Chapter 2
Review of Literature

INTRODUCTION

It is the specialty of each and every person to understand the surrounding environment. For this purpose, their needs to study the environment so that to fulfill the respective needs.

The word ‘research’ has emerged from the French word ‘recherche’, which means ‘to see’, ‘to look’, ‘to investigate’ etc. The word ‘research’ in English is made up of two words: ‘re + search’, which means ‘to search’, ‘to find out’ or ‘to ask about some incident and investigate’. That is why it is said, “to research is to search again.” According to Kafford,

“Research is an orderly reflexive and pure technique in which special equipment, appliances and procedures are applied to find out the solution to some problem.” (82)

Research has the characteristic of replication. Moreover, the researcher presents the find outs and result in a special way. Their presents the problem of study, the hypothesis and design etc. in a specific form. (82)

New clarifications and new concepts can be developed on the basis of the research done before. It is important to study the researches done before as it informs the researcher about the methods used by the researchers before and even helps in deciding the outline to go in the further research area.
2.1 THE REVIEW OF THE RESEARCHES DONE BEFORE

It is necessary to know how much research has been conducted in the area one has chosen to go for. For this it becomes very necessary to study the related material. George G. Mouly says by explaining the importance of reviewing the reference material. (82)

“The review of reference literature is essential for the development of the problem and to the derivation of an effective approach to solution.”

Agarwal says that, “The study of reference material is very necessary to define and delimit the research.”(51)

According to Mrs. P. V. Jung, “Research is a scientific planning. The motive of the research is to find out new facts, rechecking the old facts, analyzing the hierarchy, reasoned explanations, interrelations and the natural laws handling all these processes by an orderly and logical manner.”(82)

Curiosity is a by natural activity of humans. Because of curiosity, humans are consistently inclined to know and understand the natural happenings. To satisfy this curiosity, a person enters into the field of research, even if it is troublesome. Research helps in the growth of knowledge, it helps in finding out new fields of knowledge and with that, eventually, the society gains the fruits of it. (82)

One advantage of research is that, it allows gathering the information of the past phenomena, facts and truths. Then on the basis of testing its exactions and reliability, the research is carry forwarded.(82)
Moreover, it helps in social progress also –

“A greater intelligent control over physical and human nature – and human nature over human relationships should be regarded as the essence of social progress.” (82)

There is greater contribution of psychological and academic researchers in the field of education. The field of education, teaching and motivation has been benefited by these researches. These researches are helpful in deciding teaching strategies for the students of different class.(82)

A researcher finds a new direction for their chosen topic after studying the topic related reference material and the information which has been accumulated by him/her to go further. To get the specifications of the definitions given by the scholars in past, it becomes very necessary to study, think, and read the research material and other researches conducted by people in the past for the same subject chosen by the present researcher. This helps in explaining the topic to the researcher and in this way the future research even can be conducted and completed with apt precisions.(51)
L. S. Hollingsworth (1928) mentions some characteristics of Emotionally Mature person in the following points:

1. He is capable of responding in graduation or degree of emotional responses. He does not respond in all or none fashion, but keeps within bounds. If his hat blows off, he does not blow off.

2. He is also able to delay his responses as controlled with the impulsiveness of young children.

3. Handling of self-pity, instead of showing unrestrained self-pity, he tries to feel for him.(58)
2.2 REFERENCES OF EMOTIONAL MATURITY:

(1) Emotional Maturity of Adolescent Students in Relation to Their Family Relationship by Sunil Kumar from Department of Education, Kurukshetra University, Kurukshetra, Haryana, India. His objectives were (1) To study the emotional maturity and family relationship of adolescent students (2) To study the relationship between emotional maturity and family relationship of adolescent students (3) To find out the difference between boys and girls adolescent students in terms of their emotional maturity (4) To find out the difference between boys and girls adolescent students in terms of their family relationship. The sample of the present study was comprised of 60 students of Public and Government Senior Secondary Schools of Karnal district in Haryana State. Tools used were (1) Family relationship inventory developed by Dr. G.P. Sherry and Dr. J.C. Sina. (2) Emotional maturity scale developed by Dr. Yashvir Sinha and Mahesh Bhargava. The present study highlights the relationship between emotional maturity and family relationship of adolescent students. It is found that parental attitudes significantly accompany this developmental process of adolescents. The research can serve as a framework for development of parent-child relationship. Parental attitude marked by acceptance, concentration and avoidant parenting is associated with adolescent development of emotional maturity. (68)

(2) A Study of Emotional Maturity and Adjustment of College Students by Vinita Kumari Sinha Asst. professor of psychology Nirmala college, Doranda, Ranchi. Objectives were (1) To study the relationship between the level of emotional maturity and adjustment (2) To examine the impact of gender on emotional maturity and adjustment level of student. For this study a sample of 200 (100 boys + 100 girls) college students of BA part I were randomly selected from different colleges of Ranchi. Tools used (1) Personal Data Sheet (PDS) (2) Emotional Maturity Scale developed by Singh and Bhargava (1990) (3) Hindi Adaptation of Bell’s Adjustment Inventory done by Mohsin and Shamshad. This inventory was originally developed by H.M. Bell in English.
language. Based on the analysis of the data it is clear that there is a high positive relationship between emotional maturity and adjustment. It is also clear the boys have more Emotional Maturity than girls and boys are well adjusted than girls. (71)

(3)
A Study on Emotional Maturity of College Students by K. Subbarayan, G. Visvanathan from Department of Education, Annamalai University, Annamalai Nagar - 608 002, Chidambaram, Tamilnadu-India Recent Research in science and technology 2011,3(1):153-155. The researcher has framed the following objectives for the present study (1) To study the level of emotional maturity of college students (2) To study, if there is any significant difference in emotional maturity between the male and female college students. (3) To study, if there is any significant difference in emotional maturity between the college students who belong to the religion of (i) Hindu and Muslim (ii) Hindu and Christian and (iii) Muslim and Christian. (4) To study, if there is any significant difference in emotional maturity between the college students in different category. (5) To study, if there is any significant difference in emotional maturity between the college students who belong to Joint family and nuclear family. Tools like Normative survey method and random sampling method has been used in the present study. The tool “Roma Pal Km Emotional Maturity Scale” used by the researcher for his study. It has been administered to 982 students available at the time of data collection. Based on the analysis of the data the investigators concluded that the sex, community and the family type did not play any role in the emotional maturity of the college students. But it is inferred from the Table.1, that the college students belong to different religious shows significant difference in their emotional maturity. (29)

(4)
A comparative study of Boys and Girls of Adolescent stage in relation to their Psychological Maturity by Bhalchandra Bhave Abhinav College of Education Pune, (Maharashtra) India. Objectives were (1) Study of Boys of adolescence stage on
relation to their emotional maturity. (2) To Study of Girls of adolescence stage on relation to their emotional maturity (3) To compare emotional maturity of Boys & Girls of adolescence stage. Present study was conducted on a sample of 88 Adolescent students belong to secondary & higher secondary English medium Schools of Pune. Emotional maturity was measured with the help of emotional intelligence scale developed by Dr. Joshi S.P. It can be interpreted that there exists significant difference in the level of emotional maturity among boys and girls. Those null hypothesis is rejected & research hypothesis is accepted.(11)

(5)

Emotional Maturity and Adjustment in ADHD Children by Yogesh A Jogsan Department of Psychology, Saurashtra University, Rajkot-360 005, Gujarat, India 2013,3:2

Objectives were (1) To measure the emotional maturity among ADHD and normal children. (2) To measure the adjustment among ADHD and normal children. (3) To compare data of emotional maturity and adjustment between the ADHD group and control group. The total sample of the present study comprised of 60 children. Tools were used (1) Emotional Maturity scale (EMS) by Singh and Bhargava (2) Adjustment Inventory for school students (AISS) by Sinha and Singh. It was concluded from this study that ADHD children were less emotional mature as well as had less adjustment than the normal children. These finding should be considered while enrolling the ADHD in special psychological training programs to help them achieve better emotional maturity and higher adjustment abilities. Future studies implementing special training programs aiming at enhancing the emotional maturity and the adjustment skills of ADHD are recommended to be done. Overall, it can be said that ADHD children were found to be more emotionally immature and poorly adjusted on almost all the dimensions studied.(75)

(6)

Gender on Social and Emotional Maturity of Senior School Adolescents: A Case Study of Pantnagar by Ritu Singh, Kusha Pant and Laitonjam Valentina from Department of Human Development and Family Studies,
Objectives were (1) To examine the social and emotional maturity of adolescent boys and girls of Pantnagar, Distt. U. S. Nagar, Uttarakhand. (2) To investigate if statistical differences exist in the social and emotional maturity of respondents across gender. Total of two hundred and seventy seven respondents for the present study. Tools used (1) Social Maturity Scale developed by Nalini Rao. (2) Emotional Maturity Scale by Y. Singh and M. Bhargava. It is evident from the study that gender differences do exist in social and emotional maturity of adolescents. However, these gender differences can be attributed to the variations in socialization process of both genders than to the inherent genetic character. Moreover, the difference is not so massive that it cannot be subdued. Even if gender differences do exist in various spheres of life and even if inherent natural instincts cannot be overlooked, an effort can be made to create an environment for adolescents of both sexes to give equal opportunities and freedom to perform the duties of the society and nation without gender biasness. Social and emotional maturity is reciprocal, so an effort to develop one domain would automatically lead to development in other domain.

Emotional Maturity Patterns of Adolescents as Determined by Gender Differences by Mrs. Manjit Kaur Bhanwer Ph.D. (Education) Research Scholar Reg. No. 0950101235 Singhania University, Pacheri Bari. Objective was to compare the level of Emotional Maturity of adolescent girls and boys and aiming to observe and describe the differences, if any, in the Emotional maturity level and its components in boys and girls. Sample comprised of 60 adolescents boys and girls of Amritsar city. Tools used (1) Emotional Maturity Scale by Kumari Roma Pal.

Objectives were (i) Gender based differences are found in the variable of Emotional Maturity when taken in totality. Adolescent boys come out to be less emotionally mature (Mean 108.34) than girls (Mean 10.86). (ii) The gender differences do not operate at the component of Emotional instability level as no significant differences are found on these scores. (ii) Adolescent boys have more...
regressive tendencies the adolescent girls. (iv) Adolescent boys again have lower levels of social adjustment than adolescent girls.(v) Adolescent girls lack independence as much as do adolescent boys as no significant differences are found here.(vi) Gender differences are not present in the component of flexibility - adaptability. Adolescent girls are found to be as flexible or rigid as adolescent boys.(46)

A study on higher secondary students’ emotional maturity and achievement in economics in tirunelveli district, by M.RajakumarDr.M.SoundararajanAssistant Professor Department of EducationDirectorate of Distance Education Annamalai University Annamalai Nagar , Dr.M.Soundararajan Associate Professor Department of Education Annamalai University Annamalai Nagar .Objectives were (1)To find out the Achievement in Economics of HigherSecondary students. (2)To find out whether there is any significant difference between the selected pairs of sub samples in respective of Emotional Maturity of higher secondary students. (3)To find out whether there is any significant difference between the selected pairs of sub samples in respective of Achievement in Economics of higher secondary students. The present study consists of 1060 Higher Secondary Students studying in Tirunelveli district of Tamilnadu State,. Tools used Emotional Maturity Scale constructed and standardized by K.M.Roma Pal (1984) This study shows the nature of Emotional Maturity and Achievement in Economics of higher secondary students in Tirunelveli district students. Further this study reveals the differences in influence by the demography of the students. To sustain and to increase good Emotional Maturity and achievement in Economics, special concern is to be extended by the Parents. Parents should be met by the teachers frequently report about students’ positives and negatives and needs.(40)

Parent-Child Relationship and Emotional Maturity of CityCollege Girls by Dr. WaheedaMatheen from Associate Professor Department of Applied Psychology And Behavioural Research, JBAS College for Women, Chennai, and
Objective was to study discusses on the dynamics of parent child relationship and emotional maturity of the young girls. The sample was drawn from city college students in the age group of 19-22. Tools used (a) Parent-Child Relationship Scale developed by Dr. Nalini Rao. It was concluded the statistical significance of the relationship between emotional maturity and the parent child relationships, thereby rejecting the null hypothesis $H_0$: The emotional maturity and the parent child relationships are unrelated. (22)

(10)

Comparison of attachment styles and emotional maturity between opiate addicts and non-addicts by Zeinab Mortazavi1, Faramarz Sohrabi2, Hamid Reza Hatami3. Department of Psychology, Science and Research Branch, Islamic Azad University, Tehran, Iran 2. Department of Psychology, Allameh Tabatabai University 3. Department of Psychology, Imam Hossein University, Annals of Biological Research, 2012. The present study aimed to investigate the relationship between attachment styles and addiction with emotional maturity. A sample of 120 participants were selected and assigned into two groups. Tools used (1) The instruments of the study included Collins & Read attachment scale (2) emotional maturity scale by Developed by Dr. Yashvir Singh and Mahesh Bhargava. The present findings showed that there is significant difference in attachment styles between opiate addicts and non-addicts ($\alpha=0.01$). Accordingly, addicts often had insecure attachment styles while non-addicts had secure styles. (76)

(11)

Emotional Maturity and adjustment level of college students by Armin Mahmoudi. From Department of Studies in Education, Yasouj branch, Islamic Azad University, Yasouj, Iran. Education Research Journal. The main objective of the present study is to see the correlation between the emotional maturity and the level of adjustment of female students of post graduate classes. For this study a sample of 160 post graduate students were selected from different colleges of Yasouj city. Tools used (1) Emotional maturity scale developed by Yashvirsingh and Mahesh Bhargava (1984) (2) Asthana's (1967) adjustment Inventory was used.
to measure the adjustment level of the students. The result shows that in the emotional maturity scale, the mean score of the female students were found to be significantly correlated with the mean score obtained by the students on the adjustment inventory. Both in emotional maturity scale and in adjustment inventory norms refer that less mean score indicates higher emotional maturity and adjustment while higher mean score indicates less emotional maturity and less level of adjustment. There are number of studies on emotional maturity, adjustment and other related variables. (6)

(12)

“A Study on Emotional Maturity Among Arranged Marriage Couples by Dr. Rita Rani Talukdar & Ms. Joysree Das from Assistant Prof. Dept of Psychology, Gauhati University Research Scholar, Dept. of Psychology, Gauhati University. Objectives were 1) To find out the emotional maturity among arranged marriage male persons. 2) To find out the emotional maturity among arranged marriage female persons. 3) To search the sex differences between arranged marriage couples with regards on their level of emotional. The study consists of 60 subjects classified as 30 male (arranged marriage) and 30 female (arranged marriage) was selected randomly using purposive sampling technique from Agartala City of Tripura state. Tools used Emotional Maturity Scale constructed by Dr. Yashvir Singh. It was Concluded (1) Arranged marriage male persons are found to be moderately emotionally mature. (2) Arranged marriage female persons are found to be extremely emotionally mature. (3) The group of female arranged marriage persons found to be much more emotional mature as compared to arranged marriage males. (18)

(13)

Emotional maturity of teachers in relation to their subjects and their years of experience (2013) by Dr. V. Balakrishnan, Assistant Professor Department of Education, Annamalai University. Annamalai Nagar-608 002 Objectives were (1) To find if there is any significant difference between arts and science post graduate teachers in their level of emotional maturity. (2) To find if there is any
significant difference between teachers who have upto 15 years of experience and more than 15 years of experience in their level of emotional maturity. Random sampling technique involving lottery method has been employed in the selection of 720 post graduate teachers from 60 higher secondary schools. Tools used The Emotional Maturity Scale constructed and validated by Roma Pal (1989)It was concluded the emotional maturity of the post graduate teachers in relation to subject area and years of experience is the main issue of the present study. The findings of study reveal that the subject area of the teachers has no significant influence on their emotional maturity. It can be concluded that years of experience of teachers affect their level of emotional maturity.(20)

(14)

Social Maturity among Student Teachers by Dr. VipinderNagra, Ms. ManinderKaur Assistant Professor, D.A.V. College of EducationHoshiarpur,Punjab, India Assistant ProfessorSai College of Education, Jadla. Punjab, India, The investigator felt a need to know about the social maturity of student teachers of Hoshiarpur district .The sample consisted of 200 student teachers selected randomly from different education colleges of Hoshiarpur District (Punjab)Tool used NaliniRao’s “Social Maturity Scale” was used to collect the data. The conclusions were (1) Student teachers of Hoshiarpur district have high level of social maturity.(2) Locality (i.e. urban and rural) does not affect the social maturity level of student teachers of Hoshiarpur district.(3) The subject stream (i.e. science and arts) does not affect the social maturity level of student eachers of Hoshiarpur district.(21)(4). There is no interactional effect of locality and subject on the social maturity of student teachers of Hoshiarpur district.

(15)

Emotional Maturity among Medalist and Non-Medalist Football Players:A Comparison by Mukhwinder Singh and Jaspal Singh from Singhania University, Pacheri Bari, Rajasthan, Lyallpur Khalsa College, Jalandhar, Punjab, INDIA Objective of the study was carried out to compare the emotional maturity status
between medalist and non-medalist school, college and club level football players. This comparison will also provide baseline information and knowledge of emotional maturity among football players.

Sample of three hundred football players were taken to compare the emotional maturity between medallist and non-medalist school, college and club level football players. Tools used was Emotional Maturity Scale developed by Singh and Bhargava. On the basis of findings it is concluded that medallist football players of schools and clubs are significantly better as compared to non-medallist football players. Therefore emotional maturity is one of the important psychological variables which need proper development to produce medallist players at different levels of competitions. On the other hand medallist players of schools, colleges and clubs did not differ significantly with regard to emotional maturity.(47)

(16)

Interplay of Type A Behaviour and Emotional Immaturity as Psychological Risk Factors of Coronary Heart Disease by Sarvdeep Kohli, Sunita Malhotra, Professor in Psychology M.D. University Campus, Rohtak. Objectives of the study is the interaction of Type A behaviour pattern and emotional maturity in relation to CHD. Sample of 100 patients of coronary heart disease (Group I) and 100 healthy controls subjects (Group II) were taken for the study. The required number of both populations was drawn on random basis with their consent. Tools used (1) Jenkins Activity Survey (Form C) (2) Emotional Maturity Scale was used as a measure of emotional maturity. The outcome of the present research work implicates a major role of Type A behaviour pattern and emotional immaturity in the pathogenesis of coronary heart disease. However, Type A behaviour pattern in totality cannot be considered to be a predisposing factor only; but when emotional immaturity characterises the Type A behaviour pattern, it increases the susceptibility to coronary heart disease. Keeping in view the applied value of these findings, it can be recommended that the pathological psyche of CHD patients must be assessed and corrected through psychological interventions like
education and counselling. Psychological counselling could be used as a tool for emotional inoculation.(61)

(17)

Teacher Effectiveness of Secondary School Teachers in Relation to their Emotional Maturity by Kuldeep Bhullar, Rajni Bala, Assistant Professor, Khalsa College of Education, Ranjit Avenue, Amritsar Senior Research Fellow, Department of Education & C.S., Punjabi University, Patiala. Objectives are (1) To study the teacher effectiveness and emotional maturity of secondary school teachers. (2) To compare teacher effectiveness and emotional maturity of secondary school teachers with respect to gender. (3) To compare teacher effectiveness and emotional maturity of secondary school teachers with respect to locale. (4) To study the relationship between teacher effectiveness and emotional maturity of secondary school teachers. The study was conducted through descriptive method which has undoubtedly been the most popular and most widely used research method in education. For the present study convenient sampling method was used. A different school of Amritsar district. Equal number of male Female and urban-rural secondary school teachers was selected for the present study. Tools used (1) Teacher Effectiveness Scale (TES) by Kulsum (2000). (2) Emotional maturity Scale by Singh & Bhargava (2010) Conclusion were (1). There exists significant difference in mean scores of teacher effectiveness of male and female secondary school teachers. Female secondary school teachers are more favourable than male secondary school teachers. (2) There exists no significant difference in mean scores of teacher effectiveness of urban and rural secondary school teachers. But the mean difference shows that rural teacher are more effective than their counterparts. (3) There exists significant difference in mean scores of emotional maturity of male and female secondary school teachers. Female secondary school teachers are more emotionally mature than their counterpart males. (4) No significant differences exist in mean scores of emotional maturity of urban and rural secondary school teachers. (5) There exists significant relationship between teacher effectiveness and emotional maturity of secondary school teachers. (36)
A Study on Emotional Maturity and Self Concept at Higher Secondary Level by M. PanimalarRoja, N. Sasikumar, M. ParimalaFathima

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Objectives were (1) To find out the level of Emotional Maturity and Self Concept among Higher Secondary student who are studying in various schools in Pudukkottai district, Tamilnadu, South India.(2) To find out the significant difference if any between the different groups of biographical variables such as sex, location of the school, type of the school, Parents educational qualification, Parents occupation, Parents Annual income, parents nature, and type of the Family in the students of higher secondary course in respect to their Emotional Maturity and Self Concept.

The Researchers used Normative Survey method was found appropriate for this study. Since this study attempts to bring out relevant details from students regarding various expected outcomes of the systems of emotional maturity and self-concept assessment in schools. Normative Survey method was found appropriate for this study.

Tools used Emotional Maturity Scale and Self concept Scale.

The Researchers were used Random sampling and samples are collected only from the Students of Higher Secondary level in various Schools located in and around Pudukkottai area which is located in Pudukkottai district, Tamil Nadu state, South India. This methodology provides the guidelines for the investigators about the way for the study has to be conducted. It is imperative to adopt a suitable methodology thereby we can generalize the findings. This research find out the following factors are affecting the emotional maturity and self concept such as hereditary factors, maturation, training, health, intelligence, family relationship, social environment and control over emotions, in other hand self concept are affecting by factors like age, appearance, gender, culture, economical states, environment, and parents education. The Emotional maturity and self concept becomes important in the behaviour of individuals. As the students are the pillars of the future generations their value pattern of Emotional Maturity and self concepts are vital. So the present study intends to measure the
Emotional Maturity and self concept of higher secondary students. Emotional maturity and self concept is very essential for the students in their early (pre adolescence) educational field. This should be promoted in the minds of the students to improve their educational status without fear.(39)

(19)

Emotional Maturity and Level of Anxiety Among Rural College Students
by Nasreentaj. Krishnamurthy.V.SAssistant professor and HOD Lecturer in Psychology
Department of psychology Department of Psychology,K.G.F
Department of Psychology.
The objectives of the study are:1).To study the difference in emotional maturity among male and female rural college students.2).To study the difference in level of anxiety among male and female rural college students.The sample consisted of 120 rural college students (60 male and 60 female),studying in Govt. College KGF, and Govt. College Bangarpet, Kolar district, aged between 18-21 years. Tools used wereAnxiety Scale(1976)self Analysis Form developed by Krug, I.H. Scheier and A.B. CattellEmotional Maturity Scale (1991):Singh and Bhargava.Conclusions were(1).The present study shows that rural male college students are more emotionally unstable comparing with the rural female college students.(2).There is a significant difference among male and female rural college students onEmotional maturity.(3)Existing result shows significant differences among male and female rural college students on the level of anxiety.(4)Female college students scored high on level of anxiety.(49)

(20)

Emotional maturity and decision making styles among arts and science and engineering college women students by S.Punithavathi Assistant professor ,department of Psychology, Psg college of arts & science, Coimbatore, vol:2(4) april2013 .Objectives were1). To identify emotional maturity of day scholars and hostellers of Arts and Science and Engineering College women students.2) To identify the decision making style of day scholars and hostellers of Arts and Science and Engineering College women students. The sample consisted of 52 Women College students randomly selected from the private Arts and Science and
Engineering Colleges situated at Coimbatore. The following two tools were adopted to collect the data: The Emotional Maturity Scale developed by Yashvir Singh and Mahesh Bharagava, (1994), Decision Making Questionnaire by Leon Mann, (1982). From the above results we can conclude that (1) There is no significant difference between day scholars and hostellers in emotional maturity (2) There is no significant difference between day scholars and hostellers in decision making. (57)

2.3 REFERENCES OF MENTAL HEALTH:

(1)

Physical activity and mental health in a student population by Philip Tyson, (2010) Kelly Wilson, Diane Croner, Richard Brailsford, Keith Laws from University of Gloucestershire, and University of Hertfordshire, UK. The present study investigates the association between physical activity and mental health in an undergraduate university population based in the United Kingdom. For this study 100 undergraduate university students, male 20 and female 80 were taken for sampling from the Faculty of Education, Humanities and Sciences at the University of Leicester, UK. Tools used Hospital Anxiety and Depression Scale (HADS) and their physical activity regime using the Physical Activity Questionnaire (PAQ). Results revealed that students who engaged in high levels of physical activity showed significantly lower levels of anxiety and depression than the medium and low physical activity groups. The results from these comparisons are confirmed by the co-relational analysis. Treating our cohort as a whole, we found that increased amounts of physical activity were negatively correlated with self-reported anxiety and depression. That is to say, as physical activity levels increased, self-reported levels of anxiety and depression decreased. (53)
Home Environment, Mental Health and Academic Achievement among Hr. Secondary School Students by Bandhana, (2012) Darshana P. Sharma KCS College of Education (Women), Jammu. The main purpose of the present study was to see the impact of home environment, academic achievement on mental health of hr. secondary school students. In the present study the students studying in class XII consisting of 150 boys and 150 girls of higher Secondary schools located in the Jammu City. Tools used Home Environment Inventory developed and validated by Dr. Karuna Shankar Misra Prof. & head, department of Education, Allahabad University, Allahabad. Conclusion was to see the impact of home environment, academic achievement on mental health of higher secondary school students. Maintaining a healthy attitude involves not only the physical health, psychological development, the shape of the good moral character and the cultivation of the perfect personalities of majorities of students but also the overall quality of the talents, for the full realization of higher education goals and the smooth progress of modernization construction and progressive development of society.). Rohner and Britner’s (2002) longitudinal evidence reveals that parental rejection tends everywhere to precede the development of a variety of mental health problems, such as depression and depressed affect, conduct problems and behaviour disorders, and substance Abuse. Therefore, this information is important to Community counsellors, teachers, school counsellors, and parents; all of whom are concerned with both the academics and social-spiritual development of children and with the climate of children’s learning Environment.

Maternal and Early Postnatal Nutrition and Mental Health of Offspring by Age 5 Years: A Prospective Cohort Study Felice N. Jacka, Ph.D (2013), Eivind Ystrom, Ph.D., Anne Lise Brantsaeter Ph.D, Evalill Karevold Ph.D, Christine Roth, M.Sc. Norway. The purpose of the study to examine the impact of maternal and early postnatal nutritional exposures on children’s subsequent mental health is unexplored. The large prospective Norwegian Mother and Child Cohort Study
recruited pregnant women between 1999 and 2008. Data were collected from mothers during pregnancy and when children were 6 months and 1.5, 3, and 5 years of age. Latent growth curve models were used to model linear development in children’s internalizing and externalizing problems from 1.5 to 5 years of age as a function of diet quality during pregnancy and at 1.5 and 3 years. Sample taken 23,020 Eligible women and their children. Conclusion of the study among this large cohort of mothers and children, early nutritional exposures were independently related to the risk for behavioural and emotional problems in children.(23)

(4)

Paternal Mental Health and Socio emotional and Behavioural Development in Their Children by Anne Lise Kvalevaag, (2013)Paul G. Ramchandani, Oddbjørn Hove, Jörg Assmus, Malin Eberhard-Gran, Eva Biringer, Department of Psychiatry, HelseFonna HF, Haugesund, Norway. Objective was to examine the association between symptoms of psychological distress in expectant fathers and socio emotional and behavioural outcomes in their children at age 36 months. The current study is based on data from the Norwegian Mother and Child Cohort Study on 31 663 children. Tools used (1). Information about fathers’ mental health was obtained by self-report Hopkins Symptom Checklist in week 17 or 18 of gestation. (2). Information about mothers’ pre-and postnatal mental health and children’s socio emotional and behavioural Development at 36 months of age was obtained from parent report questionnaires. (3). Linear multiple regression and logistic regression models were performed while controlling for demographics, lifestyle variables, and mothers’ mental health. Conclusion this study suggests that some risk of future child emotional, behavioural, and social problems can be identified during pregnancy. The findings are of importance for clinicians and policy makers in their planning of health care in the prenatal period because this represents a significant opportunity for preventive intervention. (9)
The Psychological World of Adolescence: A Comparative Evaluation Between Rural and Urban Girls by Manju Dhoundiyal (2009) Renuka Venkatesh, National Institute of Public Cooperation and Development, Southern Regional Centre, Bangalore, India. Department of Community Medicine, Meenakshi Medical College, Kanchipuram, Tamil Nadu. Objective was to conduct a cross-sectional study to get an insight into the psychological world of adolescence and to study the influence of locality and school-going activity on their potential. The sample included Adolescent 240 girls. Rural (120): School going – 60; Non-school going – 60 Urban (120): School going – 60; Non-school going – 60. Tools used: (1) Strengths and difficulties questionnaire (2) Paediatric quality of life inventory (Ped's QL) (3) Kannada version of the tests prepared by a team comprising representatives of NIMHANS, M. S. Ramaiah Medical College and Karnataka Voluntary Health Association of India. The sample included Adolescent 240 girls. Rural (120): School going – 60; Non-school going – 60 Urban (120): School going – 60; Non-school going – 60. Tools used: (1) Strengths and difficulties questionnaire (2) Paediatric quality of life inventory (Ped's QL) (3) Kannada version of the tests prepared by a team comprising representatives of NIMHANS, M. S. Ramaiah Medical College and Karnataka Voluntary Health Association of India. Conclusion was that the results indicate the need for building psychological infrastructure into the social system to help adolescents grow to their potential.

A Study of the Mental Health of the Adolescents; Learning in K.B. P. Junior College by Karmaveer Bhaurao Patil (2014) from Mahavidyalaya, Pandharpur, Dist.-Solapur, Maharashtra, India. Objective was to study the mental health of rural adolescent boys and girls. The sample for the present study consisted of 100 rural adolescents equally distributed over both the sexes (50 boys and 50 girls) learning in Karmaveer Bhaurao Patil Mahavidyalaya, Pandharpur, Dist. Solapur. Tools used: Socio-Economic Status Scale by Bharadwaj (2001) and Mental Health Check list by Pramod Kumar (1992). Above results revealed that non-
significant differences existed in mental health status of rural adolescent boys and girls. Girls were found to be on the better side of mental health as compared to boys who were found to be more restless, lonely, angry and uneasy. Whereas significant differences were found in somatic health Status where boys were found to be have better somatic Health as compared to their counterparts indicating that they suffer less from somatic problems like headache, fatigue, acidity, sleeplessness etc. as compared to the girls.(33)

(7)

A comparison of mental health of urban indian adolescents among working and non working mother by Seenivasan, Caroline Priya Kumar (2014)Stanley Medical College K.Bhavani, Chennai Corporation. A total of 500 students were enrolled in this study. This Cross-sectional study on the assessment of mental health status of children of 13-16 years was conducted at two schools in the city of Chennai from the period of July 2013 to 2013. Tools used The mental health status of the students was assessed using the self-report version of the Strengths and Difficulties Questionnaire (SDQ).Conclusion was Mental health problems are common among the adolescent population in India. Early detection and effective intervention will aid in wholesome development of the future citizens of our country. The SDQ gives a practical assessment of the mental health profile of young Indian adolescents. It is a short, simple questionnaire, which could be utilized in a general practice setting to screen adolescents for mental distress particularly focusing on nuclear families with two working parents. This study can bring awareness about the mental health of children among their teachers and parents and can guide them to take necessary intervention.(62)

(8)

Mental health of school going adolescents: a comparative study Namesh Kumar, Ph. D. (2014) kuldipkaur Grewal, Ph. D.MK College Education, Jalandhar, Punjab, India CT College of Education, Jalandhar, Punjab, India Objectives were 1). To compare the mental health of male and female senior secondary school students.2).To compare the mental health of Humanities and Science senior
secondary schools.3) To compare the mental health of Rural and urban senior secondary school students. The 200 senior secondary school students from Ludhiana district, Punjab, India. Tool used Mental Health inventory developed by Srivasta and Jagdish Rai (1986). Conclusion was (1) No significant difference is seen in the mental health of boys and girls (adolescents). Thus there is no significant difference between boys and girls on the basis of the mental health is retrieved in the study (2). No significant difference is seen in the mental health of Science and Humanities group. (3). No significant difference is seen in the mental health of rural and urban adolescents. (48)

(9)

A Study of “Mental Health in Relation to Family Environment and Gender Of School Going Adolescents” by Dr. Nandkishor Choudhary (2013) Principal, Babe Ke College of Education Daudhar Moga. Objectives were (1). To find the relationship of mental health with family environment (2) To find out the difference in mental health of adolescent boys and girls (3) To find out the difference in family environment of adolescent boys and girls. Sample of total 50 males and 50 females students of senior secondary school. Tools used (1). P.G.I. Mental Health Questionnaire S.K. Verma 1978 (2) Family environment sale – Sanjay Vohra 1997. Conclusion was (1) There exist significant relation between mental Health of school going adolescent and family environment, therefore the first hypothesis is accepted. (2) There exist no significant difference in mental health of boys and girls, therefore the second hypothesis was rejected. (3) There was no significant difference in family environment of adolescent boys and girls, therefore the third hypothesis is accepted. (16)

(10)

The Mental Health of US Adolescents Adopted in Infancy by Margaret A. Keyes (2008) Anu Sharma , University of Minnesota, U.S. Objectivewas to determine whether adopted adolescents are at excess risk for clinically relevant behavioural and emotional problems. Design was differed on quantitative indicators of mental health and the prevalence of childhood disorders and whether differences exist
between internationally and domestically placed adoptees. Sample of adolescents adopted in infancy were systematically ascertained from records of 3 large Minnesota adoption agencies; nonadopted adolescents were ascertained from Minnesota birth records. The final sample included these adolescents with their rearing parents. Conclusion was Moderate mean differences in quantitative indicators of mental health can lead to substantial differences in disorder prevalence. Although most adopted adolescents are psychologically healthy, they may be at elevated risk for some externalizing disorders, especially among those domestically placed. (42)

(11)

The Long-Term Effects of Breastfeeding on Child and Adolescent Mental Health: A Pregnancy Cohort Study Followed for 14 Years Wendy H. Oddy, PhD (2010) Garth E. Kendall, PhD Jianghong Li, PhD Peter Jacoby, MS, The University of Western Australia, the National Health and Medical Research Council of Australia (NHMRC). Objectives were to determine whether there was an independent effect of breastfeeding on child and adolescent mental health. The Western Australian Pregnancy Cohort (Raine) Study method was used. The total number of 2900 pregnant women and followed the live births for 14 years. Mental health status was assessed by the Child Behaviour Checklist (CBCL) at 2, 6, 8, 10, and 14 years. The Conclusion: A shorter duration of breastfeeding may be a predictor of adverse mental health outcomes throughout the developmental phase of childhood and early adolescence. (73)

(12)

Cannabis use and mental health in secondary school Children by karin monshouwer, (2006) Saskia van Dorsselaer, Jacqueline Verduren, Tom terbogt, Ron degraaf, Europe and North America. Objective was to investigate the association between cannabis use and mental health in adolescence. This procedure resulted in a sample of 5730 students from secondary schools. Of these respondents, 97% (5551) were in the 12–16 year age group, 0.3% were younger (10–11 years old) and 2.8% were older (17–18 years old). All data were collected...
by means of questionnaires, which were distributed in classes and administered by the teachers. Conclusions was in a country with a liberal drug policy like The Netherlands, cannabis use is associated with aggression and delinquency, just as in other countries. Cannabis use was not associated with internalising problems. Alcohol use and regular smoking were strong confounding factors. (32)

(13)

Prevalence of psychological symptoms in Saudi Secondary School girls in Abha, Saudi Arabia by Khalid S. Al Gelban (2009) From Abha, Saudi Arabia. Objectives were Adolescence is characterized by rapid physiological, social and cognitive changes. Aim of the present work is to study mental health of Saudi adolescent secondary school girls in Abha city, Aseer region, Saudi Arabia. Five hundred and forty-five Saudi secondary school girls were included in the present study. A cross-sectional study was conducted in 10 secondary schools for girls using the Arabic version of the symptom-revised checklist 90 (SCL 90-R). A Mental health questionnaire that was administered to the girls by fourth-year female medical students. Conclusion was Psychological symptoms and disorders are prevalent in secondary school girls and health professionals need to be able to recognize, manage and follow-up mental health problems in young people. Further research is needed to explore the magnitude of the problem at the national level. (35)

(14)

Social Phobia Among Patients Attending the Outpatient Clinics of Buraydah Mental Health Hospital, Al-Gassim, KSA by Ashraf M El-Tantawy (2010) Yasser Mohamed Raya, Abdul-Hameed Al-Yahya, Al-Sayed Mohamed Kamal Zaki1). Department of Psychiatry, Faculty of Medicine, Suez Canal University, Egypt, 2). Department of Psychiatry, Faculty of Medicine, Zagazig University, Egypt, 3) Department of Psychiatry, Faculty of Medicine, Al-Gassim University, KSA and 4). Al-Gassim Rehabilitation Center, KSA. Objective was to investigate the prevalence, demographic and clinical characteristics, avoidant personality disorder and personality dimensions, co-morbidity of depressive disorders, quality of life
and disability of social phobia among Saudi patients. Methods used were screening of patients attending Buraydah Mental Health Hospital, outpatient clinics, Al-Gassim, Saudi Arabia. Tools like Social Phobia Inventory, ICD-10 criteria were used to diagnose social phobia, depressive disorders and avoidant personality disorder. SF-36 and WHO/DAS II were applied to assess quality of life (QOL) and disability. 30 healthy subjects were selected under the study for comparison. Conclusion was Social phobia is a major mental health problem and is associated with marked disability and low QOL. The knowledge and skills of the clinicians must be improved regarding early detection and prevention of consequences. (5)

(15)

Mental health research and evaluation in multicultural Australia: developing a culture of inclusion Harry Mina, (2013) Ritsuko Kakuma, Lay San Too, Centre for International Mental Health, Melbourne School of Population and Global Health, The University of Melbourne, Australia Victorian Transcultural Mental Health, St Vincent’s Hospital Melbourne, Melbourne, Australia Mental Health in Multicultural Australia, Brisbane, Australia Queensland Transcultural Mental Health Centre, Metro South Hospital and Health Service, Brisbane, Australia University of South Australia, Adelaide, Australia. The purpose of this study was to examine: what is known about the mental health of immigrant and refugee communities in Australia; whether Australian mental health research pays adequate attention to the fact of cultural and linguistic diversity in the Australian population; and whether national mental health data collections support evidence-informed mental health policy and practice and mental health reform in multicultural Australia. The study consisted of three components – a brief review of what is known about mental health in, and mental health service use by, immigrant and refugee communities; an examination of national data collections to determine the extent to which relevant cultural variables are included in the collections; and an examination of Australian research to determine the extent to which immigrant and refugee communities are included as participants in such research. Conclusion was while there are many positive statements of policy intent
in relation to immigrant and refugee communities in national mental health policies and strategies there is virtually no reporting by Commonwealth or State and Territory governments of whether policies that are relevant to immigrant and refugee communities are effectively implemented. It is not possible, on the basis of the data collected, to determine whether immigrant and refugee communities are benefiting from the mental health system reforms that are being actively carried out. The majority of Australian mental health research does not adequately include immigrant and refugee samples. On the basis of the findings of this study eight strategies have been recommended that will contribute to the development of a culture of inclusion of all Australians in the national mental health research enterprise.(25)

(16)

Integration of Mental Health/Substance Abuse and Primary Care by Mary Butler, Ph.D., M.B.A. (2008) Robert L. Kane, M.D.Donna McAlpine, Ph.D. Roger G. Kathol, M.D. Steven S. Fu., M.D., M.S.C.E.Minnesota Evidence-based Practice Center, Minneapolis, Minnesota. Objectives was to describe models of integrated care used in the United States, assess how integration of mental health services into primary care settings or primary health care into specialty outpatient settings impacts patient outcomes and describe barriers to sustainable programs. Randomized controlled trials and high quality quasi-experimental design studies were reviewed for integrated care model design components. Use of health information technology (IT), and reimbursement structures of integrated care programs within the United States. There is a reasonably strong body of evidence to encourage integrated care, at least for depression. Encouragement can include removing obstacles, creating incentives, or mandating integrated care. Encouragement will likely differ between fee-for-service care and managed care. However, without evidence for a clearly superior model, there is legitimate reason to worry about premature orthodoxy.(43)
Dating violence among a nationally representative sample of adolescent girls and boys: associations with behavioural and mental health. Ackard DM (2003) Neumark-Sztainer D., Hannan P.J GendSpecif Med. University of Minnesota, Minneapolis, USA. Objective was to determine the prevalence of adolescent dating violence, associations between dating violence and behavioural and mental health, and the percentage of youth who remain in potentially harmful relationships due to a fear of being hurt if they leave. Sample of 3533 youth in 9th through 12th grades completed the Commonwealth Fund Survey of the Health of Adolescent Boys and Girls. Adolescent dating violence is prevalent among both girls and boys and is associated with detriments to behavioural and mental health. Youth in potentially harmful relationships may remain due to fear of being physically hurt if they leave. Clinical implications addressing both girls and boys are discussed.

Association of adolescent risk behaviors with mental health symptoms in high school students by Sion Kim Harris, Ph.D., (2000) Jeannie S Thrall (M.P.P.), Elizabeth R Woods M.D (M.P.H.) Society of Adolescent Medicine annual meeting, Arlington Virginia. A secondary data analysis of the 1992 Massachusetts Adolescent Health Survey. Associations were assessed using Chi-square, and phi/contingency coefficients, and logistic regression analyses to predict the odds of reporting depression/stress. Sample of 2224 ninth and twelfth grade students was performed. Conclusions was Female gender had greater than threefold increased odds of reporting depression/stress. Other associations, with some gender differences, include older age, physical fights, non-use of birth control, lack of a healthy diet, and use of tobacco.

Body image, perceived pubertal timing, and adolescent mental health by Judith M. Siegel (Ph.D) (1999) Antronette K. Yancey, M.D. Carol S. Aneshensel,
Objectives to examine the impact of gender, racial-ethnic group, and perceived pubertal timing on body image and adolescent mental health. A three-stage, area probability sample was selected which included 877 teens (13–18 years) with diverse social and demographic characteristics. Interviews in English or Spanish were conducted in person. The content emphasized emotional distress and problematic behaviour, exposure to social stressors, coping resources and behaviours, and socioeconomic and demographic characteristics of the adolescent and his or her family. Conclusion was Negative feelings about their bodies contribute to the higher prevalence of depressive symptomatology and lower self-esteem among girls. African-Americans appear to be take pride in their bodies in a manner that sets them apart from other teenagers, suggesting they hold a different ideal. Relative to teenagers of other racial-ethnic backgrounds, Hispanics may be at elevated risk for mental health problems. (28)

Prevalence, severity, and unmet need for treatment of mental disorders in the World Health Organization World Mental Health Surveys by Demyttenaere K, Merikangas KR, Anthony JC, von Korff MR, Wang PS. America, Europe, Asia, Middle East, Africa. Objective was to estimate prevalence, severity, and treatment of Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV) mental disorders in 14 countries (6 less developed, 8 developed) in the World Health Organization (WHO) World Mental Health (WMH) Survey Initiative. Face-to-face household surveys of 60463 community adults conducted from 2001-2003 in 14 countries in the Americas, Europe, the Middle East, Africa, and Asia. Conclusion was Reallocation of treatment resources could substantially decrease the problem of unmet need for treatment of mental disorders among serious cases. Structural barriers exist to this reallocation. Careful consideration needs to be given to the value of treating some mild cases, especially those at risk for progressing to more serious disorders. (30)
2.4 REFERENCES OF ADJUSTMENT

(1)
A Comparative Study of Adjustment Problems of High and Low Achievers in Higher Secondary School of Gwalior City (M.P) by Anita Gaur (2013) Asst. prof. dept. of Education Institute of Professional Studies, Gwalior. Objectives were 1) To investigate the achievements of students of high school level and to categorize them as low, average and high achievers. 2) To investigate and establish a correlation between the adjustment problems of high and low achievers. 3) To suggest measures for improvement in performance of low achievers. 4) To enrich knowledge skills of high achievers. The descriptive survey method has been adopted to carry out the study. A 100 sample was selected from the population for observation and analysis from five girl’s higher secondary schools of Gwalior city (M.P.) Tools used Higher secondary adjustment inventory prepared by A.K. Singh and A. Sengupta has been used and applied on selected sample. The findings of this study indicates towards the importance of adjustment problems related to home, health, emotions, social, school etc. The young student whose scholastic performance is unsatisfactory is a serious loss to the society. Hence it is justified from educational point of view that the fundamental purpose of teaching is to help the learner to do better academically. Low achievement problem needs an urgent solution. It should not remain neglected for long. The society requires well adjusted and mentally healthy citizens. The present study may help the parents and teachers to understand the children adjustment problems in a better way. (3)

(2)
A study on adjustment of higher secondary school students of durg district by Smt. Vandana Chauhan, (2013) Asstt. Professor, Shiva college Bhilai. Objectives were (1) To study the total adjustment of higher secondary students. (2) To study the educational adjustment of higher secondary students. (3) To study the emotional adjustment of higher secondary students (4) To study the social adjustment of higher secondary students (5) To classify the students based on
their adjustment scores. 51 boys and 60 girls were randomly selected from higher secondary schools of Durg district of Chhattisgarh state. Tools used Adjustment Inventory for school students” by A.K.P. Sinha and R.P. Singh. The findings of the present study indicate that there is distinction between male and female student in their adjustment. The female student have good and excellent adjustment. The female student have good and excellent adjustment level when compared to the male students. (66)

(3)

Empathy and personality traits as predictors of Adjustment in Indian youth by Yashwant K. Nagle, Kalpana Anand (2012), Defence Institute of Psychological Research, Defence Research and Development Organization, Delhi, India. The sample consisted of 52 young male adults (17-22 years) from southern and central part of India who volunteered for the study involving ‘empathy, adjustment and personality’. Tools used 1). The empathy quotient (EQ) that is a self-administered forced choice scale 2). The internal consistency of the Empathy quotient, measured by Cronbach’s alpha coefficient was used. 3) The Jackson personality inventory the most psychometrically sound measures of personality. 4) Bell’s adjustment inventory revised (1962) was used in this study. Level of empathy that emerged from the sample of young adults is above average as the average score is 46.2 (mean=46.2, SD=10.6) that indicates the good ability for understanding how other people feel and responding appropriately and they know very well how to treat people with care and sensitivity. Low scores on BDI indicate that young adults had narrow range of interests, remain uninterested when exposed to new activities and also had few hobbies. Sample showed low scores on complexity, which indicates that they prefer concrete to abstract interpretations, avoid contemplative thought and uninterested in probing for new insight. (74)

(4)

Psychological Adjustment: A Comparative Study of Sahayak and Permanent Teachers by Dr. Pankaj S. Suvera, Assistant Professor, Department of Psychology,
Aims were 
1) To study of the psychological adjustment among Sahayak and permanent teachers. 
2) To study of the psychological adjustment among the male and female teachers. 
3) To study of the effect of interaction on psychological adjustment among the types of teachers and sex.

Sample in this study consist of 120 subjects the sample were selected in different schools in Sabarkantha district. The teachers which were randomly selected in their 60 were Sahayak and 60 were permanent from that 30 male and 30 female used to study by Sahayak teacher and the other 30 male and 30 female were used to study by permanent teachers. The following tools were used 
1) Personal Data sheet: A personal data sheet developed by the investigator, 
2) Psychological Adjustment Scale: Psychological adjustment scale developed by “Bell” which translated by “Bhatt” (1994) was used.

Conclusion was 
1) The psychological adjustments of permanent are better than the Sahayak teachers. 
2) The psychological adjustments of male are better than the female teachers. 
3) There is significant interaction effect between the types of teacher and sex on psychological adjustment.

(17)

A Comparative Study of the Psychological Adjustment Among Graduate and Post Graduate Student by Ramesh O. Prajapati Sardar Patel University VallabhVidyanagar- 388120 Gujarat. Objectives were 1) To study of the psychological adjustment among graduate and post graduate students. 2) To study of the psychological adjustment among male and female students. 3. To study of the effect of interaction on psychological adjustment among the types of education and sex. Sample, in this study consisted of 140 subjects the sample were selected from different colleges in V.V.Nagar (Anand, Gujarat). Tools used 
1) A personal data sheet developed by the investigator 
2) Bell psychological adjustment scale developed and translated in Gujarati language by Bhatt, (1994).

Conclusion was 1). There is significant mean difference between the psychological adjustment of the graduate and post graduate level student. There is more psychological adjustment in post graduate then graduate students. 
2) There is significant mean difference between the psychological adjustment of the male
and female college student. There is more psychological adjustment in female then male college students. 3) Interaction between types of education and sex has no significant effect on psychological adjustment.(54)

(6)

A Study of Adjustment Level of Adolescents from Foster Home and Biological Families by Asmita Dhyani and Ritu Singh, Department of Human Development and Family Studies, G.B.P. U. A. and T., Panthag 263 145, Distt.U.S. Nagar, Uttarakhand, India 2013. Objectives were 1) To assess the adjustment level of adolescents being reared lives with his/her birth parents and a foster home. 2) To compare the adjustment level of adolescents from same family type across gender. Sample of Adolescents from foster home were selected by census method. The entire population of SOS Bhimtal’s 14-18 year old adolescents studying in Hermann Gmeiner School (45) and equivalent percent (45) of respondents for the second sample was picked up using random sampling method from Hermann Gmeiner School, itself. Tools used Adjustment Inventory by A.K.P Sinha and R.P. Singh (2007) for the Indian population. It is really heart-warming to notice that in order to work for the welfare and safety of vulnerable orphan and destitute children and adolescents, numerous quality foster homes are being set up in different regions of our country. But unfortunately, inspite of receiving the superior quality care and nurturance in foster homes like SOS it is very difficult for these sensitive adolescents to get rid of the earlier distressful life experiences. These early experiences somehow get embedded in the psyche of adolescents and even after receiving a good quality substitute to natural home, they face difficulty in forming stable cohabiting situations and establishing integrated social relationships in their community.(8)

(7)

Topic:- Emotional Maturity and adjustment level of college students by Armin Mahmoudi, Department of Studies in Education, Yasouj branch Islamic Azad University, Yasouj, Iran. For this study a sample of 160 post graduate students were selected from different colleges of Yasouj city through convenience sampling.
method. The present study is a correlation research where the dependent variable is level of adjustment the dependent is their emotional maturity the manipulation in independent variable is done through selection method not by direct manipulation. The design used here is one group repeated trial correlation research design. 1) Emotional maturity scale developed by Yashvir Singh and Mahesh Bhargava (1984). And 2) Asthana's (1967) adjustment Inventory were used as a tool. The result shows that in the emotional maturity scale the mean score of the female students were found to be students on the adjustment inventory. Both in emotional maturity scale and in adjustment inventory norms refer that less mean score indicates higher emotional maturity and adjustment while higher mean score indicates less emotional maturity and less level of adjustment. (7)

(8)

Topic: - Social Intelligence and Adjustment of School and College Studentsecondary School Students Education by Dr. Vipinder Nagra, Assistant Prof., D.A.V. College of Education, Hoshiarpur, Punjab, India. Objective was to assess family environment of adolescent girls and its impact on their socio emotional adjustment. A consolidated list of secondary schools of this city was obtained and a random sample of 200 secondary school students was selected from these schools belonging to Hoshiarpur city of Punjab (India). Tools used 1) Social Intelligence developed by Dr. N.K. Chadda and Ms. Usha Ganesan. 2) Adjustment Inventory for School Students developed by Prof. A.K.P. Sinha and Prof. R.P. Singh. Conclusion was the hypothesis 2, 3, 5 and 6 are accepted highlighting that there exists no significant difference between government and private as well as boys and girls secondary school students on the basis of social intelligence levels and adjustment levels. Results of study conducted by Gnanadevan (2007) and AlMakahlel & Ziadat (2012) also highlighted that there exists no gender differences in relation to social intelligence. (21)

(9)

Role of Family Environment on Socio-emotional Adjustment of Adolescent Girls in Rural Areas of Eastern Uttar Pradesh by Deepshikha and
Three colleges of rural areas in district Faizabad were selected to represent the population under study. The list of adolescent girls between the age group of 17-18 years from three selected colleges was prepared. One hundred adolescent girls were selected from the list by simple random sampling without replacement. Tools used Standardized Family Environment Scale and Adjustment Inventory for School Students were used to find out the socio-emotional adjustment of adolescent girls in rural areas. From the above results it is concluded that all the family environment factors, viz. cohesion, expressiveness conflict, acceptance and caring, independence, active-recreational orientation, organization and control together showed significant role in socio-emotional adjustment of adolescent girls at 1 per cent, 5 per cent and 10 per cent probability level of significance.(13)

Adjustment of School and College Studentsecondary School Students with Respect to Gender and Residence by JoymalyaParamanik, BirbalSaha, BhimChandraMondal, Department of Education, Sidho-Kanho-Birsha University, Purulia, WB, India .Sponsored Teachers’ Training College, Purulia, WB, India. Objective was 1) To compare the differences in family adjustment, school adjustment, peer adjustment and overall adjustment with regard to gender and residence. 2) To study the interaction effect between independent variables i.e. between gender and residence with respect to family adjustment, school adjustment, peer adjustment and overall adjustment. Sample 471 secondary school students were randomly selected from 8 secondary schools out of which 4 from urban area and 4 from rural area of Purulia district, West Bengal. The Cronbach coefficient of Adjustment Inventory as a tool. The findings of the present study indicate that there exist significant differences between the secondary school students on the basis of gender but no difference was found locale where they reside. (27)
Adjustment of College Freshmen: the Importance of Gender and the Place of Residence by Lama M. Al-Qaisy, Department of Psychology, Faculty of Education, Tafila Technical University P. O. Box (179), Tafila, 66110, Jordan. Objective of this study aims at finding out the effect of gender and place of residence on the adjustment of freshmen in the university. The university has over 3000 students of which over 1174 are freshmen. The sample consisted of (70) students living out of Tafila, and (47) students living in Tafila. 1. CAS (College Adjustment Scale) 2. Barthelemy and Fine created the College Adjustment Scale in (1995) and published by College Student Journal tools were used. Results of the study indicated that new students coming from other cities are not able to adapt to university because of the difference, the built environment to the location of the university, in addition to the sense of alienation from family and friends.

A study on self concept of higher secondary students in relation to social adjustment by Velmurugan, K and Balakrishnan, V, Department of Education, Annamalai University, Annamalai Nagar-608 002, Tamil Nadu, India. Objectives were 1). To study the social adjustment of the following higher secondary school student 2). To study the self concept of the following higher secondary school student. 3). If there is any significant difference in the self concept among higher secondary school students with respect to their 1. Gender 2. Locality 3. Type of Family 4). Whether there is any significant difference in the social adjustment among the higher secondary school students with respect to their. 1. Gender 2. Locality 3. Type of Family 5). To find the Relationship between social adjustment and self concept among higher secondary school students. Sample of as many as 100 higher secondary school students in Ariyalur dist in Tamil Nadu. Tools like 1). Social adjustment inventory by Romapal-1985 2.)Self concept inventory by Mohsin-1979 Method of study. It is concluded Social adjustment among higher secondary school students is highly favourable and self concept of the higher secondary school students is unstable. Further there is no significant relationship.
exists among the higher secondary school student’s social adjustment and self concept.(70)

(13)

Anxiety and Adjustment Pattern of High and Low Academic Achievers by Dr. Shashi Kala Singh. University Department of Psychology, Ranchi University, Ranchi. The present study makes an attempt to examine the effect of anxiety and overall adjustment among high and low academic achievers. The sample of the proposed study will be selected from the Ranchi District. Hundred (100) college students studying in B.A. Final will be selected by a stratified random sampling technique. Tools like 1. Personal Data Questionnaire. 2. Sinha Anxiety Scale 3. MohsinShamsheed Adaptation of Bell’s Adjustment Inventory (Hindi Form). were used. The result showed that more number of high achiever had high anxiety than the low achievers. When the correlation between high achiever and anxiety was calculated, it was found that high achievers had high anxiety. Daulta (2008), De and Singh (1970) and Gupta (1970) among several others have also reported that the high achievers tend to be more stable and adjusted in different situations than the low achievers. (19)

(14)

Group-based parent-training programmes for improving emotional and behavioural adjustment in children age three and under by Barlow J, Smailagic N, Ferriter M, Bennett C, Jones H. Objectives were) establish whether group-based parenting programmes are effective in improving the emotional and behavioural adjustment of children three years of age or less (i.e. maximum mean age of 3 years 11 months); b) assess the role of parenting programmes in the primary prevention of emotional and behavioural problems. The results for each outcome in each study have been presented, with 95% confidence intervals. Where appropriate the results have been combined in a meta-analysis using a random-effects model. The findings of this review provide some support for the use of group-based parenting programmes to improve the emotional and
behavioural adjustment of children with a maximum mean age of three years eleven months. There is, insufficient evidence to reach firm conclusions regarding the role that such programmes might play in the primary prevention of such problems. There are also limited data available concerning the long-term effectiveness of these programmes. (12)

(15)

A Study of Social Adjustment of School and College Students Studying in Secondary and Higher Secondary School in Relation to Certain Variables by Shri Arpit. Objectives were To study of social Adjustment of School and College Students in relation to their gender. And To study of social Adjustment of School and College Students in relation to academic level. In the present study Approximately 220 sample was selected in each category for the research study. Adjustment inventory (HSAI) was prepared by A.K. Singh and A. Sengupta was used. There is no significant mean difference in relation to boys and girls. There is no significant mean difference in relation to secondary and higher secondary level students. (64)

(16)

Academic Stress and Adjustment Among High School Students by Akbar Hussain, Ashutosh Kumar and Abid Husain, Jamia Millia Islamia Patna Training College Jamia Millia Islamia, New Delhi Patna University, Patna New Delhi. Out of 100 students, 50 were taken from public school and the remaining 50 were taken from Government school of Delhi. Tools like 1. The Academic Stress scale was developed by Sinha et al., (2003). 2. Adjustment scale developed by Sinha and Singh (1971) was administered on the sample. Thus, it may be concluded that private school students by and large suffer from higher level of academic stress than their Government school counterparts. Not only that their level of adjustment was also much poor than the Government school students. As far as relationship between the academic stress and adjustment is concerned inverse relationships between the two variables were found for each group of sample which was
indicating the academic stress not only impedes academic performance but also adjustment to a greater extent. (2)

(17)

Adjustment and academic achievement of higher secondary school student by Taviyad mansingbhai s., 2 prof. Yavantbhai h. Patel., 1 Assistant Professor, Department of psychology, S.P.T. Arts and Science College Godhra, Gujarat 2 Associate Professor, Department of Psychology, Vidyanagari Arts College, Himmatnagar, Gujarat. Objective of it is to study and compare various component of adjustment such as family adjustment, health adjustment, social adjustment, emotional adjustment and overall adjustment of higher secondary school students with regards to gender. 2. To study and compare academic achievement of higher secondary school students with regards to gender. In present research 50 male and 50 female students of higher secondary school were randomly selected from Himmatnagar city. Tools used by 1). Adjustment inventory by R.K. Ojha 2). academic achievement Adjustment inventory by R.K. Ojha. It is Concluded 1. Male adolescent differ significantly on health adjustment as compare to female adolescents. 2. Male adolescent differ significantly on social adjustment as compare to female adolescents. 3. Male adolescent differ significantly on emotional adjustment as compare to female adolescents. 4. Significant difference is existed between male and female adolescent on academic achievement. (69)

(18)

Children's Adjustment in Conflicted Marriage and Divorce: A Decade Review of Joan b. Kelly, ph.d., Dr. Kelly is Assistant Clinical Professor, Department of Psychiatry, University of California at San Francisco, and former Executive Director, Northern California Mediation Center, Corte Madera. Key empirical studies from 1990 to 1999 were surveyed regarding the impact of marital conflict, parental violence, and divorce on the psychological adjustment of children, adolescents, and young adults. Conclusions was while children of divorced parents, as a group, have more adjustment problems than do children of never-divorced parents, the view that divorce per se is the major cause of these
symptoms must be reconsidered in light of newer research documenting the negative effects of troubled marriages on children.(26)

(19)

Early Puberty and Childhood Social and Behavioral Adjustment by Fiona K. Mensah, Ph.D. Jordana K. Bayer, Ph.D., M.Psych. (Clinical) Melissa Wake, M.D. John B. Carlin, Ph.D. Nicholas B. Allen, Ph.D. George C. Patton, M.D. The Longitudinal Study of Australian Children recruited a nationally representative cohort of 4,983 children at age 4–5 years in 2004. This analysis includes 3,491 of these children (70.1%) followed up at ages 6–7, 8–9, and 10–11 years, with a completed parent report of stage of pubertal maturation at age 8–9 years. Parents reported behavior difficulties Strengths and Difficulties Questionnaire and psychosocial adjustment Paediatric Quality of Life Inventory at all four waves from ages 4–5 to 10–11 years used as a tool. Children with early puberty have different patterns of behaviour and social adjustment from the preschool years through early adolescence. At least in part, the association between early-onset puberty and poor mental health appears to result from processes under way well before the onset of puberty.(24)

(20)

Parenting styles on Academic Achievement of Adolescents by Shalini Aiyappa, Dr. Balakrishna Acharya, Assistant Professor & Research Scholar, Department of Psychology, St Aloysius College, Mangalore. The study examined the influence of parenting style on academic achievement of adolescents. The sample comprised of 973 Pre University college students ranging in age between 16-18 years studying in second year Pre University in Dakshina Kannada and Udupi districts of Karnataka. The participants were administered Buri’s parenting style questionnaire (1991). Academic achievement was measured based on the grades obtained in the tenth grade public examination. Data was analyzed using descriptive statistics, correlation and backward regression analysis. The findings of the present study have important implications for parents and educational institutions. Parents and schools should realize that academic achievement is affected by parenting styles,
of which authoritative styles has more positive impact on academic achievement. At the school level parent education programs should be incorporated and parents and teachers should come together as collaborators in enhancing the academic achievement of adolescents.(63)

2.5 THEORETICAL ROLE OF STUDY

2.5.1 Theoretical Role of Students:

In the Indian life style, Vedas possess an important place. The Vedas are in the backdrop of Indian culture and education. The word ‘ved’ has been born’ out of the root word ‘vid’, which means ‘to know’ (to acquire knowledge). In the Vedas, education means ‘attaining knowledge’. (83)

In the Vedic age, education system was marked by the gurukul system. The students used to acquire knowledge by living in the gurukul or the ashrams of the Gurus. Initially, education was religious but then worldly education was even being provided.(83)

Primary education was given at the age of 8 years and it was known as ‘samner’. The procedure of entering into the primary education was known as ‘pravijya’. After completing the 12 years’ education as a ‘samner’, the student has to go for the ‘upsampada sanskara’ (religious ceremony enjoined by the shashtras) as a beggar. The one who succeeds in the sanskara ceremony is forever acknowledged as a member of the ‘Baudh Sangha’ (relating to Buddha and Buddhism).(83)

A student means the one who is inclined to acquire knowledge; the one who grasps knowledge. In the ancient times, the system of ‘varnasrama’ (Hindu social division of four stages of life) was established by dividing the 100 years life
of a person into four parts or ‘ashrams’, in which the time from the birth of a child to the age 25 years was acknowledged as ‘brahmcharyashrama (celibacy)’.(31)

In the ancient time it was necessary for a student to follow celibacy. A celibate means the moral, sincere man, who worships the ‘parbrahma (the infinite God)’.

In the Atharvaveda, there is the following importance shown of brahmcharyashrama:

- By following celibacy, a king becomes able to protect the rashtra, the nation.
- The one who has become virile by following the celibacy is chosen by the girl as a husband.
- By following the austerity of brahmcharya – celibacy, it was possible for the deva – the divine beings to pass the death even without being affected.

The whole misconducts of the world power are born out of the mysterious powers of celibacy.

It was compulsory for the students to follow celibacy because…..

(1) Celibacy can remove the physical and mental perversions.
(2) The body becomes healthy and virile.
(3) The person becomes smart.
(4) The purity of body and mind is retained.
(5) The student can focus on the studies.
(6) The study of the pure Vedas can be done effectively with concentration.
(7) Celibacy was compulsory to create the pure character of students.(31)

It is told about celibacy that…

“Indra, the king of devas, had followed the each and every custom of celibacy in his childhood and that practice helped him to be the supreme protector of the deva.”

In the ancient times, the relationship of the student and the teacher was more emphasized. A teacher was given total respect by each and every. The student
believed the teacher to be their God. For the student, a teacher was having similar place to that of Brahma, Vishnu and Mahesh – the three God known as trinity. (31)

A teacher was believed to be the form of the supreme God because a teacher was able to lead the student to ultimate peace given by the Supreme God.

Here, the student’s modesty is described. The teacher illumines the student by removing the imprudence with the help of his own knowledge.

The student should look at their teacher with extreme respect and should give respect as one gives respect to the king, parents or God.

To prioritize the Guru, it is said that a teacher or a Guru teaches the letters of alphabets to a students and for that a student will always be unable to pay the Gurudakshina (fees).

In the ancient India, there was no outer control on the field of education. State government or any other political factor was not allowed to interfere in the matters of education. It was the responsibility of the than Kings to provide the proper atmosphere to the scholar teachers and Pandits to teach their students without any outer hurdle or obstacle.

Thus, in the ancient time the value and belief regarding students and their Gurus, was of the higher respect and priority.(83)

2.5.1.1 What is a Student?

A student means the one who studies, the one who follows the path of learning. Normally, when we define a student, we define it through the education that a student gets. For this, first of all, it must be understood that what do we mean by ‘learning’, and so the teacher or a Guru who teaches a student is not at all less important.
A teacher prompts the hidden abilities of a student to come out and through that creates a human being who is the merger of emotional unity, inviolacy, independence and expression.

With the medium of education, not only a person, society and nation develop thoroughly but also it nurtures the nation’s social, cultural and spiritual legacy. Education itself is a process of ‘Sanskara’ (manner). The motive education cannot be limited to the mere learning and developing the intellect, but the growth of a child’s moral character as well as cultural character should also be included in this process. For the more clear perception of this fact, the following definitions should be given an understanding glimpse:

(1). That which makes a human able to work for the benefit of people and that which makes a person mannered is known as the ‘learning’.

- Yagyvalkya

(2). Education means the training of decorum and the love for nature.(31)

- Kautilya

(3). That which makes person able to gain the good characteristics of ‘learning’ and that which makes a person able to leave the ignorance and stay happy forever is ‘education’. (83)

- Swami Dayanand Saraswati

(4). By education I mean an all-round drawing out of the best in child and man’s body, mind and spirit.

- Mahatma Gandhi

(5). The highest education is that which does not merely give us information but makes our life in harmony with all existence.

- Rabindranath Tagore
(6). Education is something which makes a man self-reliant and self-less.
   - Rigveda

(7). Education is that whose end product is salvation.
   - Upanishad

(8). Education according to Indian tradition is not merely a means of earning a living; nor it is only a nursery of thought or a school for citizenship. It is initiation into the life of spirit and training of human souls in the pursuit of truth and the practice of virtue.
   - Radhakrishnan

(9). Education develops in the body and soul of the pupil all the beauty and all the perfection he is capable of.
   - Plato

(10). Education is the child’s development from within.
   - Rousseau

(10). Education is the recreation of sound mind in a sound body. It develops man’s faculty specially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty.
   - Aristotle

(11). Education is enfoldment of what is already enfolded in the germ. It is the process through which the child makes the internal – external.
   - Froebel

(12). Education is the harmonious and progressive development of all the innate powers and faculties of man – physical, intellectual and moral.
   - Pestalozzi
(13). Education is the development of good moral character.

- J. F. Herbert

(14). Education is not a preparation for life, rather it is the living. Education is the process of living through a continuous reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his environment and fulfill his possibilities.(59)

- John Dewey

2.5.2 THEORETICAL ROLE OF EMOTIONAL MATURITY

The human life is being swifter with the scientific and technological progress. As soon as the Indian society is moving forward for the material developments there are increasing cases of emotional and social stress, disturbance and anxiety. Emotional maturity has been an important factor of the human development. The person who is emotionally mature can control their emotions, while a child studying in standard 8th does not have any control over its emotions. As soon as the child grows older they find in themselves the social changes, emotional stability, thoughtfulness and business skills.(4)

The different definitions of ‘emotional maturity’ are as following:

(1). Emotional maturity has been defined as an array of capabilities, competencies and skills that influence one’s ability to cope with environmental demands.


(2). Emotional maturity, like personality maturity in general, has often been investigated by referring to individual’s self-conceptions.

(3). It is said to have the control over oneself and being able to tolerate the stress more important. (50)

– Cole (1954)

(4). Emotional maturity is characterized by the ability to integrate multiple emotional perspectives to form flexible and differentiated representations of oneself, others and situations. (4)

- Allport (1961), Heekman Coats and Blanchard Fields (2008)

(5). Emotional maturity as the degree to which the person has realized his potentials for richness of living and has developed his capacity to enjoy things, to relate himself to others, to love and to laugh, his capacity for whole heartedness. (4)

- Skinner (2001)

(6). Dosanjh (1956) has stressed on the adjustable personality. He believes the ability of a human to work in the flow of feelings, to have the stability and to be able to go through stress as the emotional maturity of a person. (4)

(7). Good (1981) has stated that emotional maturity refers to emotional patterns of adult who has progressed through the inferior emotional stages characteristic of infancy, childhood and adolescence and is not fit to deal successfully with reality and in adult love relationship without under emotional strain.

According to Murray (2004), the characteristics of an emotionally mature person are as following:

- They are able to gain on their own and to give in.
- They can face the reality.
- The way they can acquire the same way they can let go also.
- They have the positive attitude towards life.
- They are able to face the frustration.
- They are capable of creating stress-free environment.
Thus, the emotionally mature person has the positive attitude towards life, they do not envy with anyone or feel jealous of and also they do not show their anger to everyone like a small kid. They are always happy and satisfied. Moreover, they are free from stress, anxiety and frustration. Thus, when a person show their emotions in accordance with the environment than that person can be called a completely emotionally mature person.

2.5.3 THEORETICAL ROLE OF MENTAL HEALTH

Life is chequered. Human being feels happiness and that shows that their is mentally healthy. When a human being is very sad or disappointed then it shows that there is mentally upset. In short, life is structured in such a way that it passes through many emotions. A person cannot develop or accompany these emotions, their feels mental conflicts and so this conflict leads to him/her being mentally upset. Normally, it is believed that if a person is seen physical healthy and if there are no visible signs of any disease then their is healthy. But this belief is a mistaken one. Mental health is adjoined to the physical health.

Barnhart defines the mental health as, “a state where all the emotions are collected in the stable state of self – respect.”

For the physical health, healthy food, water, medicines, treatment, exercises, yoga is necessary. If a person does not care for the above mentioned matters then also their will not be able to gain peace and so it will lead to a life continuously marked with stress and frustration. Today, it is necessary to focus on the mental health to come out of the rapid and stressful life. Otherwise, one can fall the victim of stress, anxiety, conflicts, addiction, quarrels, terrorism etc.

Many researches and studies have been done on the subject and many are being still conducted which will be helpful in guiding the humans.
In the world, lots of people are suffering from mental illnesses whose reasons seem to be impossible to finalize. Because of mental strain people have become addicted to drugs and alcoholism. 20% to 30% people are having one or the other kind of problems.

Thus, 21st century is the age of anxiety. Dr. Sarvpalli Radhakrishnan has said that, to win the card game of life, it is necessary for us to be aware of ourselves and then it does not make any difference whether the person is an Indian or anyone else. In India, people are not aware even about the physical illnesses then their being aware about the mental disease is the question out of concern. Yet, there are many researches conducted on this matter and there are practical ways which have been established to make people aware about. The motive is that of making people aware of the facts and able to fight and retain their health on their own.

2.5.4 THEORETICAL ROLE OF ADJUSTMENT

Adjustment is a process which runs throughout the life. A human being is never habituated to live alone and so it is necessary for a human to adjust with each and every situation and people. Aristotle has said that a man is a rational animal and so a human has to adjust in each field and at every moment.

Obstacles or problems in the process of adjustment are liable to generate conflict in a human being and so maladjustment is born out of it. It affects the mental health and the feelings are even hurt because of it. The studies of adjustment in Psychology will be helpful and guiding to the society. These studies will be able to direct the students whenever they will be facing troubles and conflicts.
Adjustment is called ‘sumel’ or ‘anukulan’ in Gujarati which means ‘to adjust properly according to the situations’ or ‘to convert ourselves according to the time and place.’ Walman in his Psychological dictionary says about Adjustment the following way: “Adjustment is the harmonic adaptation of the environment, in which the ability of a person to satisfy their needs and the power to overcome the social and material obstacles is included.”(34)