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**CHAPTER - II**

**REVIEW OF RELATED LITERATURE**

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C H A P T E R - II

REVIEW OF RELATED LITERATURE :

The theoretical interest in personality competence has been shown by White (1959) and Inklet (1966). The term competence has been defined as the ability to perform effectively in a valued social role, For Bruner competence means intelligence in a broader sense implying actions on the part of the individual towards changing the environment as well, <sup>as</sup> adapting to it. Further more the definition of personality competence considered in this study is broadly social and is closely related to other psychological variables. The following shall be discussed in this chapter. (1) Social learning perspective, (2) Psycholanalytic perspective, (3) Personality variables that relate with competence, (4) Family variables affecting competence, (5) Non-familial variables affecting competence, (6) The Scheduled Caste family.

A) THE SOCIAL LEARNING PERSPECTIVE :

From the theoretical point of view competence is described in terms of response receptivity i.e. response performances (Bandura-1969). Optimal functioning, then is always a matter of optimal situation eliciting optimal

response patterns. The persons have complicated and active relationship to situations. High idiosyncrasy is seen in each individual in his cognitive appraisal and transformations of behaviour to his pre-existing reinforcement history (Mischel-1969) some behaviours of persons indicate a great deal of consistency and stability. Mischel (1973) has labeled the concept of the actively appraising person in situation as a construction competence. Construction competencies describes persons cognitive activities and ability to adopt.

Mischel observes :

The relative stability of the persons construction capacities may be one of the important contributions to the impression of consistency in personality .....  
who knows how to solve certain kinds of interpersonal problems competently, or who excels in singing, is capable of such performances enduringly.

(Mischel, 1973, P.292).

The person's significant experiences in the environmental condition are influencing the competencies. Thus from social learning perspective, competence determines how stimulation will be applied to the individual.

Mischel (1973) notes that demographic variables such as socio economic class function to influence the persons construction competencies.

(B) THE PSYCHOANALITIC PERSPECTIVE :

Psychoanalytic oriented psychologists have indirectly discussed ideas related with personality competence.

Kroeber (1963) and Haans (1964) have classified the relationship among ego functioning defence and competence. -

White (1959, 1963) has introduced personality competence to the psychological literature. White describes the person is possessing tendency to explore, to cope with and to master his physical and psychological environment. When the persons environment is effective, he feels satisfaction in a basic, biological way. Thus in brief competence is the person's effective interacting ability with the environment.

(C) PERSONALITY VARIABLES THAT RELATE TO COMPETENCE :

1) INTERNAL EXTERNAL LOCUS OF CONTROL :

The Internal-External control of reinforcement (I-E) is a personality dimension that is thought to correlate with competence. (e.g. phares-1971). How the person perceives the connection between his behavior and consequent negative or positive reinforcement i.e. I-E locus of control, further more, I-E, can be affected by situational factors (phares-1971).

It has been concluded by Pines and Julian (1972) I-E has been related to various aspects of personality which have direct or indirect bearing upon competence.

a) FAMILY ORIGIN AND I-E :

Approving protective, nurturing and non-rejecting parenting has been concerned with internality in Children. (Katzovsky, Crandall and Good - 1967) Dominating and controlling childrearing procedure provides a capricious and inconsistent environment for rule learning and responsibility-taking have been associated with externality. (Davis and Phares-1969). Further more they found that internal children tend to ~~describe~~ describe their parents more favourably. (i.e. less withdrawing of love, less rejecting and more positively involved with them.).

b) SOCIAL ORIGIN AND I-E :

Joe (1971) has found that lower SES to be more external and on the other hand higher SES more internal. It is important to examine variance in I-E scores with depressed class and with forward class to evaluate the relative influence of internality on behavior.

c) ADJUSTMENT AND I-E :

Joe (1971) has proved that the studies of I-E

tend to associate externality with psychopathology and internality with positive psychological health. For example, internals are less depressed less suspicious, more trusting in interpersonal relations i.e. being inclined to respond in a socially desirable manner. Also the internals are inclined to forget failures rather than success and more inclined to use repression rather than sensitizing mechanism (Altrocchi, Palmer, Hellman and Davis, 1968).

2) OPTIMAL PSYCHOLOGICAL ADJUSTMENT :

Research conclusions of optimal psychological adjustment generally agree that the optimally adjusted person is well-adjusted to his environment, but also is basically satisfied with himself and with his environment. ( e.g. Cattell-1957).

a) COMPETENCE AND OPTIMAL ADJUSTMENT :

In his early work with his California Q set, Block (1961) has a group of clinical psychologists Q sort for the optimally adjusted personality.

The Q description thus obtained by Block (1961) has been used in psychological studies (i.e. Siegelman, Block Lippe-1970). The clinicians were perhaps more intrapsychically oriented, reflected their relative greater emphasis

on in sight, basic anxiety, emotional factors and the like. By contrast, the psychologists group seemed more emphasizing higher aspiration and verbal fluency. In all however, competence and optimal adjustment emerge as quite similar concepts.

b) SOCIAL DESIRABILITY AND OPTIMAL ADJUSTMENT :

A criticism that strikes at the heart of the concept of optimal psychological adjustment has been focused by writers and researchers (Wiener 1959, Miller-1970). Basically the criticism is that conceptually there is no important difference in the way clinical psychologists perceive social desirability and optimal psychological adjustment. Wiener and his co-worker's data found the concepts of social desirability and personal adjustment to be distinctly different. Social desirability, which obviously is partly inherent in the concept of personal adjustment. Personal adjustment appears to be related more to psychological health.

3) SELF CONCEPTS :

Competence can readily be associated with concepts about the self. Three self components, the self concept a sense of competence and self-esteem are probably most frequently associated with competence (White-1976).

The personality competence appears to be a function of self concepts. Consequently the person's and others assessments and evaluations of his cognitions, his conations, and his affectivity are highly significant in the appraisal of his overall competence. Nevertheless, other personality variables that are not as directly related to self concepts also make significant contributions to the assessment of personality competence.

The present study is limited to the social and environmental aspects, as a matter of limitation practical authentication is not supported for self concept variable.

**D) FAMILIAL VARIABLES AFFECTING COMPETENCE :**

Parental attitudes, family size, position in the family, as well as the overall stability of the family are some of the variables that have impact up on the development of competence. During the beginning years of the child's life, home and family almost totally comprise child's environment of course, the character of this experience has great impulse for his development.

**1) PARENTAL ATTITUDES AND STYLES :**

The parents who use forms of training and discipline which emphasize reason, explanation, praise and the avoidance of physical punishment tend to have greater impact upon the development of competence in their children



than do parents with contrasting characteristics. (Becker-1964). Parents who are accepting, involved with their children, controlling and guiding, but encouraging autonomy, tend more frequently to have children who are competent than do parents with opposing characteristics. The major contribution of parental attitudes and childrearing styles is undeniable to promote the personality competence.

a) PARENTAL CONTROL :

The personality development is associated with parental management of power. Low control implies the parental belief that the child essentially can take care of himself with little direction from the parent. High control implies the parent believes he knows ~~the~~ what is best for the child and is willing to inculcate his values into the child. Children and adolescents from low control homes are often described by such adjectives as, wild, aggressive, disorderly, confident and expressive where as the adjectives more frequently attached to children from high control homes are ~~obedient~~, obedient, dependable, polite and shy (Becker-1964). Apparently high control by parents has the risk of promoting conformity to the detriment of personal integrity, low control parents risk under socialization which can deprive the child of resources for developing the discipline and motivating needed to carry through on his ideas.

In the controlling concerned pattern there are definite standards, but rules are explained, alternative ways of behaving suggested, and child's opinion solicited.

b) PARENTAL ACCEPTANCE/REJECTION :

This continuum of parental attitude generally comprised at one end by love, warmth and affection and at the <sup>other end by</sup> rejection <sup>and</sup> opposite of these ~~end by the~~ characteristics. Generally a positive sense of one's own identity, and rewarding interpersonal relationships in children and adolescents all seem to be correlated positively with parental acceptance and correlates negatively with parental rejection. (Elder - 1963, Rosenberg-1965). Baldwin (1955) suggests that accepting parents display "affectionate interest" whereas rejecting parents display "irritated avoidance".

c) PARENTAL ATTITUDE TOWARDS WORK AND RESPONSIBILITY :

The work behavior and experience is another area of importance for the development of competence. It seems to be important for parents to be oriented towards responsibility and achievement and possess the ability to instill in their children the capacity to work and to <sup>the completion of</sup> responsible tasks. From the <sup>enjoy</sup> research in this area it is difficult to determine whether children who have clearly defined areas of work and responsibility in the home seek out and are able to

cope with work out side the home or whether working outside the home leads to the development of skills and responsible behavior that transfers to other situations in the persons life. Bettelheim (1969) notes that work experience in child hood and adolescence is associated with competence in adulthood.

2) FAMILY SIZE AND ORDINAL POSITION :

a) FAMILY SIZE :

The family size appears to be an important variable in child development. The researcher Elder(1965) indicates that family size affects intelligence and achievement. He found that children from small families tend to have higher intelligence test scores, motivation for achievement, and educational attainment. These findings are to be regarded as only suggestive. A number of other variables are to be assessed, for example, parental competence, intelligence and income no doubt have considerable impact on the family size variable. Also family planning issues such as whether the child was planned for and wanted and the reasons<sup>such as</sup> the parents have a small or large family may very well influence the achievement level and responsibility characteristics of their children. The researchers are not having sharp finding in this regard. Calusen (1966) reports that a number of features separate the small family

from the large family. For example, large families in contrast to small families, value co-operation and organization, they have a greater sense of family unity, tend to form multiple affective ties, the parents are less likely to demand a strong affective tie with one child, are less possessive of their children, but tend to be autocratic in discipline tend to have fixed rules.

In summary the significance of family size is somewhat unclear. Apparently family size has some impact up on personality development but its impact must be considered in the context of many other variables.

b) ORDINAL POSITION :

The research workers have shown that the personality development is influenced by birth order. First borns are successful in academic achievement (Bayer-1967) and seem to have distinct personality characteristics in comparison with later borns. For example Mc Arther (1950) notes that the first born is more commonly : adult - oriented, conscientious, serious, studious and shy. On the other hand, he notes that the second born is more commonly : peer-Oriented, easy-going, non-studious, cheerfull and friendly. Apparently these differences are largely due to differential parental treatment. Largely because the earlier children have greater access to parental attention, identification and teaching but also because they are likely

to have greater responsibility for the care and teaching of younger siblings, it has been argued that they are more inclined than later-borns to be independent, intellectually skillful, hard working persistent and possess ~~many~~ many other competence related skills and characteristics. The variation in parental treatment and social and intellectual environment of earlier versus later born probably promotes in earlier born children a greater dependency on adult and a greater motivation to gain adult approval.

### 3) FAMILY STABILITY :

This particular associated component of personality competence comprises, living in the same home, having regular activities, having parents with consistently expressed roles and fairly stable identities. Furthermore, the lack of major family disruptions such as parental separation death and other serious family crises, and economic hardship seem logically to lead to a more stable social system within which greater competence in young people might be fostered. (Siller, 1957).

### E) NONFAMILIAL VARIABLES AFFECTING COMPETENCE :

With the completion of adolescence period the personality dimensions become consolidated. (Erikson-1968). Physical, intellectual, social and personality competence are all tested in the adolescent period. Increasingly the

demands of adolescence challenge, shape the overall competence that the individual carries forward into adulthood.

Non familial variables do not always contribute positively to the competent strivings of adolescents. School achievement, peer influence and work experience can alter the probability of adolescents becoming competent and achieving adulthood. During adolescence, non familial influences such as the school environment, peers, and work become increasingly salient and significant while the contemporary influence of parents and family begins to become less and less.

1) THE SCHOOL EXPERIENCE :

The School system introduces children to larger social realities outside the home and helps them to gradually acquire, Social, moral and mathematical skills. Efforts are made by the current education system to satisfy the psychological needs of the children and adolescents. Because of socio-economic depression many scheduled caste adolescents fail to benefit adequately from the educational process. It is no doubt that the dropout rates are highest for lower class. Among those depressed and minority adolescents who remain in school there are many who are affected by what some researchers (e.g. Fernandez, Espinosa and Dornbusch 1975) have labeled as an "Under achievement syndrome".

Academic achievement is positively correlated with intelligence, and intelligence is adversely influenced by social dis-advantage. In a series of studies - Prof. Amar Kumar Singh and his colleagues (Jaiswal and Singh-1978, Singh A.K. 1978,1979) have found that greater the degree of social disadvantage lower is the intelligence and more inferior is the academic achievement.

The sociogenic disadvantage is the curse of the society while the biogenic dis-advantage is the curse of Nature. The number of children afflicted by curse of the Society is vastly greater, compared to those who are afflicted by the curse of Nature. (e.g. Amar Kumar Sing 1980). It is easy to deal with socio-genic factors.

Statistics show that the percentage of irregular School attendance and school dropout is higher in case of Scheduled Caste Children (Chitnis-1977). Our educational policy deals with imparting education to the Scheduled Caste and other minority group. Financial and other aids are granted to help the Scheduled Caste children yet the outcome does not seem to be at considerable extent. However, an implication seems to be that depressed or minority children do not bring from the home positive attitudes towards learning and to exert effort towards future goal.

2) PEER INFLUENCE :

Generally the influence of parents is supported by that of peers. In the fields such as entertainment, fashion, language and patterns of peer relations, peer influence is strong. But when counsel regarding the moral and social values, and decision making is needed, parental influence is ascendant (Brittain 1963). The development of competence in adolescents seems to be at least marginally dependent upon the guidance and support of age-mates. (e.g. Tuma, Livson 1960). The more self-confident, high self-esteem, autonomous and competent a youngster is, the more he tends to attract admiring peers who perceive him as a leader. Purnel (1970) found that this type of adolescent tends to be able to profit from his interactions with both parents and peers.

3) WORK EXPERIENCE :

Considerable pressure is exerted up on the adolescents by the parents, peers and teachers to get jobs and to make decisions about future vocations. An adolescent's experience with work and the manner in which he goes about selecting a future occupation can tell much about his overall competence. Most persons future financial security and emotional happiness are highly dependent upon the type of work they do. Most adolescents progress through



a series of phases before settling upon a permanent - occupation (Ginzberg-1951). The basis<sup>of</sup> choice progress through the following 1) Interest, 2) ability and training prerequisites, 3) Personal values to (4) a synthesis of the interests of the previous phases. In the final selection, the compelling relatives of the outside world come to have great influence. The adolescents who has available to him a stable and realistic view of his abilities and who ~~w~~ has competent adults available to aid him in his career choice is most likely to avoid the pitfalls of accidental career choice.

F) THE SCHEDULED CASTE FAMILY :

The familial environment performs a very important role in the socialization for competence. The Scheduled Caste families role as the primary socializing agent for Scheduled Caste children is undermined one, as Scheduled Caste families are coping with negative social forces such as prolonged deprivation, untouchability, casteism, low socio-economic status, (e.g. Rath-1972) Prof. Udai Pareek (1970) has focused deprivation and helplessness which are affecting and dominating motivational patterns. He has also suggested that economic deprivation as a structural component produces a three fold motivational pattern characterised by low need for achievement, low need for extension and high need for dependency.

The Scheduled Caste is a socio-economically - deprived community of our society. In the psychological literature prolonged deprivation characteristics are described as having low self esteem, docile, self-hating, having confused self-identify and so forth. Implicit is a deficit hypothesis in so many studies which focus Scheduled Caste as damaged non-scheduled caste. Prof R. Rath (1972, 1974) has concluded that there is a high and significant positive correlation between the low aspiration of the parents and their School going children of lower caste and tribal groups.

FAMILY CRISES :

a) One-to-one causation - such a relation has not been demonstrated. The presence of pathology in the family environment does not necessarily lead to personality disturbance. To be sure, there also ~~are~~ no conclusive ~~to~~ demonstrate that no significant association exists between family environment and psychopathology. Naturally, if such a link has not been established for families in general, it certainly has not been established for Scheduled Caste family. (MC Farlane 1964).

b) FATHER ABSENCE :

Some times absence of father leads to serious behavioral, intellectual and psychological -

impairment of children has little empirical evidence to recommend. Specifically in the cases confused sex identity, poor School achievement and juvenile delinquency no causal or correctional links have been found. Father absence is prevalent among low SES families which is also applicable for Scheduled Caste families. For this reason, it is probably reasonable to assume that the absence of father in the home is only one of many factors which might influence competent striving in the developing child. The problems due to mother absence are no doubt serious and longrun in life in (amparision with ~~h~~ those of father absence. (Herzog, Sudia - 1970).

c) POVERTY :

The studies of Scheduled Caste families is the study of poverty, such a tendency is mis leading because some families of depressed class by income, profession attitude and education are in common with non depressed community families. But percentage of such up-lifted families is less in depressed class.

Poverty is a resultant of multiple determination. The existence of poverty is due to economic system and social structure. But it has ~~inax~~ inevitable psychological concomitants which have detrimental influence on general functioning of the rendering him less capable of over coming poverty by his personal efforts (e.g. Jadhav - 1979).

Scheduled Caste families are be set with a variety of socio-economic problems which no doubt negatively influence the development of competence in their offsprings.

Scheduled Caste constitute considerable section of Indian Society i.e. 14.6% of total population of India. Deprived groups have become important subject of research for social scientiests. There are number of problems of Scheduled Caste in India. But the research work done by Social Psychologists and Educationists on on Scheduled Caste in India is meager as compared to that done on Black community in America.

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