influences adolescents' smoking directly, but also indirectly through the parents' influence on peers' smoking behaviour. Socio-economic status influences adolescent smoking indirectly through its influence on parents' and peers' smoking behaviour. Our model is significant in both males and females and explains 42-51% of the variance in adolescent smoking behaviour. Accentuation of peers' influence on adolescents' smoking behaviour without considering the interrelations between the influence of socio-economic status, parents and peers may lead us to incorrect conclusions in research as well as in prevention.

Anton de Man, Satvir Singh (1990) used the Hindi version of the Parental Attitude Research Instrument, this study investigated the factorial structure of parental attitudes of 100 rural Indian mothers. Principal component analysis with varimax rotation identified three factors: that is, democratic attitudes; authoritarian, suppressive, and restricting patterns; rejection of the maternal role and hostility toward husband and children. Results are compared with findings for American, French-Canadian, and urban Indian samples.

Askov, Eunice N.; Kassab, Cathy; Weirauch, Drucilla (2005) Using the database from the Pennsylvania statewide evaluation of family literacy programs, researchers studied types of participation in the adult education component engaged in by various subgroups of clientele. Adult education achievement (as measured by standardized tests) was related to the intensity of participation and less so to duration for certain groups. Women in ESL programs, however, participated more in both duration and intensity to attain high achievement levels. Employment and being a single head of household negatively affected both types of participation. Caucasian women participated more in parenting education and parent-child interaction time. Implications for providers and researchers include tailoring participation strategies to specific subgroups of clientele to increase achievement in adult education.

Astone, Nan Marie; Washington, Mary L. (1994) Grandparental coresidence is associated with a delay of first birth beyond the teenage years among young women from two-parent and stepparent families as well as among those who live with neither birth parent. Grandparental coresidence has no association with early childbearing, positive or negative, among young women from single-parent families.

Bank, Lew; Burraston, Bert; Snyder, Jim (2004) Extensive sibling conflict is predictive of multiple poor adjustment outcomes during adolescence and early adulthood, but the frequency and developmental impact of such conflict may be conditional on ineffective parenting. Thus, sibling conflict may add to or amplify the negative effects of ineffective parenting on adolescent boys’ adjustment. Hypotheses in this study were that: (a) multiple informant measures of problematic parent child relationships and of sibling conflict would form distinct constructs rather than a single negative family process construct, and (b) ineffective parenting, sibling conflict, and their interaction measured at ages 10 to 12 would predict boys’ concurrent status and developmental trajectories for antisocial behavior and peer adjustment across a 4-year span from ages 12 to 16. Confirmatory factor and latent growth modeling analyses were consistent with these hypotheses, demonstrating the important developmental impact of sibling conflict.

Baumrind, D. (1978) concluded that authoritative parenting is characterized by high expectations of compliance to parental rules and directions, an open dialogue
about those rules and behaviors, and a child-centered approach. Authoritative parents, unlike authoritarian parents, encourage the child to be independent, and although they are demanding, they are also warm and responsive. Authoritative parents are not usually controlling allowing the child to explore more freely.

**Benson, Janel E.; Johnson, Monica Kirkpatrick (2009)** This study examines the links between adolescent family context and coming to see oneself as an adult. Using data from the National Longitudinal Study of Adolescent Health, the authors investigate how adolescent family structure, resources, and processes together influence adult identity and whether they do so similarly for men and women. The authors find that youth in single-parent or stepparent families, but not in two-parent adoptive families, are more likely to identify as adults compared with those in two-biological-parent families. These relationships, however, are mediated by both family resources and processes. Furthermore, one of these processes, parental control, is especially influential for youth in single-father and other family structures, and parent-adolescent relationship quality and living in other-structure families are more consequential for young women than men.

**Benson, Paul R.; Karlof, Kristie L. (2008)** Research findings examining the adjustment of siblings of children with autism has been inconsistent, with some studies concluding that siblings are negatively impacted, while others have found no adverse effects. We argue that one reason for these inconsistent findings may be the failure by some investigators to take into account the increased genetic vulnerability faced by siblings of children with autism. In this study, we assessed the adjustment of siblings, with and without a diagnosed non-medical disability or disorder, using the "Strengths and Difficulties Questionnaire" [Goodman, R. (2001). "Psychometric properties of the Strengths and Difficulties Questionnaire". "Journal of American Academy of Child and Adolescent Psychiatry", 40, 1337-1341]. When compared to non-diagnosed siblings and a large normative sample, diagnosed siblings scored significantly higher in terms of adjustment difficulties and lower in terms of prosocial behavior. In addition, in hierarchical regressions, several child, parent, and family factors were found to be significant predictors of adjustment among non-diagnosed siblings when assessed 2 years latter, while no explanatory variables were
significantly linked to latter adjustment outcomes among siblings with a diagnosed disability or disorder. Study limitations and implications are discussed.

**Blake (1989)** concluded that only children appear to have and maintain an advantage in achievement. Even when the socioeconomic characteristics of their parents are controlled, analyses indicate that only children tend to complete more years of education than others and are likely to have more prestigious jobs.

**Bohman Thomas M; And Others (1991)** used in their study the Parental Attitudes Toward Child rearing Questionnaire, which assesses parental warmth, encouragement of independence, strictness, and aggravation, was completed by 92 mothers and fathers when their child was 20, 26, and 32 months old. Analyses assessed co variation between parents across time points. Also assessed were the possibilities that: (1) parents differed according to sex of child; (2) mothers and fathers differed at each age of the child; and (3) parents’ scores differed across the ages of the child. Results indicated that mothers reported more warmth, more encouragement of independence, and less strictness. Parents increased their emphasis on independence as the child grew older. Parental aggravation showed a complex relationship based on the parent, and the children gender and age. When the child was 20 to 32 months old, parents increasingly co varied on their reported attitudes toward strictness and aggravation. Differences between mothers and fathers generally was related to the children gender in such a way that mothers appeared to have more socialization demands for girls, and fathers more socialization demands for boys.

**Bogenschneider, Karen; Pallock, Linda (2008)** This paper examines conditional and reporter effects of parental responsiveness using survey data from White 8th to 12th graders (N = 440) and their parents (N = 511). Adolescent reports of maternal and paternal responsiveness predicted higher GPAs, fewer delinquent behaviors, and less internal distress. Mothers' and fathers' reports of responsiveness were positively associated with adolescent responsibility. Looking within families, the more dissimilar mother and adolescent reports were, the more internal distress daughters reported. Looking across families, mothers’ responsiveness was associated with higher GPAs and fathers' responsiveness was associated with lower substance use, but only for adolescents who reported less responsiveness than their parents and peers. The
findings suggest using a single reporter to describe a relationship property is incomplete.

**Bridges, Laura J.; Roe, Amy E. C.; Dunn, Judy; O'Connor, Thomas G. (2007)** Following parental separation, children's closeness to grandparents has been reported to be linked to their family situation and differences in adjustment. This relationship has not been investigated longitudinally. This study investigated children's relationships with grandparents over time in different family settings, and associations with intergenerational relationships. Data from 385 children, with longitudinal analyses on 140, were collected at two time points over a five-year period. Associations between closeness of the child-grandparent relationship and adjustment were not found at the later time point. There was a mean drop in frequency of contact over time, but not in closeness. However, there was stability of individual differences in both frequency of contact and closeness; closeness to the maternal grandmother was particularly stable for children living with a single mother. Intergenerational links were found with the mother's own childhood experiences, particularly in single-mother families. Following parental separation, the matrifocal bias in kinship patterns was accentuated.

**Brody, Gene H.; Flor, Douglas L. (1997)** Tested a model linking family financial resources to adjustment among African American 6- to 9-year olds with single, rural, Southern mothers. Found that inadequate financial resources related to mothers' depression and low self-esteem. Self-esteem was linked with family routines and mother-child relationship quality. Child self-regulation mediated paths from mother-child relationship quality and family routines to child academic and psychosocial adjustment.

**Brody, Gene H.; Murry, Velma McBride (2001)** Older siblings' contributions to younger siblings' competence net of parenting processes were examined with 152 pairs of first-born (M=11.7 years) and second-born (M=9.2 years) siblings in rural, single-parent African American families. Structural equation modeling indicated that parenting was linked with older siblings' competence, which in turn was linked with competence among younger siblings.
Buhl, Heike M (2007) This longitudinal study addresses the impact of the transition from university to work life on emerging adults' well-being and their relationship with their parents. A sample of 102 German students attending their last year at the university (M = 25.44 years, SD = 2.61) completed a questionnaire. Among others, scales from the Network of Relationships Inventory and symptom checklists were administered. Four years later, 51 employed participants of the initial sample were contacted again. During the transition from university to work life, well-being and the relationship with their parents improved. Following a typological approach, two groups of emerging adults were revealed by means of cluster analyses. Well-being in one group increased, whereas well-being in the second group decreased. Group membership was predicted by sex, personality, and the child-parent relationship in university times.

Burke, Susan; (1996) Examined contributions of perceptions regarding family of origin well-being and self-esteem to college students' attitudes toward divorced single mothers. Found that perceptions of family of origin well-being predicted attitudes toward divorced single mothers, but family type and self-esteem did not. The amount of interaction with single-parent families for students who lived with biological parents predicted more positive attitudes.

Cherry, Florence (1996) This cooperative extension facilitator's guide details workshops designed to help parents, especially single parents, establish positive relations with their adolescent children by providing a nurturing environment that will allow adolescents to explore their feelings about the people in their lives and the environments in which they function. The workshop sessions explore issues such as sexuality, work, substance abuse, values, communication, and the renegotiation of roles inside and outside the family. The guide contains 4 workshop sessions, each with 4 or 5 activities, and planned to last approximately 2.5 hours. Activities include small group discussions, mini-lectures, role playing, brainstorming, and other interactive techniques. At the beginning of each session, the goals or objects are outlined, the materials needed are listed, and the agenda for conducting the activities is printed. Steps to prepare for the workshop are also described. Steps for conducting activities are outlined, including suggestions for starting discussions. The guide's appendices
include a profile of key points of adolescent growth and development, a discussion of basic training techniques, and a description of the developmental processes of adults in mid-life.


Crawford, Lizabeth A.; Novak, Katherine B. (2008) Using data from the National Education Longitudinal Survey of 1988, the authors assess the extent to which adolescents' levels of parental attachment and opportunities for participating in delinquent activities mediate the family structure--substance use relationship. A series of hierarchical regressions supported the hypotheses that high levels of substance use among adolescents residing with stepfamilies would be explained by low parental attachment, whereas heightened opportunities for participating in deviant activities would account for the substance use behaviors of individuals living in single-parent households. More generally, the findings suggest that family structure has a moderate effect on youth substance use; that parental and peer relations are better predictors than family structure of levels of alcohol and marijuana consumption; and that variations in parental attachment, parenting style, and peer relations across family types explain some, but not all, of the effects of family structure on adolescents' substance use behaviors.

Crouter, Ann C.; (1993) Reviews longitudinal study (the Penn State Family Relationship Project) findings of relationships in 133 single-earner and dual-earner families with school-age children. The authors summarize similarities and differences in children's experiences with their parents and review these findings linking family processes and family context to children's psychosocial functioning.

Cugmas, Zlatka (2007) The purpose of this article was to introduce the newly developed scale of Children Attachment to his/her Kindergarten Teacher and
adapted scales of children attachment to his/her mother and father. The main goal of the research was to analyze the relationships between children attachment to his/her mother, father and kindergarten teacher. One hundred and seventy-eight kindergarten children (49% boys) and their mothers (n = 67), fathers (n = 57) and kindergarten teachers (n = 23) participated in the research. Children's ages ranged from 36 to 82 months. Little evidence was found for concordance in attachment quality between child-mother and child-father, and non-concordance between child-parent and child-teacher.

De Goede, Irene H. A.; Branje, Susan J. T.; Meeus, Wim H. J. (2009) This 4-wave longitudinal study examines developmental changes in adolescents' perceptions of parent-adolescent relationships by assessing parental support, conflict with parents, and parental power. A total of 951 early adolescents (50.4% boys) and 390 middle adolescents (43.3% boys) participated. Univariate and multivariate growth curve analyses showed that support declined from early to middle adolescence for boys and girls and increased from middle to late adolescence for girls, while stabilizing for boys. Conflict was found to temporarily increase during middle adolescence. Parental power (relative power and dominance of parents) decreased from early to late adolescence. Results indicated that: (1) parent-adolescent relationships become more egalitarian during adolescence, (2) parents perceived by adolescents as powerful are viewed as supportive, especially in early adolescence, and (3) perceived conflict with parents is related to but not an impetus for changes in parent-adolescent relationships towards more equality.

De Goede, Irene H. A.; Branje, Susan J. T.; Meeus, Wim H. J. (2009) This 4-wave longitudinal study examines developmental changes in adolescents' perceptions of parent-adolescent relationships by assessing parental support, conflict with parents, and parental power. A total of 951 early adolescents (50.4% boys) and 390 middle adolescents (43.3% boys) participated. Univariate and multivariate growth curve analyses showed that support declined from early to middle adolescence for boys and girls and increased from middle to late adolescence for girls, while stabilizing for boys. Conflict was found to temporarily increase during middle adolescence. Parental power (relative power and dominance of parents) decreased
from early to late adolescence. Results indicated that: (1) parent-adolescent relationships become more egalitarian during adolescence, (2) parents perceived by adolescents as powerful are viewed as supportive, especially in early adolescence, and (3) perceived conflict with parents is related to but not an impetus for changes in parent-adolescent relationships towards more equality.


Dworkin, Jodi B.; Larson, Reed (2001) Utilized the Family Environment Scale and the Experience Sampling Method to evaluate how family discord was related to adolescents' age, in 101 single-mother families. Mothers' reports of overall discord decreased across adolescence. In immediate interactions, boys reported feeling more anger towards their mothers with age, while girls reported less anger with age.

Dworkin, Jodi B.; Larson, Reed (2001) Utilized the Family Environment Scale and the Experience Sampling Method to evaluate how family discord was related to adolescents' age, in 101 single-mother families. Mothers' reports of overall discord decreased across adolescence. In immediate interactions, boys reported feeling more anger towards their mothers with age, while girls reported less anger with age.

Eiduson, Bernice T (1976) This paper discusses the differences between the one-child family and the family with more than one child in terms of the effects or possible effects on the child. Longitudinal studies of 200 children being followed from birth through age 5 (one-third of whom are only children, two-thirds, second children, were used as a data base, along with a less systematically collected data base on only children and their parents and a comparison group of non-only families. Certain psychodynamic features that seemed to relate to the composition and structure of the only child family were identified. These included: (1) increased parental focus on the only child, resulting in greater mutual dependence; (2) heightened ambivalence between parent and child generated by their emotional and
physical closeness; (3) multiple parent roles, since parent often acts as a substitute for the absent sibling; (4) adult-like adjustment (the child has to adjust to an adult-oriented household); (5) identification with parents (the models that parents provide are very difficult for any child to identify with successfully, so the only child often feels inadequate); (6) values (emphasizing respects for individuality and independence rather than sharing and cooperation) which do not necessarily facilitate his getting along with other children; (7) parental expectations which encourage cognitive and intellectual independence but not necessarily emotional independence; (8) recipient of parental problems (the only child is much more at the mercy of what happens within the family); (9) power structure, which can often result in two-against-one situations.

Elder, Glen H., Jr. (1995) Traced the effects of economic pressure to emotional distress and parenting behaviors of African American and European American parents (n=429 families). Both low income and unstable work/income enhance the risk of emotional distress and beliefs of parental ineffectiveness. Among black families, single-parent households and conflicted marriages magnify such effects.

Evans, Robert C.; (1988) Investigated the influence of a child with sickle-cell anemia on parental affiliation, parent-child relationships, and parents' perception of their children behavior. In the sickle-cell group, parents' interpersonal relationship suffered; parent-child relationship and child behavior correlated significantly; and single-parent families estimated their children behavior traits and parent-child relationship significantly less positively.

Falbo and Polit (1986) explained that many studies have also examined the psychological adjustment of only children, typically basing assessments on omnibus adjustment inventories, such as the Junior Eysenck Personality Inventory. Taken as a whole, these studies indicate that only children tend to score much like people with siblings. A few studies have reported that many only children receive services at psychological clinics; however, this type of finding should not be construed to mean that only children are more likely to be maladjusted. Instead, the most plausible interpretation is that the parents of only children are more likely to get services for their children when they need them than are other parents.
Falbo and Poston (1993) explained that in 1979, the People's Republic of China initiated policies that were designed to promote the number of one-child families. These policies were most successful among urban families. In the late 1980s and 1990s, one-child families predominated in urban China. During this time, more than 90 percent of the students in urban elementary schools were only children. Soon after the one-child policy began people in the United States and some in China predicted that China would become a country filled with "little emperors," Chinese slang for spoiled brats.

Gallo, Erminia Mina (1997) examined how the family structure has changed over time in contemporary realistic children's literature for middle readers. There is an ongoing debate in this country about what defines a family and whether it is in transformation or becoming extinct. Since 1960 there is evidence that the family structure has changed. The books selected in the study were limited to 35 books published in the United States from 1955 to 1970 and 35 books published in the United States from 1980 to 1995. Results of the analyses of the stories indicated that there was a decrease in the depiction of the traditional two-parent family and an increase in the single parent family. The majority of the stories still represent parents with biological children. The number of children represented has decreased, and parents had fewer children in the later time period. The cause of a non-two-parent family in the earlier time period was because the parents had died and in the later time period it was because parents had divorced. In all cases, the father worked outside the home; however, the cases where the mother worked outside the home increased. Regarding family structure problems, the majority of child protagonists did not have conflicts. There was an increase in problems concerning family structure, but the percentage of problem resolution also increased.

Gaudin, James M., Jr. (1993) To identify remedial and preventive interventions that target dysfunctional processes in the family, this study compared the structure and processes of neglectful and non-neglectful families. A sample of 102 neglectful families was identified and recruited from the caseloads of protective service workers in Georgia. A comparison group of 103 predominantly single parent families of low
socioeconomic status was recruited from Aid to Families with Dependent Children employment preparation programs and from Head Start programs. Data were obtained from three sources: (1) caseworkers familiar with families in the sample and trained to use the measurement instruments; (2) trained interviewers who conducted in-home interviews; and (3) trained videotape raters who rated videotaped family interventions for 91 neglectful families and 95 comparison group families. Results indicated that caseworkers viewed the neglectful families as less healthy, less able to resolve conflicts, less cohesive, dramatically less well led, and less verbally expressive than the comparison group families. Neglectful families were rated as demonstrating more marked dominance in family leadership, less psychological closeness and cohesion, poorer negotiating skills, more vagueness in verbal expression, less willingness to assume responsibility for their actions, and less empathy toward one another than comparison group families. Implications of these findings for intervention are discussed.

Gill, Anne M.; Hyde, Luke W.; Shaw, Daniel S.; Dishion, Thomas J.; Wilson, Melvin N. (2008) This article describes a case study in the use of the Family Check-Up (FCU), a family-based and ecological preventive intervention for children at risk for problem behavior. The FCU is an assessment-driven intervention that utilizes a health maintenance model; emphasizes motivation for change; and offers an adaptive, tailored approach to intervention. This case study follows one Caucasian family through their initial assessment and subsequent treatment for their toddler daughter's conduct problems over a 2-year period. Clinically meaningful improvements in child and family functioning were found despite the presence of child, parent, and neighborhood risk factors. The case is discussed with respect to the findings from a current multisite randomized control trial of the FCU and its application to other populations.

Glaser, Brian A.; (1995) The Parent Perception Inventory (PPI), used to measure children's perceptions of parental behavior, was administered to children in 12 physically abusive families, 15 child problem behavior families, and 16 nondistressed families. All families were single parent, mother-headed, and
impoverished. Data from the present sample were compared with data from the original sample of Hazzard et al.

Goodman, Catherine Chase (2007) The past decades have seen growth in numbers of children raised by grandparents without their parent at home, called skipped-generation grand-families. This mixed methods study examined statements made by 459 grandmothers about core family relationships between grandmother and child, grandmother and parent, and parent and child. Families were grouped into intergenerational triad types based on patterns of closeness: all close relationships (triple-bonded), two close relationships (double-bonded), one close relationship (single-bonded), or weak relationships between all three family members (not-bonded). Well-being declined steadily for grandmothers from highest in triple-bonded, to lowest in not-bonded families, reflecting their high stake in all three core relationships. For grandchildren, well-being was low when the child failed to bond firmly to either grandmother or parent. On the other hand, children did well if they were close to their grandmother, even when substance abusing parents were emotionally isolated in the family, suggesting resilient children overcome parental neglect when provided with good grandparent care

Gutman, Leslie Morrison; Eccles, Jacquelynne S.(1999) Tested equivalence of theoretical model of parenting behaviors linking financial strain to adolescents' achievement for African American and European American families and single- and two-parent families. Found no significant differences in structural equation models between ethnic/racial groups or between family types. Negative parent-adolescent relationship and parental school involvement mediated the relation between financial strain and adolescents' academic achievement.


Hardway, Christina; Fuligni, Andrew J. (2006) Multiple dimensions of adolescents' connectedness with their families were investigated among 489 9th-grade students (M = 14.86 years) from families with Mexican, Chinese, and European
backgrounds. Participants reported on various aspects of their family relationships and completed diary checklists of daily behaviors for a 2-week period. Adolescents from European backgrounds reported levels of family identification and dyadic closeness with parents similar to or greater than those reported by their peers. For adolescents from Mexican and Chinese backgrounds, particularly those from immigrant families, family connectedness included a stronger emphasis on family obligation and assistance. The extent to which family demographic variables, including parental level of education and residence in a single-parent family, accounted for group differences was examined.

Harris, Judith R. (1998) suggested that parenting style is largely affected by the influence of one’s own parents. Temperament, educational achievement, culture and the influence of their spouse affects parenting style as well. Parents who are more highly educated tend to have better jobs, financial security, and this lack of potential stressors has a significant affect on parenting. Temperament of the parent and the child affects style of parenting, and the mother and father may differ in style as well. One of the biggest effects on parenting is socio-economic status, in reference with ethnicity and culture as well. For example, living in a dangerous neighborhood could make a parent authoritarian due to fear of their environment.

Henderson, Bruce B. (1987) One of the purposes of this study was to develop a coding scheme based on Wertsch's theoretical extension of Vygotsky's ideas for describing parent-child interaction during exploration. This scheme was then applied to identify the most common patterns of parent and child situation definitions, negotiations of shared definitions, and questions related to novel objects. Participants in the study were 60 children 3 to 6 years of age and their parents. The children attended a preschool or an elementary school in one of two small cities in a southeastern state. Possible differences in these patterns due to age of the child, parent present, and individual differences in the children initial tendency to explore independently were examined.

Hoffman, John P. (2006) A number of models have been proposed to explain the relationship between family structure and adolescent problem behaviors, including several that consider parent-child relations, family income, stress, and
residential mobility. However, studies have not explored whether the different types of communities within which families reside affect the association between family structure and problem behaviors. A community context model also suggests that the relationship between family structure and problem behaviors may be conditioned by community characteristics. The results of a multilevel regression model that used data from the National Educational Longitudinal Study (NELS; n = 10,286) indicated that adolescents from homes with a recently divorced mother, a mother and stepfather, a single mother, or a single father reported more problem behaviors regardless of the community context. Moreover, adolescents living in communities with a high proportion of impoverished residents, female headed households, or jobless males reported more problem behaviors irrespective of family structure.

**Howe, Debra; Bhavnagri, Navaz Peshotan (1994)** examined the relationship between the stress factors affecting low-income African-American mothers' child rearing practices and their children's prosocial behavior and peer status. Thirty at-risk preschool children and their single mothers participated in the study. The Home Observation for the Measurement of the Environment for Families of Preschool Children (HOME) measure was used to examine child rearing practices, while the Parental Stress Index was used to assess the mothers' stress toward their children. Children's prosocial behavior in the classroom was observed using a scan sampling technique, and their peer status was evaluated using a picture sociometric nomination scale rating. The results indicated that there was a significant relationship between child rearing practices, such as warmth and acceptance, and children's prosocial behavior and peer status. Mothers' stressors, specifically economic and single-parent factors, were found to have a negative effect on children's prosocial behavior and peer status. (Nine appendices include copies of the HOME evaluation sheet and scores, PSI evaluation form and scores, peer behavior data, and picture sociometric nomination raw scores.

**Jambor, Tom (1996)** This paper discusses social and emotional development during childhood and adolescence in the United States, focusing on factors that affect children's prosocial behavior and the role of parents in promoting such behavior. It is argued that changing family structures, including the growth of
single parent families and "latch-key" children, along with increasing youth violence and antisocial electronic media, all contribute to the development of antisocial behavior in children. Parents can promote prosocial behavior in early childhood by modeling prosocial behavior, reinforcing prosocial behavior, and providing direct behavioral instruction. During middle childhood, peer rejection, neglect, and loneliness can contribute to antisocial behavior. During adolescence, peer pressure, conformity, social acceptance, and rejection all contribute to social and emotional development. Parents need to maintain a proper perspective, accept outrageous but harmless behavior, and intervene in the case of potentially harmful or dangerous behavior. Overall, parents and other influential adults should focus their energies on understanding children's development, developing prevention strategies during the early childhood years, reinforcing those strategies during middle childhood and adolescence, and being persistent and consistent within the family, school, and community.

Jenkins, Jennifer M.; Rasbash, Jon; O'Connor, Thomas G.(2003) examined role of shared family context in understanding differential parenting. Findings indicated that child age was the strongest child-specific predictor of positivity and differential positivity. Lower SES, marital dissatisfaction, and larger family size related to higher differential positivity. Children's temperament related to parental negativity and differential negativity, moderated by SES. Mixed-gender sibships in families with marital dissatisfaction and children in single-parent families received highest differential negativity levels.

Kahen, Vanessa J.(1993 )examined how parents' engagement and affect during parent-child interaction related to children's ability to successfully interact with peers. Subjects were 56 families, each with a child between the ages of 4 and 6. Ten-minute interactions were videotaped as parents obtained information about a story previously heard by the child, and taught the child to play a video game. An assessment of children's interaction with their best friend (as identified by the mother) was obtained by audiotaping a 30-minute dyadic peer play session at the homes of the target children. Parenting styles and children's peer play with their best friend were coded. Analysis revealed that fathers' behavior affected how children engaged with
others during play. Children of intrusive fathers more often expressed affect when interacting with peers; children of intrusive mothers expressed less positive affect during peer play. Results suggest that children may compensate for some negative parent-child interaction by making attempts to secure positive peer interaction with their best friends. No significant differences between the amount of affect or engagement displayed by either parents towards boys or girls were found. However, correlations indicated that fathers' affect related to boys' peer interaction skills, while mothers' negative affects and engagement appeared to be linked to girls' peer play.

Kemppalinen, Liisa ., Jokelainen. Jari., Jarvelin, Mar Jo Riita. (2001) studied on serious defects in social skills acquired during childhood may be association with aggressive behaviour in later life. The authors studied whether being an only child was associated with criminality in adulthood and secondly, if parental factors increased the putative risk. A corresponding risk increase between being an only child and nonviolent offending was not detected. These results support the hypothesis that growing up as an only child is associated with violent criminality among male subjects.

Keskin, G. (2008) conducted in order to investigate the relationship between attachment style and mental health in adolescence and was to evaluate the effects of parent’s attitude on attachment style. Sociodemographic data form, Strength and Difficulties Questionnaire, Relationship Scale Questionnaire was applied to 384 adolescents, between 11-15 years through face to face interviews. Results: There was negative correlations between secure attachment style and prosaically behavior, emotional symptoms, hyperactivity/inattention, peer relationship problems, conduct problems, total difficulties scores, whereas there was a positive correlation between fearful attachment style and emotional symptoms, total difficulties scores. Significant positive correlations have been found between dismissed attachment style and emotional symptoms, hyperactivity/inattention, prosaically behavior, total difficulties scores. Also there was a significant positive correlation between fearful attachment style and oppression and discipline subscales of The Parental Attitude Research Instrument scale and a negative correlation between dismissed attachment style and overeager mother, egalitarianism and democratic attitude subscales.
Kesner, John E (1997) examined the relationship between the security of preschool children's attachment relationship to their parents and how they negotiated and managed hypothetical conflict with peers. Participating were 66 preschool-age children recruited from child care facilities and residing in a large urban area in the southeastern United States. The sample had an average age of 57 months, was predominantly African American, and represented a wide range of socioeconomic status (SES) groups; 45 percent of the sample came from single-parent homes. Children completed the Attachment Story Completion Task (ASCT) and a Conflict Story Completion Task (CSCT), both requiring the child to complete a story begun by the researcher. The ASCT responses were scored on a 4-point scale of security of attachment. The subjects' problem-solving strategy and resolution to the hypothetical conflict on the CSCT were scored for constructiveness. Results indicated that conflict strategy and resolutions were positively related to attachment security and negatively related to SES. Security of attachment was related to the children age and gender. Results of multiple regression analyses indicated that attachment security and SES predicted conflict strategy. Significant predictors of conflict resolution included attachment security and single-parent family status. As predicted, attachment security was a unique predictor of the children choice of conflict strategy and resolution to hypothetical conflict stories.

L. C. Hartlage J.B. Green (2007) explained that Parental attitudes were correlated with several variables relative to academic and social achievement in 54 epileptic children. Those attitudes found to be significantly correlated with social development involved strictness in child-rearing practices. Academic achievement was significantly correlated with parental acceptance of activity. Socialization was the aspect of development which correlated to the greatest extent with parental attitudes. Frequency of seizures was negatively correlated with social development but was not correlated with academic achievement. Type of seizure was not significantly correlated with either academic achievement or social development.

Lachance, Marie J.; Legault, Frederic; Bujold, Neree (2000) A study of adolescents from single-mother (n=171) and two-parent (n=1,029) families showed that the former were more involved in family consumer tasks and decisions. The
conceptual parenting style was associated with higher adolescent participation. The social style had greater impact on participation in single-parent families.

**Lam, Y. L. Jack(1987)** In industrialized countries, a fundamental shift in child bearing practices has resulted in an increase in the proportion of families with one child. Assumptions contributing to negative ideas about the single child include the notions of the deprivation of positive sibling influences and of debilitating, anxiety-ridden parenting by mothers and fathers of firstborns. Research findings in this area are confounded by a lack of coherent theories, heterogeneous sample selection, poor quality of research designs, and problems confronting new research methodology, such as meta-analysis. Conceptual synthesis is needed to bring this chaotic situation to order. This paper: (1) stresses a need to integrate the effects of significant others with existing theories; (2) underscores the need to assess critical factors affecting the nature and quality of parent-children interaction; (3) suggests that major aspects of school performance and adjustment be considered in the process of detecting the growth and modification of children’s personalities; (4) emphasizes the necessity of controlling extraneous factors that contaminate current research; and (5) points to the priority of conducting large-sample studies in single socio-cultural settings before cross-cultural comparisons are made.

**Laxmi Budhwar, David Reeves and Peter Farrell (2000)** in his study investigate the relationship between social class, child-rearing practices (CRPs) and futuristic aspirations of middle class families in India. Life goals provide an understanding, both of an individual and of a particular section of society. The changing socio-economic and political structure of a society results in changes in the life goals of its members. Futuristic orientations of each family member were assessed using a Hindi adaptation of the California Life Goal Evaluation Schedule, and child-rearing practices using a child-rearing practices schedule. There were no significant differences in the mean scores on life goals between fathers, mothers, sons and daughters. The factor structure revealed no differences in emphasis placed by each family member. However, the resultant futuristic orientations of children are significantly influenced by the differential handling of parents and the socio-economic
status of the family. The results are discussed in light of the recent socio-economic changes taking place in India.

**Lee, Sang Min; Kushner, Jason (2008)** Using national survey data, the present study investigated whether adolescents living with parents of their same gender fare better on academic achievement than their peers living with opposite-gender parents. Multiple analyses of covariance (MANCOVA) procedures were employed to examine the effects of the children's gender in single-father and single-mother families on students' academic achievement, as measured by four dependent variables (reading test score, mathematics test score, English teachers' evaluation, and mathematics teachers' evaluation) while controlling the covariate, socioeconomic status. The results indicated that there were no benefits in same-gender single-parent households. Furthermore, daughters in single-father homes performed better than other parent and child combinations on academic achievement. Implications of these findings are discussed.

**Lee, Valerie E.;(1994)** Investigated the relationship between school-related emotional and behavioral problems and variation in family structure in a sample of eighth graders. Found that among those who exhibited behavioral problems, such problems were two to four times as likely to occur in single-parent or step-families as in intact families and that gender was also a factor in increased problems.

**Lois W. Hoffman, Deborah D. Kloska (1995)** suggested that research over the past two decades has not only demonstrated gender differences in children's behavior, attitudes, and personality, but has also shown that the relationships between family experiences, such as parental divorce and the mother's employment status, are different for sons than for daughters. Many of these gender differences have been linked to the different socialization that boys and girls experience in the family. It has been suggested that boys and girls are treated differently by parents, that the roles each parent enacts are gender specific and thus lead to differences in the self-concepts and behaviors that boys and girls take on, and that parents communicate overtly and covertly their own gender stereotypical attitudes which affect their children's self-concepts, motivations, and behavior.
Lois W. Hoffman and Deborah D. Kloska (1995) studied that Factor analysis of 18 Likert-type items dealing with gender stereotypes about family roles was conducted and yielded two measures: one focused on marital roles and one focused on child rearing. Respondents were parents of children in the third and fourth grades of a large industrialized city in the Midwest. Daughters whose parents obtained less stereotyped scores had a more internal locus of control, showed a trend toward more independent coping skills, and—in the middle class—obtained higher scores on achievement tests.

Maccoby, E. E., & Martin, J. A. (1983) found that the effectiveness of corporal punishment is controversial. Those opposed to spanking argue that other methods of child discipline are not only more humane, but more effective, than physical punishment such as *spanking*. Spanking has been shown by some scientific studies to lead to more misbehavior in the long run and some researchers have linked authoritarian child rearing with children who withdraw, lack spontaneity, and have lesser evidence of conscience.

Marie-Luise Friedemann; Marian Andrews (1981) studied about The complex phenomenon of single parenthood which is explored within Roy's (Roy & Roberts, 1981) adaptation framework. Correlation analysis of a large family data set supported the literature and the conceptual framework. Findings suggested that single parents experienced a characteristic set of stressors distinguishing them from two-parent families. The mere availability of help with parenting seemed less important in fostering the children's positive adaptation than the quality of the relationship among the adults involved with the children. Practitioners are advised to address family support and the ability to cope with environmental factors when developing a treatment plan.

McBride, Brent A.; Mills, Gail (1993) Examined variations in mother and father involvement in 100 families whose oldest children were between 3 and 5 years of age. Found that mothers participated in childrearing activities at a significantly higher rate than fathers in both single-earner and dual-earner families. Mothers spent a high proportion of their interaction time in functional activities.
Michael, Keren; Ben-Zur, Hasida (2007) The research investigated the associations of social and affective factors with risk-taking in male and female adolescents. A sample of 269 Israeli adolescents completed questionnaires measuring frequency of involvement in risk-taking behaviours, relationships with parents, orientation towards peer group, depressive mood, and aggressive behaviour. Correlations and multiple regression analyses showed that risk behaviour among male adolescents was mainly related to orientation towards peer group, while for female adolescents relationships with parents was the prominent factor in risk behaviour. The parental factor also contributed to the depressive mood of both genders in the sample. However, depressive mood showed only a weak association with risk taking. These results underscore the differential associations of relationships with parents vs. peers among adolescent boys and girls, respectively, in regard to risk taking.

Mildred B. Kantor, John C. Glidewell, Ivan N. Mensh, Herbert R. Domke, Margaret C.-L. Gildea (1957) explained that in recent years, there has been an upsurge of interest in the social aspects of medicine, with medicine and sociology cooperating in a number of studies of social factors in health and illness.¹ Many of these studies², ³, ⁴, ⁵, ⁶, ⁷, ⁸ have presented data suggesting that there is a relationship between socioeconomic level and the incidence, prevalence, and treatment of mental illness. Further, in the preventive as well as in the treatment programs, similar relationships have been observed.

Morrison, Donna Ruane; Moore, Kristin A.; Blumenthal, Connie; Coiro, Mary Jo; Middleton, Spencer (1994) Despite the large number of children in stepfamilies, there is little research on the implications of large families for child well-being. This paper used three traditionally representative data sets--the National Commission on Children Survey (NCC), the National Survey of Families and Households (NSFH) and the National Survey of Children (NSC)--to examine the relationship between family type and parental time allocation to children and their activities and parental time constraints, and the impact of parental time investment and parent-child relationship on child well-being. NCC results revealed that stepparents, particularly of girls, were less likely than parents in intact families to attend religious services, help with special projects, and attend plays, concerts, or sports events.
Compared to parents in intact and single-parent families, NCC stepparents and stepsons were less likely to rate their relationships as excellent or extremely close. Stepparents of NSFH boys were less likely to regularly attend church and church social events than those in intact families, and stepparents of girls were less likely to be a leader of a religious group; eat breakfast regularly with daughters; attend school meetings regularly; or attend church. NSC revealed few family type differences in parental time and emotional investments in children. Differential parental time investments and religious participation partially explained behavior problems among NSFH children. Although being in a stepfamily did not affect NSC males' behavior problems, closeness of the parent-child bond mediated the effect of living in a stepfamily on girls' behavior problems. Children in single-parent families, especially boys, had the most adverse outcomes.

Nick Stinnett, Kay F. King, and George P. Rowe (1980) concluded that no significant differences were found to exist in respondents’ perceptions of fathers according to: sex, age, tribe, residence for major part of life, childhood happiness, masculinity of father, or number of siblings in the family. Person with whom the subject resides when at home (significant at the .01 level). Those respondents who resided with both parents had the most favorable perceptions of their fathers. The subjects who did not reside with parents or grandparents had the least favorable perceptions of their fathers. Education of subjects’ fathers (significant at the .05 level). Those respondents who indicated their fathers had less than an eighth grade education expressed the most favorable perceptions of their father’s. Occupation of adolescents’ fathers (significant at .05 level). Fathers holding tribal related jobs were held in highest esteem. Perceptions of fathers were least favorable among respondents who reported their fathers’ Occupation as being farm related or professional. Source of parental discipline (significant at .001 level). Perceptions of fathers were most favorable among those who reported that the discipline they received came from both parents. Perceptions of fathers were least favorable when the discipline came only from the mother.

Nix, Robert L.; Bierman, Karen L.; McMahon, Robert J.(2009) This study examined whether attendance and quality of participation in parent management
training predicted treatment response. Data were from 445 parents (55% minority, 62% single; almost all of low socioeconomic status) who had 1st-grade children with severe conduct problems. Quality of participation in weekly parent groups was based on group leader ratings. Parent outcomes were based on interviewer ratings, behavioral observations, parent reports, and teacher ratings. Results of hierarchical linear models suggested that few family characteristics predicted attendance in this efficacy trial and that attendance was not related to changes in parenting over the year. However, several family characteristics predicted quality of participation in parent management training, and this in turn predicted changes in parental perceptions, warmth, physical punishment, and school involvement. From a clinical perspective, these findings suggest that it is not enough to get parents to attend sessions; it is also necessary to facilitate their active engagement in the therapeutic process.

Nomaguchi, Kei M.(2009) Using data from the National Longitudinal Survey of Youth 1997 (N = 4,190), this study examined adolescents' reports of primary confidants. Results showed that nearly 30% of adolescents aged 16-18 nominated mothers as primary confidants, 25% nominated romantic partners, and 20% nominated friends. Nominating romantic partners or friends was related to increased risk-taking behaviors, supporting the attachment notion that shifting primary confidants to peers in adolescence may reflect premature autonomy from parents. Tendencies to prefer romantic partners over parents varied by gender and family structure, which were greater for those from single-father families and girls from mother-stepfather families, but less for those from single-mother families and boys from mother-stepfather families, compared with their counterparts from two-biological-parent families.

Orde, Paula(1984) The families of 10 children enrolled in a class for 2-year-olds at the Mills College Children's School participated in a study of parent attitudes about separation and parental behaviors that minimized separation anxiety and facilitated a smooth transition from home to school environments. The sample included nine mothers who were married and living with their husbands, and one single parent. Two instruments were employed to gather data: The Parent Questionnaire Interview form and the Child Classroom Adjustment Rating Form.
Results suggested that separation anxiety is a complex phenomenon experienced by both parent and child. Overall, it was concluded that achieving a smooth transition depends on (1) the quality, consistency, and patterns of interaction between parent and child; and (2) the elements of program design, staff composition, and general feelings of acceptance conveyed to the child in the new setting. No easy formula exists for sorting out the many influential factors involved in this set of experiences. Any assertion that transition to nursery school encompasses a homogeneous set of experiences would be untenable.

Phelps, Randy E.; Huntley, Debra K. (1985) While research with divorced adults has revealed a positive correlation between their social support networks and their adjustment after divorce, there has been little direct examination of the influence of the children support network on the children adjustment to parental divorce. The relationship of social network variables to child adjustment in one-parent families was examined in 119 6- to 10-year-old eldest children who were living with their separated or divorced custodial mothers. Mothers rated their children on the Revised Behavior Problem Checklist, and provided information about the children quality and frequency of contact with various members of his or her social network. Children (N=94) rated themselves on the Child Depression Inventory. Multiple regression analyses were conducted using one criterion variable (a measure of psychopathology of the child) and ten predictor variables (time since parents' separation; children age; and both the quality and quantity of the children contact with peers, other adults, the custodial mother, and the non-custodial father) for each analysis. The results revealed that only the network quality measures were significant predictors of child adjustment. Sex differences were also found, with boys' interactions with peers and the custodial mother more salient, while interactions with the non-custodial father and other adults were more salient for girls.

Radin, Norma; Epstein, Ann (1975) To assess the relationship between paternal behavior and the intellectual functioning of preschool boys and girls, 180 white fathers from middle, working, and lower classes (as defined by the Hollingshead-Redlich Scale) were observed at home interacting with their 4-year-olds (99 boys and 81 girls). Sessions were tape-recorded. The number of father behaviors...
occurring in a 30-minute period were computed according to 25 pre-selected categories. The children were subsequently tested on the Stanford-Binet Intelligence Scale and on a set of standardized Piagetian tasks to assess their intellectual competence. Factor analysis of the 25 categories of father behaviors yielded 4 factors for father/son interactions and 6 factors for father/daughter interactions. Significant differences were found in the relationship between the behaviors of fathers in different social classes and the measures of their sons' cognitive functioning; but no such significant correlations were found between father behaviors and daughters' cognitive measures (although father's occupation became a significant predictor variable). Findings were discussed in terms of the children sex role identification, and the observed differences in the behaviors fathers exhibited towards sons and daughters.

Reddy SV; Nagarathanamma B. (1993) study was undertaken to investigate certain components of Mental Health status among rural and urban students from the point of identifying students, who have potential for future development of mental health problems. Their socio-economic status was taken into consideration. Mental Health status was measured by using Thorpe and Clark's Mental Health analysis questionnaire (School Form). The results revealed no difference between urban and rural students, with regard to their mental health status. Boys and girls in the sample slightly differed from each other with regard to their mental health status, where as the socio-economic status did not contribute to their mental health status.

Repetti, Rena L. (1999) examined the effects of fathers' perceptions of work stress on the father-child relationship. The sample of families was fairly homogenous: all two-parent families, primarily white and of European descent, with a target child who, at the beginning of the study, was in fourth grade. In a little less than half the families, the mothers were not employed outside the home. Children were interviewed in fourth, fifth, and sixth grades, and their parents completed questionnaires in each of those years. Assessments of the parent-child relationship were based on data from both the father and the target child. Findings suggest that fathers' perceptions of chronic stress at work, over a 1-year period, had a negative impact on the father-child relationship. The effects were observed in terms of
increases in parental withdrawal and more aversive father-child interactions. The data suggest that these findings were stronger among father-son dyads than among father-daughter dyads. Some variation from this pattern was found for the single-earner families.

**Repetti, Rena L.; Wood, Jenifer (1995)** examined mothers' employment situation as an important aspect of daily life that may influence day-to-day changes in parent-child interactions. Thirty-five mother-child dyads, recruited through four work site-based child care centers, were studied for 5 consecutive days. Target children were preschoolers enrolled full-time in the child care program. The typical mother in this study was an ethnic-minority single parent. At the end of each day at work, before being reunited with their children, mothers completed subjective measures of two daily job stressors: workload and negative interactions with co-workers and supervisors. At the end of the day they completed two scales describing interactions with the target child that took place after work: aversive interaction and maternal withdrawal. In addition, the 13 dyads at one of the sites were videotaped during 10-minute free-play periods at the parent-child reunion each evening. Multiple regression analyses found support of two hypotheses: (1) that daily increases in perceived workload were associated with a same-day behavioral and emotional withdrawal during mother-child interactions; and (2) distressing social interactions with co-workers and supervisors were associated with a same-day behavioral withdrawal during mother-child interactions. A third hypothesis—that distressing social interaction at work would be associated with increases in either mothers' reports of aversiveness of mother-child interactions or with observers' reports of maternal impatience—was not supported.

**Ricciuti, Henry N. (2004)** investigated whether adverse effects of single parenthood not observed in 6-7-year-old NLSY (National Longitudinal Study of Youth) children might emerge when they reached 12-13 years of age. Outcomes included mathematics, reading, vocabulary scores, and behavior problem ratings. Little or no evidence of systematic negative effects emerged at the later age except for some isolated findings in the Black sample that suggested that vocabulary scores were somewhat negatively influenced by years of single-parent experience and positively
affected by extended 2-parent experience. The general absence of adverse effects, as well as the minimally significant relationships found in the Black sample, may be explained in terms of the role played by maternal education and ability. The findings suggest that the presence of positive maternal attitudes and parenting resources may significantly mitigate the likelihood of adverse child outcomes of single parenthood.

Rice, Phillip L.; Bernstein, Sandy (1983) The single parent who has to assume the role and the responsibilities of both mother and father provides a different sex-role model for the child than that provided in the two-parent family. Research has indicated that single parents are more androgynous than parents in intact families. To investigate the sex roles of 332 college students (213 females; 119 males) who were raised in single parent (N=48) and intact nuclear families (N=284), the BEM Sex-Role Inventory, the Spence-Helmreich Personal Attributes Questionnaire, the Family Environment Scale—Short Form, and the Marital History Survey were administered. An analysis of the results showed that children reared in a single-parent environment did not differ substantially from those reared in a nuclear parent home on scales measuring androgyny. However, single-parent family environments did produce a significant change in the distribution of sex-role types, i.e., androgynous males appeared more frequently in single-parent families, while androgynous females appeared less frequently; undifferentiated males appeared less frequently and undifferentiated females appeared more frequently. Neither age nor maternal employment were found to be significant factors determining androgyny.

Rodgers, Kathleen Boyce; Rose, Hilary A. (2002) Examines familial and extrafamilial factors associated with adolescent well-being in intact, blended, and divorced single-parent families. Findings indicate that divorced and blended families have some of the same forms of resiliency as intact families. For adolescents in a divorced single-parent family, peer support moderated the effect of low parental support on internalizing symptoms.

Schwarz, Beate (2006) The study explores whether family structure is a moderator of the associations between help exchange, reciprocity of this exchange, and the quality of the mother and adult daughter relationship. A total of 183 daughters (mean age = 42.13; SD = 4.91) are either in first marriage (n = 87), living with a new
partner after divorce (n = 77), or unmarried or divorced in a single-parent household (n = 99). The analyses are based on the daughters' self-reports. Results show that intimacy in a relationship is more strongly associated with help exchange for daughters in first marriage than for both groups of divorced daughters. Among daughters who perceive that they give more help than they receive, only the single daughters report more conflict. Findings point to a higher importance of balance in support for single daughters.

Selnow, Gary W. (1987) Conducted two studies to examine relationship between substance use and parent-child relationships in single and two parent families. Results showed that children living with both parents were less likely to report higher substance use than were children living with one parent. Subjects who reported better parent-child relationships were more likely to report lower substance use.

Smith, Richard M.; Smith, Craig W. (1981) Studied single-parent fathers to assess goal facilitation, transition procedures, normative change, role strain, and ease of role transition. Concluded that single-parent fathers, although able to adjust successfully, may improve their adjustment by gaining education and experience with children, and participating in household activities.

Smyth, Bruce (2002) examines methodological issues confronting the study of qualitative and quantitative differences in ways that separated parents share time with their children. Measurement issues explored include disentangling dimensions of contact, identifying economic implications of contact, and measuring quality of contact. Sampling issues relate to couple versus single perspectives, sample size, and sample representativeness.

Strom, Robert D., Cie, Qing, (1996) had investigated perceptions of child rearing performance among 150 mother and fathers of only children in China, in the wake of the One-Child policy. Ss completed the parent strengths and needs inventory. Result shows that most subjects viewed themselves as having strengths for raising only children, and parent subgroups identified lack of information about a child’s experience as their greatest limitation. Fathers were more involved in childrearing than father of the past, while mother saw themselves as more successful than fathers.
Patents of sons reported more difficulties and frustrations than parents of daughters. Across gender relationship influenced some aspects of childrearing, particularly teaching.

*Talbot, Key (1997)* had measured 80 mother attitudes about life 5+ yrs after the death of their only child. Subjects completed the life attitude profile – revised. The five highest and five lowest scoring subjects were interviewed in depth. Discriminate analysis of questionnaire responses revealed that 86% of the subjects were correctly classified by seven variables as survivors (renovators in life) or as remaining in a state of perpetual bereavement. Four of these variables accounted for 39% of the variance in subject’s life attitude scores. Interview and questionnaire findings suggest that motherhood becomes an integral part of the self and to survive after the death of an only child it is necessary not to relinquish this construct, but to incorporate “mothering” into their new lives. A positive life attitude was an indicator of adaptation of this unique form of loss.

*Taylor, Barbara Lynn (1996)* Intended for counselors working in schools or residential child care settings, in child welfare and family preservation services, or in juvenile justice, this facilitator's guide outlines a workshop for children and adolescents growing up in single-parent families. The guide first presents a framework for a one-class or five-class workshop centered around a companion video. The bulk of the guide corresponds to the video, presenting suggestions for discussion prior to and after viewing the video, and discussion points geared toward specific parts of the video. The guide's appendix includes a sample invitation letter and permission form for the workshop, and handouts and worksheets for the workshop. The 18-minute video accompanying the guide is directed to children, and discusses definitions, and circumstances of single-parent families, such as death, divorce, adoption by a single parent, or out-of-wedlock birth. Children's emotional responses to these situations are also reviewed. In addition, the video lists seven serious problems children may encounter in single-parent families, such as neglect or abuse, substance abuse, or a parent's emotional devastation, and tips for seeking help for these situations. The parent's perspective is also presented in nine points. The video concludes with
suggestions for children coping with challenges of a single-parent family, such as a divorced parent asking prying questions or speaking unkindly of the other parent.

**Thomson, Elizabeth; (1992)** National Survey of Families and Households data revealed that parent gender did not account for family structure variations in parental socialization among parents (n=3,738) of adolescents. Single parents reported less restrictive rules than did married parents, whereas stepparents and cohabiting males reported significantly less frequent activities with and positive responses to children than did original parents.

**Tran, Hoai; Doyle, Sharon; Bence, Michael; Bui, Casey; Brandon, Richard (2000)** analyzed data from the National Survey of America's Families to determine the effects of particular child, parent, and family factors on serious emotional and behavioral problems of children. The results were tabulated in the form of odds ratios that depict the likelihood or degree of risk of each factor. The factors were also examined relative to the emotional well-being of children in the state of Washington. Findings included the following: (1) in Washington, 1 in 18 children (about 30,300 6- to 11-year-olds) and 1 in 15 adolescents (about 34,500 12- to 17-year-olds) exhibit serious behavioral or emotional problems; (2) boys are more likely than girls to exhibit serious emotional or behavioral problems; (3) children from lower-income families are more likely to exhibit serious emotional or behavioral problems than children from families with adequate income; (4) young children whose parents are unemployed are more likely to exhibit serious emotional or behavioral problems than those whose parents are employed; (5) adolescents living with less well-educated parents are at greater risk of serious emotional or behavioral problems; and (6) adolescents living with single parents are at greater risk of serious emotional or behavioral problems.

Warash, Bobbie (2007) explained that permissive parenting is characterized as having few behavioral expectations for the child and is characterized by warm affect. Parents are nurturing and accepting, but non-demanding. They are very responsive to the children needs and wishes, while displaying little to no control over them. This type of parent simply wants the child to like him or her at the end of the day and will do anything the child requests to do (sometimes they might do this out of fear that their children will rebel in negative ways if they are too strict). Permissive parents do not require children to regulate themselves or behave appropriately, and some parents find it easier to communicate with their children in this way. Children of permissive parents are impulsive, have low levels of school achievement, and as adolescents, engage more in misconduct and drug use. Sometimes the resulting children are rarely (if ever) punished and are generally immature. But in the better cases they are independent and are willing to learn and accept defeat. They are able to live life without the help of someone else.

Warren R. Stanton, Phil A. Silva (2006) explained that Parental attitude questionnaires such as the Parental Attitude Research Instrument (PARI) is still in use despite their inherent difficulties. In light of the need to test theoretical models by measuring a range of parental characteristics, the properties of the PARI were re-examined and, on the basis of a factor analysis of the 23 subtests of the PARI, a shortened version was constructed. A measure of maternal Authoritarian Control, which was found to be associated with measures of maternal mental ability, personality, level of education, reading age, number of adverse family conditions and child-rearing practices, has proved useful for other projects related to this ongoing study. It is recommended that such instruments be used only in conjunction with other measures which examine the family environment, for example in an index of child-rearing practices.

Weinraub, Marsha; Ansul, Susan (1985) Children's responses toward strangers, qualities of mother-child interaction, and maternal stresses were examined in 38 mother-child pairs, with children from single and two-parent families. Responses to female and male strangers were observed in a modified Strange Situation. Mother-child interaction was assessed with a modified version of Baumrind's cuisinaire rod
task, and questionnaires measured maternal life stress. Results indicated that children from single-parent families were more fearful toward strangers than were children from two-parent families. Boys from both family groups were more affiliative towards strangers than were girls. Children explored more in the presence of female strangers than in the presence of male strangers. Married mothers made more maturity demands on their children than did single mothers, and all mothers placed more demands on daughters than on sons. Mothers appeared to be in greater control with daughters than with sons. Single mothers experienced more stress than did married mothers. Single mothers who were stressed communicated less optimally, were less nurturant, and tended to have children who were less compliant than were other mothers. For both single and married families, qualities of the mother-child interaction predicted children’s behaviors toward female but not male strangers. Concluding discussion centers on influences affecting children's sociability and father's role in children's social development.

Weinraub, Marsha; Ansul, Susan (1985) Children's responses toward strangers, qualities of mother-child interaction, and maternal stresses were examined in 38 mother-child pairs, with children from single and two-parent families. Responses to female and male strangers were observed in a modified Strange Situation. Mother-child interaction was assessed with a modified version of Baumrind's cuisinaire rod task, and questionnaires measured maternal life stress. Results indicated that children from single-parent families were more fearful toward strangers than were children from two-parent families. Boys from both family groups were more affiliative towards strangers than were girls. Children explored more in the presence of female strangers than in the presence of male strangers. Married mothers made more maturity demands on their children than did single mothers, and all mothers placed more demands on daughters than on sons. Mothers appeared to be in greater control with daughters than with sons. Single mothers experienced more stress than did married mothers. Single mothers who were stressed communicated less optimally, were less nurturant, and tended to have children who were less compliant than were other mothers. For both single and married families, qualities of the mother-child interaction predicted children's behaviors toward female but not male strangers. Concluding discussion
centers on influences affecting children's sociability and father's role in children's social development.

**Wen, Ming (2008)** Using data from the 1999 National Survey of America's Families, this research investigates the association and pathways between family structure and child well-being among children age 6 to 17. Three indicators of child well-being are examined: parent-rated health, limiting health conditions, and child behavior. Results show that both stepfamilies and intact families are advantageous relative to single-parent families. Family socioeconomic status (SES) and social capital are important factors of child well-being and help explain family structure effects. Family SES seems to have a stronger mediating effect than social capital. However, after simultaneously modeling these hypothesized mediators, significant differences in aspects of child well-being across family types persist in most cases. Findings support the idea that differences in child well-being across family types are considerably but not entirely accounted for by family SES, parental participation in religious services, parent-child relationship, and child engagement in extracurricular activities.

**Willms, J. Douglas (2003)** The term "socioeconomic gradient" is often used to describe the relationships between social outcomes and socioeconomic status (SES) for individuals in a specific community. In research on child development the social outcome is typically a measure describing cognitive ability, health, behaviour, social skills, or personality traits. This paper defines socioeconomic gradients and suggests a standardized method for presenting them. It further sets out ten hypotheses about socioeconomic gradients and community differences, describes the statistical models for testing them, and discusses their implications for social policy. In accomplishing these goals, the following hypotheses are tested using data from two Canadian surveys - the National Longitudinal Survey of Children and Youth (NLSCY) and Understanding the Early Years (UEY): (1) Children's receptive vocabulary is related to parents' SES; (2) Communities vary in children's vocabulary skills even after taking account of individual's SES; (3) The relationship between children's vocabulary skills and SES becomes weaker at higher levels of SES; (4) Variation among communities in children's vocabulary skills decreases with increasing levels of SES; (5) The
average level of community SES has an effect on children's vocabulary development over and above the effects associated with individuals' SES; (6) Children from communities of relative homogeneity in SES tend to have better literacy skills than those from communities relatively heterogeneous in SES; (7) Socioeconomic gradients tend to be lower and steeper for low SES children than those for the high-status children; (8) There are independent individual actions as well as communities features attributable to the variation within and among communities in children's vocabulary skills; (9) Successful communities tend to be in close proximity to other successful communities; and (10) the relationships between SES and children developmental outcomes tend to be stable over time. The study finds that, while children's development outcomes, such as early literacy skills, are related to their parents' SES, other family and community factors can have a substantial impact over and above the effects associated with individual's SES. The family and community factors that have proven influential in this study include: the number of siblings, parents' reading to their child, family cohesiveness, social support, and neighbourhood stability. The study also finds that recent immigrant children on average scored substantially lower in vocabulary skills than children whose parents immigrated over five years ago, and further lower than non-immigrant children. Moreover, the study finds that significant differences exist among Canadian communities in the level of children's vocabulary development. The community differences appear to affect all children regardless of their SES levels. However, further research is necessary on why communities differ. For example, it is not known whether low SES children living in a poorer community suffer "double jeopardy", and whether neighboring communities influence each other in literacy and parenting practices. These findings show that it is not possible to identify and focus on a single factor in government's social policy. Rather there are several factors, both at family and community levels, which by themselves appear to have a small effect, but taken together, they can have a substantial effect on children's early development.

Zaslow, Martha J.; Berlin, Lisa J.; Brooks-Gunn, Jeanne; Coiro, Mary Jo; Spiker, Donna; Moore, Kristin A.; Blumenthal, Connie; Brown, Brett (1995) Two studies suggested that measures of parenting behavior should be
differentiated according to source of information (maternal report, interviewer rating) and the context (naturally occurring situation, structured situation). Study 1 used data from an interview portion of the JOBS Child Outcomes Study, whereby mothers and interviewers documented their perceptions of maternal behavior in interaction with their preschool children. This subset of data documented the family circumstances of 790 low-income single African American mothers of preschool children. In the current analysis, the interviewer ratings and maternal reports were used to construct parenting indices in order to compare the two measures and their relative importance in stimulation, maternal warmth, and discipline. Measures were also taken of child development in receptive language abilities and personal maturity. Results indicated that interviewer report of maternal warmth seemed to be particularly important in predicting child development. Study 2 used data from the Infant Health and Development Program, and compared measures of spontaneous parent behavior to measures of parent behavior elicited in a structured setting. Interviews using a modified HOME inventory test with 486 white and African American families comprised the structured component. The videotaped spontaneous setting was a problem-solving task for the child which required the mother's assistance. This comparison found that predictions about child development varied with the context of the measures used, and the variance was different for each racial group. (Nine tables detail survey questions and statistical analyses of data.

Zhou, Qing; Sandler, Irwin N.; Millsap, Roger E.; Wolchik, Sharlene A.; Dawson-McClure, Spring R. (2008) discipline mediated the 6-year longitudinal effects of the New Beginnings Program (NBP) to improve mental health and competence outcomes in 218 adolescents from divorced families in a randomized experimental trial. The NBP is a theory-based and parenting-focused preventive intervention to help children adjust to divorce, and it has previously shown significant main and/or Program x Baseline Risk interaction effects to reduce adolescents' mental health and social adaptation problems and to promote competence. Mediation analyses were conducted using single- and two-group (high and low baseline risk) structural equation modeling. A multiple-methods and multiple-informants approach was used to assess the putative mediators and adolescents' outcomes. Results indicated that