Chapter-II

Review of Related Studies
REVIEW OF RELATED STUDIES

Many researches have been conducted in this area. Some of them are as follows:

Peterson, (1984) described the design and methods of a study of the mental health of adolescents and introduces 3 (Three) succeeding paper based on this research. In this study 2 cohorts of 6th graders were followed through the 8th grade to investigate psychological development cognitive abilities and school achievement and the greater identity, instruments included the Bem Sex Role Inventory and Group Embedded Figures Test.

Gavshon (1990) conducted a psychoanalytic study “The analysis of a latency boy” The development impact of separation divorce and remarriage and described the case of a highly intelligent unhappy 9 year old boy who was failing to function academically and socially. The cumulative stress between the parents resulting in divorce and remarriage affected the child, who had a predisposition to anxiety. The analytic process and the areas in which treatment helped to restore the patient to the path of normal development are described.

One another psychanalytic study conducted by Cohem (1990) on Enduring sadness’ early loss and vulnerability, describe a boy and a man
who suffered from early disruption in their families. The child entered analysis at age 7 yrs and the adult entered at age 31 yrs. Their father played prominent roles as caregivers during protracted periods and buffered the traumatic loss of their mothers. Both Ss had family histories of depression, and both developed depressive and characterological difficulties marked by disturbance in the regulation of aggression, with sadistic and masochistic features. Their early childhood & experience of recurrent loss, longing and anger were reconstructed during psychoanalysis was therapeutically useful in relieving acute symptoms and in helping both Ss move ahead in their development. Aspects of the development of character are described, with emphasis on the roles of loss and the representative of aggression.

Grozevie (1991) reviews the literature on single person who adopt and argues that agencies should increase their recognition and recruitment of this nontraditional form of the family as a resource for the adoption of children with special needs. Findings show that most single parents are (1) Females, (2) more likely to adopt older children (3) less likely to adopt siblings groups or be a father parent who adopted a child and (4) have lower income than couples. Marital status seems to have little, if any effect on adoptions outcome. Single parent families were as nurturing and viable as dual parent families. A single adult unencumbered with the demands of a marital relationship, may be able to give the kind and amount
of involvement and nurturing needed by some children who had severely damaging experience.

Gibson and Noble, (1991) describes small successful children’s institution that offer a creative program for single mothers and their families. The program provide a 24 hour child care facility on the campus that provides residential services for the entire family over several months, the staff help with family problems such of income housing, abuse and other family dysfunctions and prevention of separation.

Amato and Booth (1991) described on consequence of parental divorce and marital unhappiness for adult well-being and Social forces and surveyed 152 adults who had experienced parental divorce (PRD) as children and 1091 adults whose families remained intact (FRI). PRD Subjects scored lower than FRI on measures of psychological, social and marital well being but not on measures of socio-economics adequacy. FRI Ss who described their parents as unhappy married exhibited lower levels of well being than did FRI Ss who described their parents-child relations and multiple divorce on the part of parents were particularly problematic. PRD Ss experiencing low-stress parental divorces did not differ from FRI Ss who grew up in happily intact homes.

Somary and Emery (1991) conducted research on Emotional Anger and grief in divorce mediation and explored sources and function of
emotional anger in divorce, especially in relations to the process of grief, adoptive and detrimental effects of anger in mediation and implications for the practicing mediation are considered. It is suggested that, although some anger and conflict are adoptive during divorce assistance in dealing with anger during mediation improve post-divorce communication, cooperation and satisfaction. The goal of mediation, therefore, should not be eliminate anger, even when its expression may be unpleasant to all involved, including mediators. Rather, the goal of mediation should be to help partners prevent adoptive anger from becoming maladaptive in the settlement process.

Linn (1991), describe about a mature unwed mother in Israel and socio-moral and psychological dilemmas and lifestyles. He interviewed 50 unwed mothers (aged 50-45 yrs) in Israel who deliberately decided to give birth as single mothers when they were even the age of 30. The Ss equated autonomy with the creation of attachment, interdependency and the actualization of the innate need for motherhood. Ss viewed marriage and the legitimate and conventional way of child bearing as the ideal way of life. Realizing that they could not obtain the ideal man and/on the ideal family relationship of mother, father and child they decided to choose “second best” and “at least” have a child. They viewed themselves as possessing the same right as married women to actualized the natural sense
rights as married women to actualize the natural sense of motherhood. The Ss viewed their children as their connection to the society, in which they lived and therefore did not see their children as obstacles to getting married.

Cherlin, Frustebberg, & others (1991), investigated the effects of divorce on children who were in 2 parent families during the initial interviews at age 7 in the British Data and at ages 7-11 in the US data. British and US Ss were reinterviewed at age 11 and ages 11-16, respectively, children whose parents divorced or separated between the 2 time points were compared to children whose families remained intact. For boys, the apparent effect of separation or divorce on behaviour problems and achievement of the later time point was reduced by considering behaviour problems, achievement levels and family difficulties present at the earlier time point for girls, the reductions in the apparent effect of divorce occurred to a lesser extent once preexisting conditions were considered.

Gupta (1991) analyzed gender stereotypes and the self-concept of college students (70 male and 70 female). Subject rated ‘man’ and ‘woman’ and ‘me’ on seven-point scale incorporated 4 factors, namely evaluation (good-bad), potency (strong-weak), activity (active-passive) and under stainability (predictable-unpredictable). “Woman” was rated as more
pleasant, less nonviolent, more sensitive, less strong, less active, less suspicious, more predictable and more emotional than man. Subjects rated themselves more favorably in comparison to ‘man’ than in comparison to “woman”. Men rated themselves to be more sensitive, more dependable, more cooperative and less emotional as compared to the self evaluations of women, self-concepts of male and female subject were similar with respect to intelligence, outgoings, happiness, strength and rationality.

_Jagawar (1992)_ studied on 880 adolescent 13 to 20 years of age, studying in middle schools, high schools and colleges of Amravati (Maharastra) have taken as sample, results indicated that perceived self (PS) was found to be settle over 13-17 years, being highest at 14 and significantly low at 18 as compared to it. From 18 onwards again it rises. The findings show the opposite trends in the development of the perceived self of the two sexes. The curve for the male is like that of the combined sample described above. The perceived self of the females is at its low level in the beginning of the adolescence, it rises reaches highest at 16 years and then declines slowly, reaching the lowest at 20 years. This may be due to the different treatment given to the sexes in Indian homes.

_Mishra (1992)_ conducted a study and concluded that achievement motivation scores and scholastic achievement scores of boys and girls differ significantly.
Verma and Thakur (1993) found that male and female students have differed only in behaviour and physical appearance and attribute dimensions. When behaviour dimension is considered, it has been observed that female students have shown more positive behaviour pattern than male. It shows that females think themselves to be more obedient, well-behaved, cheerful and realistic. Similarly in physical appearance and attribute dimension of self-concept also female have shown more positive self-concept than males, it reveals that females thinks themselves better in physical appearance having pleasant face, nice hair, good figure and pretty eyes. Except the above referred dimensions of self-concept, in all other dimensions namely-intellectual and school status, anxiety, popularity, happiness and satisfaction as well as global self-concept male and female subjects have not significant, rather they have shown almost equal self-concept.

Lekhi and Kaur (1995) investigated and found out that academic achievement is positively and significantly related with intelligence, study habits and achievement motivation.

Mittal (1997) compared the self-concept and scholastic achievement of 100 students of Grade 12 (age 15 to 17 years) in Agra City. Subjects were daughters of working and non-working mothers, 50 were daughters of working mothers (teaching profession) and 50 were daughters
of non-working mothers. All subjects took the Bhatnager’s Self-concept inventory and a scholastic achievement test. Findings show that the two groups did not differ in any of the areas of self-concept and scholastic achievement.

Maikhuri and Pande (1997) examined the relationship between self-concept and academic achievement in a sample of 200 college students of both sexes between 16 to 18 years of age. Subjects were administered Pratibha’s Self-concept inventory and information on their academic achievement was collected. Analysis of the scores revealed no significant correlation between academic achievement and self-concept. However, significant differences were observed in the academic achievement of the high and low self-concept groups.

Singh (1997) investigated gender differences in self-concept and social conformity on a sample of 200 graduate students. Results revealed that males had more positive self-concept than females. Males scored higher on health and sex appropriateness, abilities, self-confidence, worthiness, sociability and emotional stability whereas females scored higher on time satisfaction, beliefs and conviction and feelings of shame and guilt components of self-concept.

Tickoo and Jagdish (1997) studied the relationship between achievement motivation and mental health among 100 male students in a
senior secondary school. Results revealed a significant positive relationship between achievement motivation and mental health.

*Ensing, Scherman, & Clark, (1998)* examined intimacy levels among college students in relation to family structure and conflict and investigated the association between parental attachment and divorce, conflict and intimacy. 101 college students (aged 21-47 years) completed questionnaires concerning marital conflict, parental attachment, and attitudes about love, sex and intimacy. Intimacy was negatively correlated with parental conflict and divorce. Divorce and higher levels of conflict were associated with lower levels of intimacy in student’s romantic relationship.

*Bajpai (1998)* studied the effect of sex, locale and age on the self-concept of tribal adolescents while comparing the perceived, ideal and social self-concept of tribal and non-tribal students. The results found that nontribal students obtained significantly higher scores on perceived self and social self but significantly lower scores on ideal self than their tribal counterparts. Within the tribal groups, significant effect of sex, locale and age on the self-concept of the subjects were observed.

*Gyanani (1999)* investigated sex difference in global self-concept and its different dimensions. A sample of 230 students (170 girls and 123 boys) of XI class was selected through the purposive and
randomized technique from the eight intermediate colleges of Agra City. In order to study the sex role in the adolescents global self-concept and its different dimensions, the mean and S.D. values for boys and girls alongwith the critical ratio values between them were calculated. The obtained results showed that in global self-concept sex differences do not exist. Though on the basis of mean and S.D. values the girls have bit higher self-concept than the boys, but the difference is not found statistically significant.

_Sharma (1999)_ investigated the relationship between type of personality based on guna and self-concept. Results revealed that sattva personality was positively correlated with self-concept. Rajas personality was positively correlated with self-concept but negatively with job satisfaction. Neither self-concept nor job satisfaction was significantly correlated with tamas personality.

_Voss and Margolese (2000)_ discovered that parents-child relationship undergo important transitions during adolescence, including the time spent with parents and a shift from dependency to mutual reciprocity. Parents play a significant role in supporting secure attachment during these transitions.

_Jha (2001)_ assessed the influence of social class, family system and family occupation on the experience of loneliness. The results indicated that higher levels of loneliness were associated with middle class
socio-economic status (SES), nuclear family and entrepreneurial occupations. Upper and lower class SES, joint family system and bureaucratic occupations were associated with low levels of loneliness. None of the interaction effects other than those of social class and family system were significant.

*Neeraj (2002)* conducted a study on 474 senior secondary students in Moga and Faridkot, the results revealed that there exists significantly difference between boys and girls in respect to achievement motivation.

*Patel and Power (2002)* assessed the relation between modernity and parental child rearing practices and the relation between adolescent modernity and parental child rearing. Fathers, mothers and adolescents belonging to 50 Hindu, Gujarati families completed questionnaires assessing the modernity of their attitudes. A high correlation was noted between parental and adolescent modernity. Parental modernity predicted the nature of parental child rearing values and practices and parental child rearing values predicted adolescent modernity. Though there was a slight difference in the findings for mothers and fathers, parental modernity was linked to individualistic child rearing values and practices and parents who valued individualistic characteristics in their adolescents had sons and daughters who reported the highest levels of modernity.
Madnawat & Prakash (2002) studied the self-concept of 100 destitute women ranging between 16-18 years. A pretest-post test design was used to evaluate the effect of Vocational Training Programme on self-concept. Intervention effects indicated a gain in the post training phase changes in self-concept was high in nature. Sandler’s A test a non-parametric tool was employed for analysing data, which indicated significant differences in the post-test scores.

Singh and Kaur (2003) studied 100 students of class 10th from four English Medium School of Abohar and Malout in Punjab. They found that academic achievement and achievement motivation of students are positively correlated.

Niranjan (2004) studied the personality and self-concept of male and female students and found that male students have significantly high self confidence and dominance personality. The male students have significantly better self-concept as emotional stability, health and physical appearance than female students. The female students have significantly high temperamental quality as persistence.

Gakhar & Asseema (2004) investigated the influence of self-concept stress, locality and gender on the academic achievement and reasoning ability on a sample of 769 male & female adolescents by employing a 3×2×2 three factor factorial design. It was revealed that rural
adolescents had greater academic achievement than urban ones and interaction also existed between sex and area, while affecting achievement. In addition to it self concept stress and locality both affects the reasoning ability.

*Mishra (2004)* investigated the effect of parental encouragement on self-concept of higher secondary girls. The sample of the study consisted of 200 girls drawn from higher secondary colleges of Allahabad city. The result of the study revealed that the parental encouragement had a positive and significant effect on self-concept of higher secondary girls.

*Singh & Ahmad (2004)* studied the impact of parent child relationship on development of self-concept. For this purpose 280 male & 185 female (465) with age range of 9 to 14 years were administered self-concept questionnaire along with a personal and social data sheet to examine the effect of parent child relationship on different dimensions of self-concept of the children. The findings reveal that parent child relationship affects significantly to the social self-concept of the children, but the other dimensions like physical, temperamental, educational and moral as well as educational are not affected by the relationship between a child and his parents.
Vashistha (2004) studied the parental encouragement as a determinant of self-concept and scholastic achievement in visually challenged children. The result revealed that visually challenged children with low self-concept have low academic achievement. The parental encouragement have favourable effect on self-concept & academic achievement of visually challenged children.

Devi and Latha (2004) studied the self-concept of adolescents in scheduled tribes and non-tribes. The result indicated that non-tribes had higher self-concept than scheduled tribes. No significant age and gender differences found. The results of the study suggest that the child development specialists and psychologists should get involved in planning various programmes for parents of scheduled tribes and also for teachers to highlight the importance of adolescent period to the development of positive self-concept which leads to the development of good personality.

Gawali (2005) studied the impact of caste and gender on self-concept of 108 junior college students (54 boys and 54 girls). The results showed that caste does not significantly effect the self-concept but the gender significantly effect the self-concept. The boys had significantly better global self-concept than girls.

Sangwan and Sood (2005) studied the effect of age, ordinal position and family type on the self-concept of pre-adolescents (47 boys &
53 girls). The results of the study reveals that age, family type and ordinal position of the pre-adolescent were significantly correlated with the self-concept. It was also found that self-concept was not significantly related to the gender of the pre-adolescents.

*Ojha (2006)* studied the sense of deprivation and self-concept of orthopedically handicapped adolescents. The results revealed that orthopedically handicapped differ significantly with regards to self-concept. The result further indicated that orthopedically handicapped female scores significantly high on sense of deprivation in comparison to able bodied counter parts (female). It is also seen that orthopedically handicapped female adolescents have negative self-concept in comparison to able-bodied counterpart adolescents female.

*Singh, Chaudhary and Asthana (2006)* studied the mental health of high and low emotional intelligent adolescents (200 male and 200 female). The results revealed significant difference in mental health status of the aforesaid two groups, indicating better mental health of high emotionally intelligent adolescents. High and low emotional intelligence group differ significantly in all the dimension of mental health. High emotional intelligence group score lower on egocentrism, alienation, emotional unstability and social non-conformity showing better mental health in comparison to low emotional intelligence group.
Higgins (2007) conducted a study on 196 adolescent boys and girls, to measure middle school transitional experience. The findings showed overall, gender can affect the transitional experience of adolescents.

Suman, Jha & Kumar (2007) investigated the level of achievement motive, anxiety and power motive among scheduled caste (Bantar, Musahar, Paswan & Ram) subjects. The results revealed that all the four caste groups did not differ significantly on achievement motive and anxiety. But a significant difference was found in between Bantar & Ram and Musahar & Ram in respect of power motive.

Bamman and Ksheersagar (2008) studied the self-concept and academic achievement among students. The results revealed that in comparison to rural students showed greater self-concept related responses than the urban ones and urban students perform better than rural students.

Sharma (2008) studied the effect of self-concept on school environment of ninth grade pupils (51 girls and 49 boys). The result of the study revealed that the self-concept did not have any effect on the school environment as the value of ‘t’ was not found significant even at 0.10 level.

Tripathi & Bhatia (2008) studied the gender and socio-economic status influences on self-esteem. The findings indicated a
significant effect of gender on self-esteem of the subjects. The effect of socio-economic status on self-esteem was found insignificant. The interaction effect of gender and socio-economic status was also found insignificant.

*Kalyanidevi & Madhuri (2008)* also studied the parental employment, grade & gender on social maturity of adolescents and found there was no significant difference in social maturity of adolescent and parental employment. The significant differences were found in the dimensions such as interpersonal adequacy and social adequacy. But there is no significant grade and gender differences were observed.

*Bala, Agarwal & Sarna (2009)* studied the gender differences as associated with mental health of the college going students of various faculties. It is revealed that the boys had greater emotional stability, adjustment and intelligence than girls students of Art faculty. In addition, girls had greater security insecurity feeling than boys among the students of Arts faculty.

*Ranjana (2009)* studied the mental health of boys & girls. The results revealed that boys are high on three indices of mental health as overall adjustment, self-concept & intelligence than their counterparts females. The females have been found scoring high on emotional stability,
autonomy & feeling of security-insecurity. The girls have significantly high insecurity than boys.

*Sharma & Malhotra (2010)* examined the motivational correlates of the tribal and non-tribal females. The results revealed that on need achievement, in tribal sample, crafts(+) agricultural activity (+) and fine arts (+) are the significant predictors contributing 16% of variance, whereas on nontribal sample political value (-) and medical (+) have emerged as the significant contributors explaining 9% of variance. The results also showed that on need achievement, in tribal sample, sports (+), political value (-), social value (+), aesthetic value (-) and technical activity (-) have emerged as the significant predictors contributing 9% of variance whereas, in non-tribal sample vocational maturity (+), technical interest (+), aesthetic value (-), economic value (+) and outdoor activities have explained 14% of variance by turning out to be best predictors.

*Ansari & Aijaz (2010)* studied the stress, health & positive thinking and highlighted the role of positive thinking in managing stress and how positive thinking can be handy for living healthy life.

*Bhattacharjee (2011)* studied the impact of gender and community on locus of control and self-esteem among undergraduate students. The findings revealed significant impact of gender and
community on locus of control and self-esteem of the study subjects, which further showed that male students were more internally oriented and they possessed high self esteem in comparison to female students. The tribal students were externally oriented as well as they possessed low self-esteem than their non-tribal counterparts.

*Chahal & Kaur (2011)* studied achievement motivation of adolescents among intact families & orphanges. It was found that there was statistically nonsignificant difference between the achievement motivation of adolescents of intact families and orphanges. But it was found out that there was statistically significant difference between the achievement motivation of girls and boys adolescents of intact families and orphanges at 0.05 level of significance.

*Joshi & Jogsan (2011)* examined private self-consciousness and psychological well being among students of Arts, Commerce & Science faculty. The results revealed that gender significantly effect the psychological well being. The stream (art, commerce & science) also significantly effect the self-consciousness & psychological well being. The interaction effect of gender & stream also significantly effect the psychological well being at 0.01 level.
*Upamanyu & Others (2012)* examined perceived social support in relation to depression, anger, anxiety, psychoticism, neuroticism & locus of control. The findings revealed that perceived social support is negatively associated with depression and psychoticism. It is equally significant to emphasize that anger in and anger out are non-significant predictors of social support both for male & females. As Indians very emotional, they believe in forgetting or repressing things. Anger expression or suppression does not affect their perception of the social support.

The research studies mentioned above reveal that gender, type of parents (single and double) has varying effect on the mental health, selfconcept and social motives of undergraduate students. Although The above research findings are contradictory and conflicted yet they are enlightening. The present endeavor explores the role of gender and type of parents (single & double) in the mental health, selfconcept and social motives among undergraduate students.