CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Every piece of ongoing research needs to be connected with the work already done to attain an overall relevance and purpose. A literature review is designed to identify related research, to set the current research project within a conceptual and theoretical context. So reviewing the related literature becomes one of the most indispensible parts of the research project. It is link between studies already done and the proposed research project. It works as a light house not only with regard to the quantum of work done in the field but also enables us to perceive the gaps and lacunas in the field of research concerned.

Review of related literature makes sure that the researcher is not repeating the work that someone has already done. Sometimes, when the proposed research has already been done, then it provides the researcher an option to modify the work by adding the new perspective altering some of the methods of research, to make the research more valuable. The other research reports may also be relevant from the point of view of the project as they provide some clues to the puzzle by suggesting a hypothesis, which may be the subject matter of the project under study. It also helps in highlighting difference in opinions, contradictory findings and different explanations given for their conclusions and differences by different authors. In a broader context Hart (1998) lists the following purposes of a review:

- Distinguishing what has been done from what needs to be done;
- Discovering important variables relevant to the topic;
- Synthesizing and gaining a new perspective;
- Identifying relationships between ideas and practice;
- Establishing the context of the topic or problem;
• Rationalizing the significance of the problem;
• Enhancing and acquiring the subject vocabulary;
• Understanding the structure of the subject;
• Relating ideas and theory to applications;
• Identifying methodologies and techniques that have been used;
• Placing the research in a historical context to show familiarity with state-of-the-art developments.

To quote Best (2008) “Practically all human knowledge can be found in books and libraries, unlike other animals that must start anew with each generation, man builds upon the accumulated and recorded new knowledge of the past. His content adding to the vast store of knowledge makes possible progress in all areas of human endeavors”.

There is hardly any research project which is totally unrelated with research that has already taken place. Usually every individual research project only adds to the plethora of evidence on a particular issue. Unless the existing work, conclusions and controversies are properly brought about, most research work would not appear relevant.

The review of literature is very essential and significant aspect of any pinpointed scientifically sound research project. It helps in actual planning and the execution of any research work. A familiarity with the literature of any problem helps the researcher to discover what is already known. What they have attempted to find out, what methods of attack have been promising or disappointing, what problems remain to be solved? A number of researches conducted over a period of time throw enough light on the multidimensional aspect of study. The careful review of available literature in the form of encyclopedias, monographs, journals, periodicals, abstracts, books and other source of information on the problem similar to the one being investigated, is one of the important steps in the planning of any research.

It sharpens research objectives, suggests what variables should be eliminated being non-meaningful, it helps in avoiding repetition and in exploring new dimensions to the existing body of knowledge in the concerned area. It is a fruitful source of hypotheses.
and it helps to demonstrate the relationships between completed research and topics under investigation. The study of literature is important as it acts as a guiding pillar not only with regard to extent of work done but it also enables investigator to perceive the gaps in the concerned area of research. The related studies stimulate and encourage, the investigator to go deep into the intricacies of the problems and also enable to derive respective conclusions.

Finally the review of related literature involves writing the foundation of ideas into a section for the joint benefit of the readers and the researchers. It provides a summary of the thinking and research necessary for them to understand the study. It is presumed that the survey of the related studies will make the present investigation more direct and to the point. Though it may not be necessary as well as possible to dive a detail review, still an attempt has been made to provide a precise and comprehensive account of the results of the studies, directly or indirectly related to the research project under investigation.

2.2 EMOTIONAL MATURITY

Several researchers share the general hypothesis that parent adolescence interactions that encourage differentiation and also sent a message of acceptance and connection should facilitate positive outcomes including healthy identity, perspective taking skills, ego development and self-esteem (Mauser et al., 1984; Eccles, et al., 1991; Allison & Sabatelli, 1988). The normative task in adolescence could be the same for both boys and girls to develop a healthy balance between autonomy and ties with parents but it is more of a challenge to disengage from the parents for the girls than it is for boys. In our culture, boys experience more conflict with their parents and are less likely to accept parental regulations as appropriate, whereas girls are more emotionally dependent on their parents. Sexual roles and gender differences lay different paths for boys and girls in developing autonomy.

Research on gender differences in development of autonomy reveals several inconsistencies. Douvan and Adelson (1966), Coleman (1961) suggested that boys develop autonomous behavior more rapidly than girls. On the other hand, recent literature of Steinberg & Silverberg (1986) found emotional autonomy during early
adolescence to be greater among girls, with girls scoring high on self-reliance scales.

There also exist cross-cultural differences in the development of autonomy. In India, parent’s views are generally accepted. **Kakar (1978)** observed that the strong ties to family continue into adulthood, with continued emotional dependence on family, particularly on mother. Indian girls spend much less time with peers as they are given less freedom of movement (**Bharat, 1977**; **Biswas, 1992**) states, that the traditional, affectional, religious and economic bonds that create family cohesion are weakening. "Nucleation has depleted the emotional surround of the individuals". Indian adolescents are gradually moving to achieve autonomy and reducing dependency on parents.

**Nirmaljit Kaur (1982)** made a 'study on relationship between emotional maturity and teaching attitude of teacher-trainees'. She concluded that there is positive co-relation between two variables.

**Arya A (1984)** conducted a study for emotional maturity and value of superior children in family. The objectives of the study were to found relationship between intelligence and emotional maturity of boys and girls separately. Second objective was to find out relationship between intelligence and values of boys and girls. The study find that superior boys and girls do well on the emotional maturity tests, superior intelligence showed high relationship with emotional maturity.

**Sarabjit Kaur (1984)** in her thesis 'Effect of intelligence and her emotional maturity on academic achievement of graduate level students concluded that there is somewhat significant differences exist among science and arts students with respect to intelligence and emotional maturity.

**Larsen and Juhasz (1985)** reported that positive attitude towards parenting was associated with high level of social emotional maturity and with knowledge of child development.

**Tyagi (1985)** pointed out that emotional maturity was positively correlated to personal, social and overall adjustment and female subjects scored higher on emotional and overall maturity.
Mishra (1987) conducted a study on the hostel life of university students and found that hostellers were emotionally more mature as compared to non-hostellers.

Dean and Bruton B. T. (1989) examined the relationship of emotional maturity with alienation and social background factors and reported inverse relationships between alienation and emotional maturity.

Chaudhary and Bajaj, (1993) compared the emotional maturity adolescents staying at home and at orphanage and concluded adolescents staying with parents at home had high level of emotional maturity as compared with their counterparts staying at orphanage.

Kaur, P. (1994) conducted a comparative study of emotional maturity, adjustment patterns and personality patterns of Physical Education teachers. She found that Physical Education teachers differ significantly from General Education teachers as far as their emotional maturity is concerned.

Kaur, J. (1995) conducted a study on the impact of attitudes of violence and non-violence on the levels of emotional maturity and adjustment patterns of college going students. She found that most of the college going girls are more emotionally stable as compared to college going boy students. She also summarized that 'emotional maturity is the ability to govern disturbing emotions'.

Arya, A. (1997) studied the emotional maturity and values of superior children in family and found that superior boys and girls did well on the emotional maturity test. Superior Intelligence showed high relationship with emotional maturity of children.

Chauhan and Sharma, (1997) conducted a study to measure the feeling of insecurity, emotional maturity, creative thinking and vocational interests of the girl child laborers. They concluded that there is no significant difference in the emotional maturity of girl child laborers and the normal ones.

Adhikari, G.S. (1998) studied the difference in emotional maturity between University students and University teachers in India. 200 male and 200 female University students and 150 male and 150 female University teachers were administered a Hindi version of the Swamulyanka Prashnawali by R.R. Tripathi and Rastogi (1982). The emotional maturity scores of male teachers and females teachers were higher than those of the
students.

**Landau, E. (1998)** related giftedness to child's intelligence and found that even the highest intelligence cannot reach its full realization if it lacks emotional maturity.

**Landau (1998)** pointed out that even the highest intelligence cannot reach its full realization if it lacks emotional maturity.

**Sangeeta, (1998)** viewed that emotional maturity is a stage, which is achieved after a long period and it is very essential in human life. A person will be called emotionally mature when he is able to display his emotions in an appropriate degree with reasonable control.

**Anju, (2000)** found that there exists a positive and significant relationship between emotional maturity and intelligence of student which implies that more intelligent the person is, more emotional mature he is. The relationship between emotional maturity and intelligence of girls came out to be significant.

**Judith (2000)** concluded in his study that adolescents in well differentiated family systems were characterized by higher levels of psychosocial maturity and emotional independence and males’ adjustment remains lower than females in poorly differentiated family systems.

**Kaur, S. (2000)** found significant relationship between emotional maturity, school, home and psychological environment. Girls were found to be more emotionally mature than boys. Rural students were found to be more emotionally mature than urban students.

**Mukherjee, J. (2000)** pointed out that emotionally mature people are mentally healthy, well adjusted and high on emotional intelligence.

**Wallerstein et al. (2000)** reported that despite many adjustment difficulties, adolescent show many positive changes such as impressive development of emotional maturity.

**David J. Landry and Jacqueline E, Darroch (2002)** in his research topic ‘Journal Summary on Emotional Education’ says the, environmental factors do affect the physical and emotional maturity of child.
**Landry and Darroch** (2002) found that environmental factors do affect the physical and emotional maturity of a child.

**Mohan**, (2002) in his speech, discussed emotional maturity as related to mental health and adjustment of teachers and concluded that the development of healthy emotions in both male and female teachers can lead to effective performance in teaching.

**Cori Young** (2003) in his research paper 'Child Emotional Influences Genetic Expression' says that if a child has emotion; security only then he/she can enter in an area of positive-expression and he/she will learn to locate others with whom they can safely share their feeling, their real selves.

**Gakhar, S. C.** (2003) conducted a study and concluded that there was a significant difference in the emotional maturity of hostellers and day scholars.

**Ronald E. McNairs** (2004) in his research on 'Learning pace of school children in regard to emotional maturity' found that students with a higher level of dedication, commitment, desire and emotional maturity can make effective learning and learn as much as they want.

**John Templeton** (2004) in his report on 'Emotional Maturity of Children reveals that children who have low emotional maturity have very complex attitudes and policies and are not very social.

**Angela Kelly** (2005) in GHA Program regarding 'Mental and Emotional Maturity' says that adolescents are the best candidates to identify a student's potential for research in these areas and further says that adolescent needs special care in this age because emotions are really high and they become sad due to small conflicts.

**Darwin Nelson** (2005) in his research related to 'Emotional Intelligence and Emotional Maturity' says that if we want our children to be emotionally mature, we must focus on their early childhood education; which affect certain level of social and emotional maturity.

**Peter Lichtenberg** (2005) conducted a study on 'Emotional Maturity across Life Span' and found that only that man has ability to work with others who has emotional maturity and stability. He focused on ageing as well as personality and emotional maturity across
life span in his research work.

**Terry Levy and Michael Ollans (2005)** support corrective attachment therapy by attachment disorder, experts says that parent's attachment history definitely affect current level of emotional maturity. Milliken also did research on a similar therapy in 2000. He said that children, who are over pampered, lack in independence.

**Geeta S., Vijaylaxmi A. (2006)** conducted a study on impact of emotional maturity on stress and self confidence of adolescents and found that adolescents with high emotional maturity have significantly higher stress and self confidence than those with lower emotional maturity.

**Pam W. (2009) conducted a study on** emotional maturity in adolescents lags, even though they may reason as well as adults.

**Nanda P., Chawla A. (2010)** impact of age and family type on emotional maturity of urban adolescent girls and concluded type of family has definite impact on emotional maturity.

**Shah and Sharma (1984)** found if parents want their children to achieve better, they should provide and maintain in the family, highly congenial atmosphere. **Albers et al. (1986)** showed that disturbed family functioning predicted poor quality of later intimate relationships among adolescents.

**Lau and Kwok (2000)** concluded that a cohesive, orderly and achieving family environment is conducive to more positive development among adolescents. **Williamson (2006)** observed that college students possessing strong positive feeling towards recollection of early childhood family influences also possessed greater confidence in themselves and in others as well as greater perceptions of academic self-efficacy.

Thus, a young person's social adjustment is not a thing apart, but is closely linked with his adjustment to his home and school relationships. It usually follows that an adolescent who experiences a normal and well-integrated home and school life carries over into all his other associations a similar wholesomeness of attitude and control of behavior. **(Verma and Sangita, 1991; Field at al, 1995; Kokko and Pulkkinen, 2000 and Lai and Mcbride-Chang, 2001).** Moreover, the cause of an adolescent's social
maladjustment often can be traced to a home environment in which the teen-ager has had little or no opportunity to experience cooperative group living.

The perusal of review of related literature provides a picture reflecting on home environment operational in different socio-cultural settings. The review of related literature pertaining to the variable, under investigation provides certain indications that may be briefly summed up as under:

Personality formation as a function of home environment has been a focus of a number of researches (Forman and Forman, 1981; Shulman et al., 1987, Storm and Zevan, 1990; Marjorjbanks, 1996; Lau and Kwok, 2000; Kaurand Jaswal, 2005; Lakshmi and Arora, 2006; and McMicheal, 2006).

Adolescents' perceptions about home environment have also been found to show varied and conflicting results (Richardson, 1984; Sputa and Paulson, 1995; Al-Simadi and Atoum, 2000).

Poor home environment has been reported to have long term effects on adolescents' lifestyle (Albersetal. 1986; Olsson et al., 1999; Lai and McBride-Chang, 2001; Madu and Malta, 2004; Powell, 2006; and Lee et al. 2006)

*Broken home has been found to have ill effects on adolescent development (Forehand and Thomas, 1992; Kurdokand Fine, 1993; and Sun, 2001).

Substance use among adolescents has been reported to have an association with home environment (Naughton and Krohn, 1988; Brinson, 1992; Koko and Pulkkinon, 2002; Henry et al., 2004; and Nash et al, 2005).

2.3 SELF-ESTEEM

Self-esteem is a concept that a person has regarding his own self which consists of any evaluation that he makes of himself or whatever feelings he has about himself. Infact, what a person thinks about himself comprises the attitudes and feelings that he has about himself. Self-esteem means the value ascribed by the individual to himself and the quality of the way he views himself.
Cohen, A.R. (1959) and Scotland, E. (1961), Self-esteem is an individual's evaluation of his own worth and abilities. They suggested that an individual's self-esteem affects the evaluation he places on his performance in a particular situation and propose that individual with high self-esteem may react with expectation of success, while those with low self-esteem may have expectations of failures.

Bledsoe, 1964; Brookover, Thomas and Patterson, 1964 and Bodwoin (1962) indicate that children with high self-esteem perform better in their school work than children with lower levels of self-esteem. It appears that children who feel better about their abilities to perform and who expect to do well actually perform better in school.

Brookover et al., 1965, it also seems that a partnership between parents and schools is not only desirable but necessary if a child’s self esteem is to be maintained at a positive level.

Quimby ,1967; and Shaw and Alves,1963, studies indicate that student’s who are unsure of themselves or who expect to fail are inclined to stop trying and just give up

Elder, E. (1968), Self-esteem is a feeling of personal worth influenced by performance, abilities, appearance and judgments of significant others.

Battiskich, Solomon & Delucchi (1973) found that people with high self-esteem claim to be more popular than people with low self-esteem. They are more likable as they are more confident and enterprising individuals as compared to people with low self-esteem who suffer from self-doubts and insecurities.

Brissett, D. (1973), considers Self-esteem as encompassing two different socio-psychological processes: self-evaluation and self-worth. Self-evaluation is the process of making a conscious judgment regarding the social importance or significance of the self; whereas self-worth is the "feeling of self which refers to a sense of personal competence and security.

Deborah, F.Sylvia, O Neil, Constance, F and Kathryn, M.V. (1975) investigated sex differences in preadolescent self-esteem. It was predicted that male self esteem would be greater than female self-esteem only among the older children of pre adolescent sample.
Battle, J. (1977) did not find significant differences between boys and girls on a measure of self-esteem but self-esteem scores tend to increase with maturity. The mean self-esteem scores for men attending college were higher than those for women in college.

Carmines, E.G. (1978), Self-esteem is feeling of being satisfied with oneself and the firm confidence in one's worth. Persons with low self-esteem manifest a variety of adverse personality traits. They tend to be ridden negative, depressed, anxiety prone, afraid of failure and psychologically vulnerable in contrast to persons with high self-esteem who are well integrated.

German, R.B. (1978), Self-esteem is the esteem attached to the self as it is known to the individual.

Rao, Nalini (1978) examined the relationship between self esteem and socio-economic status, sex mother’s education and employment, religion and caste and found significant relationship between self esteem and social class, sex, cast, and birth-order.

Seidner, C.J. (1978) investigated the interactive effects of sex and locus of control in predicting the self esteem of 42 male and 41 female 6th grader. Boys scored higher than girls on the Cooper Smith self esteem inventory and similar measure of self esteem.

Davis, S, F.; Bremer, S.A.; Anderson, B.J. and Tramill, J.L. (1980) examined the relationship between self-esteem and gender in undergraduate college students and found that males showed significantly higher self-esteem scores than females.

Elrod, M.M. and Crase, S.J. (1980) studied sex differences in self esteem and investigated whether one sex has higher self esteem other results indicated that boys had higher self esteem than girls.

Dagenais, F. (1981) found self-esteem score correlated with personality factors indicating positive relationship with emotional maturity, psychological adjustment and intellectual behavior.

Koffman, S. and Lips, H.M. (1981) investigated sex differences in self-esteem and performance expectancies and reported significant sex differences in self-esteem and in performance prediction, with males showing greater self-esteem and predicting higher
scores for themselves.

**Helbing, J.C. (1983)** observed that high self-esteem subjects were found to be optimistic, self-assured and sociable, and they viewed themselves as capable. Low self-esteem subjects felt inadequate, uncertain and depressed. Their relationships with other people were less positive and they did not rate their own capabilities as high.

**Bridle, M.J. (1985)**, Self-esteem is the product of evaluation process that involves judgment about the self.

**Furman, Wittenberg and Reis (1988)** examined a variety of interpersonal behaviors of adult college students. It was found that students high in self-esteem were better on interpersonal skills. They were better at initiating relationship, better at disclosing things about themselves, better at providing emotional support to others and significantly better even at managing interpersonal conflicts.

**Muthiah, P.N. (1988)** defines the standard of education in terms of integrated personality development. Self-esteem is an important aspect of personality; a determinant by behavior and such it leads the individual to behave in accordance with their own views about themselves. Teachers who define themselves mostly in positive and favorable ways are said to have high self-esteem and the teachers holding negative views about themselves have low self-esteem.

**Kawash, G.; Clewes, J. and Keating, L. (1990)** investigated relationship of self-esteem with personality factors. Results suggest that self-esteem can be differentiated clearly from other personality factors while retaining significant correlations with some of them, most notably anxiety.


**Saracoglu, B.; Mindcn, H. and Wilchesky, M. (1990)** reported that for group with learning disabilities and without learning disabilities, self-esteem correlated positively with general self-efficacy. Both variables correlated positively with adjustment.

**Zuckerman, D.M. (1990)** reported that for both men and women, levels of stress and reactions to stress were associated with self-esteem, interpersonal self-confidence and
self-concept. Women reported that they were under stress, they experienced more symptoms of anxiety and were more likely to express their anger and feelings; men reported that they became more active in response to stress.

Compton, W.C. (1992) conducted research on variables associated with mental health and psychological adjustment and suggested that use of positive illusions can be associated with high self-esteem and psychological adjustment.

Greenberg, J.; Solomon, S. and Rosenblatt, A. (1992) conducted three studies to assess the preposition that self-esteem serves as anxiety buffering function and found that raising self-esteem would reduce anxiety in response to positive personality feedback.


Corsini, R.J. (1994), in Encyclopedia of Psychology used the term self-esteem to refer to some hypothetical overall or global level of self-evaluation. The common assumption is that global self-esteem represents some combination of self-evaluation based on various behaviors and attributes.

Miller, H.R.; Davis, S.F. and Hayes, K.M. (1994) examined the relationship between interpersonal flexibility and level of self-esteem and found that interpersonal flexibility and self-esteem were positively related.

Lakey, Tardiff & Drew (1994) noted that people low in self-esteem report more negative, aversive social interaction more stressful life events and less social support than people high in self-esteem.

Zervas, L.J. and Sherman, M.F. (1994), Self-esteem is the affective or evalulative component of self perception and positive self-esteem is considered crucial for psychological and emotional well-being.

Sabeson, S. and Raghavan, T.V.A. (1995) conducted a study on higher secondary school teachers and found that there was no significant difference in self-esteem between male and female teachers, government and private school teachers.
Stratton, R. and Hayes, N. (1996), Self-esteem is personal evaluation which an individual makes of her or himself; the sense of their own worth; or capabilities.

Shopiro, H.J. And L.W. (1997) found that females had a higher measure of self-esteem than males. However, this difference was non-significant.

Frone (2000) in the workplace, people with high self-esteem claim to get along better with their co-workers (although not with their supervisors) compared with people with low self-esteem.

Di Paula and Campbell (2002) examined the relationship between level of self-esteem and knowing when to quit. He concluded that compared with low self-esteem participants high self-esteem participants persisted more after a single failure, but less after repeated failures when an alternative was available.

Dobson (2002) found that self-esteem affects behavior in organizations and other social settings. Individuals with high self-esteem take risks in job selection, are attracted to high status occupations and are more likely to choose unconventional or nontraditional jobs than individuals with low self-esteem. Those who have high self-esteem may receive more favorable evaluations from organizations, recruiters and receive more job offers.

Prema and William, D.R. (2005) found people with high self-esteem are willing to put their ideas about themselves to test. They are successful in academic, athletic and social pursuits. Self-esteem is largely an acquired trait, and hence, every individual has the power to change their self-esteem.

Elizabeth M., Eric W. Lindsay (2008) studied health status and peer relationships in early adolescences and found role of self esteem in determining the quality of children’s peer relationships varies depending on children’s health status.

Eliana M. Perrin, Jeanne Boone (2010) perception of overweight and self esteem during adolescence.

Golan Sahahar, Henrich C. (2010) found self esteem was weaker in early adolescents than in mid late adolescents although formal tests revealed that these differences were statistically significant for early adolescent’s boys not girls.
Roberts J. Gunes I., Seward R. (2010) studied impact of self esteem, family rituals, religiosity and participation in conforming activity upon delinquency and found that self esteem does not appear to be an important variable when explaining delinquent behavior.


John T., Jose A. (2011) studied promoting self esteem in adolescents – influence of wellness factors and found that counselors choosing to create wellness counseling programs based on this study are encouraged to document their strategies and results as models for others.

Seabi Joseph (2011) studied relating learning strategies, self esteem, intellectual functioning with academic achievement among first year engineering students concluded that students who are not only aware of their learning strategies, but are also able to prepare effectively for taking exams, are more likely to be successful.

2.4 HOME ENVIRONMENT

Jagannadhan, (1986) conducted a study on "Home Environment and Academic Achievement" and he concluded that there is a strong association between home environment and academic achievement.

Kosisky, Shelly, Ann (1989) conducted the study titled, "The role of home environment and self perception in the adjustment of children with attention deficit disorder (ADDH)"and found that exploration of sibling differences yielded the finding that the self perceived competence in teen cognitive social and physical domains was related to internalizing behavioral adjustment for identified patients but not for their sibling; Within the family, analysis revealed that sibling differences in perceived social competences were directly related to sibling differences in externalizing behaviors in school, as related by their teachers.

Luthan, (1989) pointed out that while growing; the child learns to behave in ways expected by the culture of the family into which it was born. Luthan further added that overall family climate created by the parents, in addition to their influence is critically to
personality development. For example, children with markedly institutional upbringing (orphans) or children reared in cold, un-stimulating home are much more likely to be socially and emotionally mal-adjusted than children raised by parents in warm, loving and stimulating environment.

Pandhi, J. (1989) "Home environment, parent child relationship and children's competence during adolescence". He found the relationship of home environment socio-economic status; socio cultural simulation and socio psychological atmosphere at home had a significant effect on mental development.

Shah, (1989) studied the effect of family climate on the home adjustment of adolescent students. It was found that home adjustment of students having satisfactory family climate was found to be far superior to those who had highly dissatisfactory family climate. In case of girls, the family climate did not play an important role in determining the level of home adjustment. While in case of entire adolescents, significant and positive relationship was observed between family climate and home adjustment. Better home adjustment of adolescents was due to satisfactory family climate.

Cohen, (1990) conducted a study on family with the purpose to examine cognitive correctives and to assess whether sex and age affect the perceptions of family environment in depressed adolescent. It was concluded that family relationships play a significant role in coping with depression and behavior disorder.

Hom Chaudhari (1990) conducted an analytical study of correlation of academic performance of college high achievers and found the emotional atmosphere of their homes to their liking. The low achievers found as absence of good environment at home on the variable of cohesion.

Greenberg et al (1992) conducted their studies to assess the preposition that self esteem serves as anxiety buffering function and found that raising self esteem would reduce anxiety in response to personality feedback.

Liq, P. (1993) conducted a study "Relationship between Home Environment and Academic Achievement among Italian, Canadian pre-school children" and reported that home environment has a significant effect on the school performance, academic
achievement and intellectual development.

**Walsh, F. and Schienkman, M. (1994)** in the study titled, "The Family Context of Adolescents" addresses the importance of the family context for understanding adolescents dysfunction and for promoting healthy development, grounding over discussion in a family system orientations and a family life cycle frame work, examine the structural reorganization and in generational issues that facilitate impede development passage, explore family dynamics that are commonly associated with symptoms in the adolescents and describe family therapy approaches that have been found effective.

**Koutsoulis, (1995)** studied the home environment and its relationship to self-concept, attitudes towards school education, aspiration, career expectation and achievement of high school students in Cyprus. The study indicated that home is very important for the high school students. Family processes were found to influence home environment more than the socio-economic status, especially for the females. Home was found to influence student's academic achievement, self-concept and attitudes toward school.

**Lata & Aggarwal, (1998)** found that the child getting proper environment of study with care, concern, guidance and encouragement will flourish like plant given good soil and sunlight is a most congenial atmosphere. Hence congenial home environment is more influential in enhancing scholastic achievement.

**Davis, (1999)** studied differences in achievement between students from single parents homes and those from two parent homes. His study shows that individuals adapt and compensate over time to disadvantages incurred through membership in a single parent family.

**Kakkar and Alpana, (1999)** conducted a study titled, "Parental Acceptance Rejection as Related to the Problem of Adolescents" and found that there was a direct (positive) significant correlation between parental acceptance-rejection and the three basic problems of the adolescents namely, school, social and personal problems for sub-group, i.e. boys, girls and total sample adolescents.
Patel, (2000) undertook a study, entitled "Perceived family environment: A study in relation to the economic status of family". The sample consisted of 526 adolescents both girls and boys aged 13-16 years, belonging to different socio-economic strata. It was found that economic level of the family was an important factor influencing the nature of various dimensions of family environment.

Peecook, (2000) indicated that home educational support had a greater influence on academic achievement than did teacher instructional practices in mathematics, science and social studies.

Basanta & Mukhopadhaya, (2001) found that in case of Indians rural school students, home environment emerged as a significant predictor of academic achievement as high achievers, boys and girls, enjoyed better home environment.

Dayal (2001) studied the impact of family environment on study habits and conducted that study habits are positively and significantly related with various dimensions of family environment and the total family environment.

Kaur, R. (2001) conducted a study on home environment in context to mental health. The finding revealed that family climate does affect one's level of home adjustment. A positive significant relationship exists between the two variables.

Thakur, (2002) in her study "Emotional Maturity as related to Home Environment" found that there exists a positive relationship between Home Environment and Emotional Maturity.

Palta, M. (2003) in the study "Interest of Music students as related to Family Environment" found that:

- Expressive Family Environment led to high interest for music.
- Conflicting and controlling family environment led to low interest for Music.
- The relation of interest with the dimensions of family environment cohesion acceptance and caring, active recreational orientation, independent orientation, independent organization were found to be significant.

determine the scholastic achievement. The home environment determine to a great extent by the outlook of parents i.e. if they have favorable attitude towards the education of their children then enrollment as well as their retention will be ensured. He concluded that involvement of parents implies that the child had proper meals, adequate rest, lead a discipline life at home and had a better achievement at school.

**Aarti, C. & Rathna, P. (2005)** conducted a study to find out influence of different family variables on family environment of adolescents. The result showed that number of siblings, father's occupation, and family income has significant influence on family environment of adolescents.

**Tung and Dhillon, (2006)** examined the gender differences and the family environment correlates of emotional autonomy amongst males and females of middle and late adolescence. A sample of 250 males and females of age group 14-16.5 years (middle adolescence) and 250 males and females of age group 17-21 years (late adolescence) was drawn from public schools and colleges respectively. It was found that females in both the age groups, the family environment dimension of cohesion, expressive, independence and organization etc. have significant negative correlation with emotional autonomy dimensions. In case of males during middle and late adolescent’s years, there are lesser family environment variables significantly correlating with emotional autonomy dimensions.

**Kaur, R. (2007)** conducted a study on Achievement Motivation of Adolescents in relation to their Family Climate. The result showed that there is no significant difference between achievement motivation of government and private school students at high, average and low level of family climate.

**Narad, A. (2007)** conducted a study entitled "A study of personal values of senior secondary school students in relation to school environment and home environment" and reported that there is positive correlation among them.

**Robert H., Stephen L., Bettye M. (2010)** studied home environment and school performance among black elementary children and found children’s behavioral development is affected by the environments in which they live.
2.5 MENTAL HEALTH

Magotra (1982) conducted a study on the topic, "Mental Health as a correlate of intelligence, Education, Academic Achievement and Socio-economic Status." He reported that (1) girls appeared to possess better mental health, were capable of effacing the realities around them and were in a position to tide over the mental disequilibrium, (2) the mental health of boys and girls appear to be considerably influenced by the two factors, namely, intelligence and physical health, (3) the mental life of boys were dominated by the feelings of depression and neurotic behavior. On the other hand, girls were found to be suffering from a sense of insecurity and anxiety.

Himmelforb (1984) conducted a research on "Age and Sex differences on Mental Health of old persons". The findings indicate that mental health was curvilinearly related to age with higher symptom scores obtained in both 55-59 and 85-89 age groups and lowest in 60-69 age groups.

ICMR (1984) study conducted at Bangalore, Delhi, Lucknow and Waltair durny,1981-83, showed that totally 1835 children and adolescents were referred to child guidance clinics. Boys have more mental health problems than girls.

Sethi and Chaturvedi (1985) conducted a research on role of family and mental health and arrived at a conclusion that the weakening and reduction in social bonds may affect the mental health of the individual.

Tolar and Murphy (1985) administered a high school readjustment scale to 158 female and 127 male students. A significant relationship between stress and depression was found in female students.

Srivastava et al (1987) studied the mental health of postgraduate students. Results indicated that there was no significant difference b/w male and female student and mental health.

Anand, S.P. (1989) conducted a research on Mental health of high school students and arrived at conclusion that the mental health of adolescents, their academic achievement and the educational and occupational status of parents were positively related.
Das, Mahapatra J. (1989) study was conducted a study on the topic, "Mental Health of teachers serving in the primary schools of Rundown." They found that (1) teachers felt that mental health depends on physical health, (2) a good social environment was necessary for mental health.

Manjuvani E. (1990) conducted a study on the topic, ' Influence of Home and the School Environment on the Mental Health Status of Children". He found that (1) the home environment was a major significant contributor to all the three components of mental health, (2) the school environment contributed to liability and the mental health.

Kamav (1992) observed that male teachers are more capable of coping with ordinary demands and stresses of life and they have a high level of mental health as compared to the female counterparts.

Sharma, R.D. (1995) found that recent life experiences influenced the mental health of teachers. Stress made the teachers predisposed to mental disorders. Psycho-physical strain was positively correlated with recent life experience.

Vani, E. Manju (1995) found that girls had better mental health status as compared to class IX students.

Van Horn (1996) examined the relationship of academic self-efficacy and ethnicity-related socialization to mental health outcomes in young people.

Co relational analyses showed that exposure to parental information about proactive strategies for getting along with members of other ethnic groups was positively correlated with academic efficacy. Consistent with the research hypotheses, co relational analyses revealed an inverse relationship between academic self-efficacy and conduct problems. Results also revealed an inverse correlation between efficacy and anxiety. The correlation between efficacy and depression was in the expected direction but was not statistically significant. Ethnic socialization scores also showed an inverse relationship to anxiety and conduct problems, except for exposure to messages of interracial distrust, which was positively correlated with higher levels of internalizing and externalizing distress.
In unexpected findings, higher levels of academic efficacy predicted lower levels of state anxiety and trait anxiety for African-American males and Caucasian females but were associated with higher levels of anxiety for African-American females and Caucasian males. Furthermore, the independent variables did not predict depressive symptoms. The findings of this research provide support for the hypothesized inverse relationship between academic efficacy and mental health outcomes.

Jones (1998) examined the dual constructs of spirituality and religion as they relate to mental health for African Americans. Specifically, this study investigated the relationship between the criterion variable of mental health, and the independent variables of spirituality, religion, and demographics (age, gender, education, physical health, religious denomination and socio economic status. Results indicated that there were strong associations between Spirituality and religion, between spirituality and mental health, as well as between spirituality and physical health. However, a series of multiple linear regression analyses indicated that the linear combination of spirituality, physical health, and age were the best predictors of mental health for African Americans. Study results suggested that while both spirituality and religion were strongly associated with mental health, spirituality was a better predictor of mental health for African Americans. The fact that spirituality was a better predictor of mental health than was religion might suggest differences in conceptualization of the constructs. The religiousness instrument utilized in this research focused on an individual's relationships with the Church and with God. The spirituality instrument measured the relationships just mentioned and additionally assessed an individual's perception of self in relations to others, and a sense of responsibility for one's fellowman. This conceptualization of spirituality is expansive and includes the concept of religion. Spirituality in this sense appears more closely aligned with the conceptual framework of community spirit that has been so much a pan of African American socio-cultural history.

Burke (1999) studied the health, mental health and spirituality in chronological ill elders and found very significant correlation between mental health and closeness to God, the distinctions between religiosity and spirituality as they relate to mental health, and the importance of spirituality while coping with pain in chronic illness. These findings suggest that spirituality is an important component in chronically ill elders coping with
disease, disability, and pain. Possible interpretations of the data are offered.

**Hamler (1999)** used a qualitative research methodology to explore the experiences of adolescent mental health care for seven adolescents and their caregivers. Results indicated that communication and involvement between families and professionals in this study were in need of improvement. A number challenges were identified when families attempted to gain mental health services for their children. These included finding appropriate treatment providers, having difficult working relationships with treatment providers, financial concerns, policy concerns, and questions about the effectiveness of some of the forms of mental health treatment. Questions arose regarding the foster care system. The main concerns of adolescents and their families were the ability of foster parents and the financial management of foster care services.

**Taak (1999)** conducted the study on factors influencing mental health. She took a sample of 300 students of Ludhiana district and found that there is no significant difference between mental health of boys and girls.

**Sonia Sharma (2001)** found that yoga practices have positive effect on the mental and emotional state and that its physical therapeutic effects can be seen in comparatively shorter time. Yoga exercise help to reduce the level of anxiety and facilitate higher level of mental health.

**Sunita (2002)** concluded that yoga exercise has positive effects on student's mental health and self-concept.

**Archna (2004)** found that the variable of academic stress and health were found to be correlated i.e. when academic stress increased among adolescents their health deteriorated.

**D'Amato (2004)** developed a theory of positive mental health. In his research, theories and definitions purporting to address mental health were discussed and critiqued, and a new theory of mental health was outlined. The newly developed theory accounted for neglected areas in past research regarding context and degree when defining psychological health. The new theory stated that positive mental health is reflected in the accuracy of an individual's schemata, in each of the defined schematic components, for
internal and external environments. The second purpose of the dissertation was to begin study of the new model's construct validity. To address construct validity, a measure of the theory was developed to assess and quantify gains in the menial health (schematic accuracy) of 2 participants undergoing 10-month individual therapeutic interventions. Participants included a 14-year-old 9th grade male, and a 17-year-old 12th grade female. After undergoing 2 initial pilots and revisions, results from the measure indicated that the quantified ratings of participants' mental health, provided by 3 researchers, appeared to be reliable and positively associated with the criterion references of therapeutic intervention and adaptive indicators. Further, qualitative data provided support for theoretical components and assertions, as well as insights to assist in further theory development.

Gabbard (2004) measured the multidimensional spiritual and/or religious beliefs and attitudes of a sample of homeless individuals in Birmingham, Alabama revealed spirituality and religiosity were highly prevalent and salient factors in the lives of study participants, regardless of their race, mental health status, gender, or living conditions. Faith in God or the transpersonal also appeared to buffer the negative ramifications of life on the streets by affording homeless respondents a vital source of hope and strength. These findings inform assessments and treatment plans by revealing pertinent spiritual and religious beliefs impacting homeless clients' psychological functioning, schemas, support systems, and subjective well-being.

Marshall (2004) identified demographic and parental behavioral factors that may provide explanations for negative mental health and behavioral outcomes among adolescent children. Factors found to be most strongly associated with negative outcomes were low levels of parental involvement with their adolescent children and low-levels of parent-adolescent closeness. Positive, significant relationships were found between parental involvement in the lives of their adolescent children and adolescent depression, anxiety, locus of control, and substance abuse. Negative, significant relationships were found between parental involvement and adolescent suicide ideation and risky sexual behavior. Positive, significant relationships were found between parent-adolescent closeness and adolescent depression, anxiety, locus of control, substance abuse, suicide ideation, and risky sexual behavior.
Matloek-Hetzel (2004) explored the effects of a person's God image and religiosity on his or her attitudes toward seeking mental health services and indicated that individuals who perceive God as present, benevolent, and loving have more positive attitudes towards seeking professional help. Individuals who report higher degrees of intrinsic religiosity also indicated more positive attitudes toward counseling. Further, religious devotion did not add meaningful predictive power to God image in predicting attitudes towards counseling.

Mejia (2004) investigated the impact that sand play therapy sessions had on Mexican farm worker women's mental health status and resilience attitudes. The participants of this study were 40 women who were born in various states in Mexico and presently reside in rural Central Florida and revealed a significant impact on mental health status and resiliency attitudes on the treatment group. In addition, participants also reported their own conceptualization of resilience that points to the integration of social networks, community resilience, solidarity, and hope.

Orellana (2004) determined the effectiveness of the School-Based Mental Health Program (SBMHP) and its relationship to academic achievement and indicated that the SBMHP can be effective in eliciting students' academic achievement. The analysis of the aggregated database and the results of the two statistical tests (Pearson r and Paired t-test) showed statistical significance and positive correlation between the SBMHP and the academic achievement based on the four indicators (absences, suspensions, disciplinary actions, and grade point average) in the research hypothesis. The aggregated database selected for this analysis consisted of four years of mandatory education outcomes that the Hawthorne School District utilized for their annual California Slate Healthy Start Report.

Rohde (2004) examined the deep narrative structure of that report and to what extent its recommendations might have on restructuring Wisconsin's public mental health care system and the effect that redesigned system might have on persons with serious mental illness and (bund that its overall surface structure comprised live complex arguments that functioned to rationalize the transformation of Wisconsin's current mental health care system into a recovery-oriented system. That paradigmatic analysis revealed a hidden
economic issue about transferring county control over local public mental health care systems to the state. Taking into consideration the impact such a transfer of control would have on each county government's economic infrastructure, the analysis showed that the report intended to preserve the county economic infrastructures by preserving county control over their individual public mental health care systems. In conclusion, the analysis revealed two major contradictions. The first was the contradiction inherent in a slate/county partnership. The second was the structural contradiction between devolution and privatization.

**Saouli (2004)** explored the level of computer utilization by mental health practitioners using perception, proficiency, training, and needs as variables impacting utilization and found that Responses to the research questions illustrate the proliferation of computers in the field of mental health is at low levels; utilization at administrative levels is high compared to other mental health functional needs. Perception of technology was positive overall. Interaction between practitioners is believed to improve by use of computers, but computerization is low in practitioner-client interaction. The findings also indicate a low rate of formal computer training among practitioners. Mental health practitioners find computerization moderately valuable in (heir practice. Although the majority of utilization is still administrative, mental health practitioners are moving forward in learning, using, and capitalizing on the benefits of information technology. A need for improved training is apparent to maximize the benefits of computer utilization in the mental health field.

**Sharma, S.K. and Mala, Shruti (2004)** found that music played an important role for maintaining mental health and it has positive effect on the mental health of 5th grade children.

**Albert (2005)** investigated the spiritually positive self-transformation resulting from the experience and resolution of a mental health crisis. Results highlight the importance of developing people's ruminative capacity (sense of awareness) as well as accepting the interplay of unitive and destructive forces in the web of existence and therefore in the human experience. No sociological systems and transpersonal theory can benefit by viewing mental health crises as disintegrative constituents of a greater, potentially
integrative developmental process.

**Bloor (2005)** examined the mechanisms by which socioeconomic status (SES) exert an influence on mental and physical health outcomes, particularly cardiovascular function, deserves greater attention. Using a cardiovascular reactivity (CVR) paradigm, the present study sought to replicate the inverse relationship between SES and health, as well as explore potential psychosocial factors that may mediate and/or moderate this well-established association. Results of simultaneous regression analyses revealed that household income was associated with CVR in a positive rather than a negative direction. Furthermore, SES was not associated with resting levels of cardiovascular function. For mental health, although SES was associated with satisfaction with life in the expected direction, it was not associated with self-reports of depression. Although there was evidence that perceived social support is a potential psychosocial mediator and moderator of the SES-mental health association, there was no support for the psychosocial processes responsible for the SES-physical health link among the current data.

**Crews (2005)** examined the relationship between the amount of extracurricular activities and the school performance and mental health of children and adolescents. Results indicated one significant linear and one significant curvilinear relationship between extracurricular activity participation and school performance of adolescents. As adolescents were involved in additional extracurricular activities, their school performance improved (in a linear relationship), while median amounts of activity were related to the best grades (in a curvilinear relationship). Although these results were significant, their practical meaningfulness is limited due to a weak linear relationship and moderate curvilinear relationship. Significant relationships were not found between extracurricular activity participation and school performance of children or between extracurricular activity participation and the mental health of children or adolescents.

**Prator (2005)** eighty-three middle school and high school students, all with the educational disability of Emotional Disturbance (ED), their parents, and their teachers volunteered in a descriptive investigation into the role of mental health supports within Emotional Support classrooms. No statistically significant main effect differences were found for the variable of Time. Results suggest that any progress made in regard to
adaptive behaviors or clinical concerns, specific to externalizing behaviors, is slow coming and not dependent on the level of intervention provided.

Reckinger (2005) examined whether father's, mother's, and sibling's perceptions of burden mediate the relationship between adolescent symptom severity and adolescent mental health service utilization. Longitudinal data gathered from 397 white families (a target adolescent, father, mother, and one sibling) participating in the Iowa Youth and Families Project were used. Data included symptom severity, family burden, family socioeconomic status, parent's mental health status and treatment, and the outcome measure of adolescent mental health service use. 76 (19.1%) adolescents obtained mental health services. Final revealed no supporting evidence that burden mediates the relationship between adolescent symptom severity and mental health service utilization. Father's burden was associated with female adolescent use of specialist mental health services. History of parental mental health problems and parental mental health treatment increased the likelihood of mental health service utilization. Mother's, father's and sibling's perceptions of burden were not highly correlated with each other.

Walter, Heather J. et al. (2006) found disruptive behavior was endorsed by approximately 50% of teachers as the largest mental health problem facing their schools, and lack of information/training was endorsed as the greatest barrier to surmounting mental health problems. Although most teachers had taught students with mental health problems, most had little education in mental health and little consultation with mental health professionals. Teachers would benefit from education, training, and consultation from mental health professionals if they serve as effective gatekeepers to mental health services.

Chandra, Anita; Minkovitz, Cynthia S. (2007) found that satisfactory personal experiences with mental health services as well as accurate mental health knowledge contribute to positive mental health attitude among teens. The anticipation of negative responses towards mental health care - seeking from family members, peers and school staff are key factors in teens comfort and willingness to address mental health concerns. The research provides critical information on the factors that contribute to the development of stigma and emphasizes the need to address stigma in youth mental health
education, programs and treatment plans.

Emerson, Eric; Hatton, Chris (2007) they examined the contribution of socioeconomic position to the health and mental health status of children and adolescents with intellectual disabilities in a sample of 10,438 British children. Intellectual disability was a significant risk factor for poorer general health. They concluded that socioeconomic disadvantage may account for a significant proportion to the increased risk for poorer health and mental health of children and adolescents with intellectual disabilities.

Martin, Laurie; Milot, Alyssa (2007) are in the agreement that adolescence is a time of great change and transition, when youth are starting to make decisions about career paths, further schooling, and living on their own. These stressors, coupled with changing peer and family interactions, may lead in some cases to menial health problems, such as depression, suicidal thoughts and anxiety disorders, particularly if the adolescent has a family history of mental illness. It is important for out-of school time programs to be aware of these problems and to recognize their symptoms since mental health problems during adolescence can lead to other difficulties including substance use, school dropout, and antisocial behavior. This brief summarizes the signs and symptoms of depression, suicide risk and anxiety disorders, and suggests research questions that can help screen or monitor mental health issues. It also provides resources for out-of school the program practitioners on these topics.

Chryssa B., Gerasimos K., Alexandra V. (2008) found that parental stress affects the emotions and behavior of children up to adolescence and concluded that physical punishment in childhood is a risk factor for child and adolescent mental health.

According to a study done by Strine, Chapman, Balluz, and Mokdad (2008), “Inadequate social and emotional support is a major barrier to health relevant to the practice of psychiatry and medicine, because it is associated with adverse health behaviors, dissatisfaction with life, and disability”.

National Advisory Mental Health Council's Workgroup reported on Child and Adolescent Menial Health Intervention Development. Findings from research in neurobiology, genetics, behavioral science, and social science have led to an increased understanding of the complex interactions among genetic and socio-environmental
factors and their contribution to child and adolescent mental disorders. Although scientifically proven interventions are available, the gap between research and practice continues to widen.

The studies done by Reer and Lutkins (1967), Neumeyer (1968), Hetherington, Cox and Cox (1977), John and Perry (1977) and Parikh (1975) have highlighted that one parent families are full of high mental disorder, hostility, insecurity and social isolation and thus provide different type of home environment to their children which is not conducive for growing the ability of moral judgment of the child.


Pirjo Kinnuen, Eila Laukken (2010) also found out that adolescents perceptions of their emotional health and mastery are important factors to consider in attempts to promote mental health.

According to Richards, Campania, & Muse-Burke (2010) “There is growing evidence that is showing emotional abilities are associated with prosocial behaviors such as stress management and physical health” (2010).

2.6 PRESENT STUDY IN RELATION TO THE LITERATURE REVIEWED

After reviewing the studies conducted in India and abroad, the researcher concluded that the emotional maturity among adolescents is comparatively a less investigated area in educational research. However, there are some studies related to emotional maturity among college students and teachers. Almost all the researchers have done very little to unfold the obscurities of emotional maturity and to know various factors related to it. There are various findings with some contradictions and it is difficult to generalize them to contribute to emotional maturity. For instance, some of the research abstracts and research reports support that there is difference in emotional maturity of males and females or some on relationship of emotional intelligence or self concept or motivation with emotional maturity. But the studies on relationship of emotional maturity among senior secondary school students in relation to their self esteem, home environment and
mental health could not be traced. The review of the literature has revealed the following aspects:

1. Emotional maturity increases with age.

2. Emotional maturity was positively correlated to personal, social and overall adjustment and female subjects scored higher on emotional and overall maturity.

3. Difference in emotional maturity between University students and University teachers in India. The emotional maturity scores of male teachers and females teachers were higher than those of the students.

4. The relationship between emotional maturity and intelligence of girls came out to be significant.

5. Significant relationship was found between emotional maturity, school, home and psychological environment. Girls were found to be more emotionally mature than boys. Rural students were found to be more emotionally mature than urban students.

6. Emotionally mature people are well adjusted and high on emotional intelligence.

7. Significant difference in the emotional maturity of hostellers and day scholars.

8. Some of the researchers studied the emotional maturity of male and female teachers working in rural and urban areas.

Thus, it is evident that there are a number of researches on adolescents regarding their emotional intelligence, emotional autonomy, adjustment, self concept, family environment and school environment. The number of researches on senior secondary school students in relation to variables like emotional maturity, self esteem, home environment and mental health are meager. Therefore, the investigator undertook this study on emotional maturity among senior secondary school students in relation to their self esteem, home environment and mental health in Gurgaon, district of Haryana.

The present survey of related literature has been definitely useful in designing the study and interpretation of the results which appear in the following chapters. The investigator has made a humble attempt to fill up the research gap by undertaking the present study.