CHAPTER – 2
REVIEW OF RELATED LITERATURE

❖ **MOTIVATION** :

Mishra conducted a study on twenty National Hockey Academy players lo sketch their psychological profiles. The variables selected for study were incentive motivation (consisting of seven different stems), achievement motivation, state and trait anxiety and sports competition anxiety. The collection of relevant data was based on four test batteries. Mean scores and standard deviation were calculated in to sketch the psychological profiles of the subjects as a whole. Standardized intervals were designed on the model developed by Watren. et al. to sketch the individual profiles. With in the limitations of the udy, following conclusions were drawn:

(1) Incentive motivation among National Hockey Trainees was fairly high in the systems of excellence, affiliation, sensation, and success. (2) The level of their achievement motivation was just moderate. They were slightly higher on trait and state anxiety as per the norms set by Speilberger et al. (4) They have a low level of sports competition anxiety.

Carter in his book mentioned that the average judo competitor 11cms tall and having a weight of 76 5 kg. has a somatotype of 2.0 - 6, 4-1, 3 (54% endomorphic mesomorphic) and skinfolds totaling 44.1 mm. When compared to other weight classified sports. Judo competitors are most like wrestlers on age and size variables. They are younger and have lesser arm girths than weight lifters. They tend to be more endomesomorphic in upper weight classes compared to lower ones. Their large proportional mass compared to the non-weight classified sports, seems to be accounted for by their high mesomorphy.

Singh conducted a study on fifteen pace academy cricket players to investigate their psychological profiles. The variables selected this study were incentive motivation (consisting of seven different m i.e. excellence, power, sensation, independence, prestige, affiliation and aggression), achievement motivation, state and trait anxiety and sports competition anxiety. The collection of relevant data based on four test batteries i.e. Alberta Incentive Motivation inventory, the Sports Achievement Motivation Test, State and Trait anxiety Inventory (STAT) and Sport Competition Anxiety Test. Mean scores and standard deviations were calculated in order to study the psychological profiles of the subjects as a whole. Standardized intervals designed on the model developed by the Watson et al. to sketch the idua1 profiles. Within the limitations of the present study following conclusions were drawn - (1) Incentive Motivation among pace academy eters was fairly high in the systems of excellence, affiliation, sensation and success, (2) The level of achievement motivation of the academy Cricketers was just moderate, (3) Pace academy cricketers slightly higher on trait anxiety and moderate in state anxiety, (4) had low level of sport competition anxiety.

Kamankar and Patil conducted a study on achievement motivation is the desire to accomplish difficult task and to meet seconded excellence. Achievement motivation is playing an important role for excellence of sports with reference to this hypothesis researcher collected data of thirty sportsman from individual game and thirty sportsman m group games, from Poona and North Maharashtra University. Need pr achievement motivation scale and conflict through study inventory by . G. Deshpande was use for data collection. In N-ach scale social motivation, self-motivation, career motivation and family motivation is included. In this study conflict thought inventory included present situation, future life,

family interaction and social condition, further life, family interaction and social life is highly composed.

Deshpande et al. conducted study on achievement motivation among final year undergraduate students pursuing professional and nonprofessional courses.

Within the limitations of the study, the following conclusions be drawn Achievement motivation levels were considered in three degrees low, average and high. There was no difference in the achievement motivation level among final year U. G. students pursuing professional and non-professional courses. Though the null hypothesis is accepted for combinations, yet through the information given by the subjects, it is en that students high on achievement motivation from professional and non-professional courses show the need for higher education and ye set their goals. The students scoring low on achievement motivation from professional courses show a need to start working and earning. They have not reported a need for higher education. The students from non professional courses and low on achievement motivation have reported high goals and a need for higher education.

Gupta, (1983) "A study of personality Characteristics of 9th grade over and under achieving boys and girls of different levels of achievement motivation" Sample – 310 boys and 215 girls of 9th grade have been selected. Instruments – use of achievement motivation inventory. Finding - Educational achievement and achievement motivation have mutual relations.

Bharti, (1984), "Study of self-identity of pre-adolescence period and achievement motivation" Sample - 180 boys' students and 180 girls' students were selected from higher secondary school of Hyderabad. Findings – (1) No influence of gender is observed regarding achievement

motivation. (2) The level of achievement motivation was higher in the students coming from higher socio economic status.

Rita, Tiwari, (1984), "Title – Study of achievement level and intellect of the children of the privilege and non-privilege class"

Finding – the level of achievement motivation was higher in the children of higher class than those in the lower class.

Ahluwaliya, (1985), "Study of the factors influencing achievement motivation" Sample - The study of 200 boys of the age of 8 to 12 studying in government, private and central schools. Findings :There is no influence of gender on achievement motivation, The influence of age an achievement motivation is meaningful and positive, The serial order of birth as a child does not influence achievement motivation, Education achievement creates meaningful and positive effect on achievement motivation, Mothers' education not fathers education influence achievement motivation, Mothers or fathers profession does not influence achievement motivation, Dependency influences negatively on achievement, The level of achievement motivation is higher among the students of the school of higher level than that of the lower level.

Sinha, (1986), "To know the relation among achievement motivation, Intellect and achievement in mathematics" Sample : 184 Student from the school of Delhi and 184 students from the school of Haryana were selected. Finding : There is no variation in the score regarding between the school of Delhi and the school of Haryana.

Mansuri, (1986), "Title – Study the achievement motivation of the students of 5th and 6th grade on the basis of psychological and social facts" Instruments : B.V. Patel and I.A. Vora's test for measuring socio-economic status J scale of measuring achievement motivation, K.K. Nijawan's scale for measuring anxiety and for measuring higher ability, J.Z.Patel's scale has been used. Finding : Successfully meaningful

improvement is observed in children's achievement motivation, The level of achievement motivation is higher in higher class children than in lower class children, The influence of grade is seen in achievement motivation – good achievement motivation is seen among the students who obtain higher grade, The level of achievement motivation is higher among students who have lower lever of anxiety than those who have higher level of anxiety, If children are motivated from school higher level of achievement motivation is seen among them, Students with good general high ability are seen with higher achievement motivation.

Maya (2000) studied factors affecting the achievement motivation of high school students in Maine, Sample consisted of 20,400 students of fifty two public and five private high schools in Maine, Students speak survey (Quaglia,1998) used for data collection. Mean standard deviation and correlation statistical techniques were used for data analysis. The findings of the study showed that the parental level of education did not seem to influence adolescents' achievement motivation. Parental support and expectations was the best predictor of adolescents' achievement motivation.

Louis A Castensell (2001) studied on achievement motivation and investigation of adolescents achievement patterns. The study suggests that face, sex, and class exercise had a great influence on specific type of achievement behavior.

Unierzyski (2003) found that students with high achievement motivation preferred the alignments and opportunities that could influence on them and could be completed successfully, but the students with low achievement motivation were not self-confident and provided their defeat context.

Robbins (2004) found that achievement motivation had a significant and positive effect on the academic achievement of college/university students.

Athman and Monroe (2004) found that better achievement motivation was associated with better cognitive engagement in schoolwork that improves academic performance.

Singh (2005) studied the determinations of learner achievement at primary stage and found that high socio economic status was positively related with achievement of students belonging to SC/ST groups was low and achievement of government school students was poor.

Barsal ,Thind and Jaswal (2006) studied on senior secondary school students in relation to home environment and achievement motivation. Result showed that good quality of home environment had significant positive correlation with high level of achievement motivation among high achievers. The sample for the present study consisted of adolescent girls in the age group of fifteen to eighteen years from Ludhiana city. Bhargava achievement motivation scale (1994) and home environment inventory by mishra (1989) were used to assess the achievement motivation and quality of home environment respectively.

It was found that as the quality of home enjoinment deteriorates, the level of achievement motivation also deteriorates.

Adsul and V. Kamble (2006) studied the achievement motivation as a function of gender, economic background and caste different in college students 192 under graduate students of various colleges from sangli city were selected. The age of the subject ranged from eighteen to twenty two years. Achievement motivation test (ACMT) developed by V.P. Bhargava (1994) was used for measuring the achievement motivation. Mean standard deviation and t- test were used for data analysis. The findings of the study showed that (i) gender difference in achievement

motivation was significant (ii) Cast rendered significant effect on achievement motivation, forward and scheduled caste students had higher achievement motivation, while other backward and scheduled tribe students had below average achievement motivation. (iii) Impact of economic background of family was found met to be significant (iv) Cast, gender and economic background of family did not jointly affected to achievement motivation of college students.

Patel, Ronak K. (2006), " Comparative study of achievement motivation of the girl students of the 10th and 12th standard, those mothers are graduate and non-graduate" Sample – The girl students of the school of modern area were selected. The girl students out of 60 the 30 students' mothers were graduate and 30 students' mothers were nongraduate the girls were of the 19th standard in the same way 30 girls of the 10th standard were selected whose mothers were graduates and 30 girls were selected whose mothers were not graduate. Instruments: Research inventory regarding achievement motivation translated in Gujarati by Jansari (2006) was used. Finding: T ratio of the students of standard 10 and 12, There is signification difference between 10 and 12 standard girls achievement motivation, There is no signification difference in achievement motivation in relation to their mother's education, There is no influence of standard is seen on intelligence, No influence of mother's education is effective on achievement motivation, Achievement motivation difference is not seen in graduate and nongraduate mothers.

Chauhan, Priti B. (2006), "Study the achievement motivation of the students with reference to gender and study" Sample- 30 boys and 30 girls of standard 10th and 30 boys and 30 girls of standard 12th of school of Krishna nagar area of Ahmedabad had been selected.

Instrument – (2006) Achievement motivation Inventory translated in to Gujarati by Jansari has been referred. Finding –The achievement

motivation quotient is meaningless in the boys and girls of 10th and 12th standard, so gender and the standard of study have no influence on the achievement motivation quotient.

Mistry, Vrajesh (2006), "Study of achievement motivation among students in relation to parents' occupation, standard and caste" Model :30 boys students and 15 girls students of standard 12th of Ahmedabad Sabarmati area school and 15 girls students of standard 10th were taken as models for study. Instruments : (2006) The use of achievement motivation inventory translated into Gujarti by Jansari. Finding-There is no difference in the level of achievement motivation between the students and the 12th standard and there is no difference in the quotient of achievement motivation of boys and girls.

Valodara, Naresh S. (2006), "Study of the achievement motivation of adolescence boys and girls studying in the 11th standard" Model- 60 boys and 60 girls of Megani Nagar area school, studying in various schools in standard 10th are taken as model. Total 120 students have been taken as models. Finding – The achievement motivation quotient of boys and girls are not meaningful, no influence of gender is observed on achievement motivation, there is no meaningful difference in achievement motivation between the students of standard 11th who obtained the first class and the third class. There is no influence of class 12 on achievement.

Jansari, Aswin (2006), "Study of achievement motivation on the basis of students' gender and educational achievement" Instrument – (1998) Achievement motivation research Inventory into Hindi by Mishra has been referred. Finding- There is no difference observed in achievement motivation among the students having higher and lower educational achievement, Difference regarding achievement motivation on the basis of gender. The level of achievement motivation is seen higher among girls than boys.

Dhruva, chaitali (2007), "Study of achievement motivation of the students of standard 9th on the basis of area, gender and father's occupation" Model – 30 boys and 30 girls' student s from the East area of the school of Ahmadabad and from the west side school of Ahmedabad, 30 boys and 30 girls have been taken as models.

Instruments- (2006) Achievement motivation translated into Gujarati by Jansari has been referred to, Finding- No influence is found on the students of standard 9th on the basis of gender regarding achievement, There is no meaningful difference between the students studying in the east or west side school regarding achievement motivation quotient, Father's occupation does not influence students' achievement motivation quotient.

Sood (2006) wxamined the educational choice in relation to academic stress, achievement motivation and self-concept. There were 90 boys and 90 girls. They varied in age from 17 to 19 years. The results reported that subject who had high achievement motivation had high educational self-concept.

Pratibha Sood (2007) examined the impact of family structure on emotional competence, achievement motivation and coping mechanisms among urban middle class preadolescents. The subject were 102 preadolescents (42 from father absent families and 60 from two parent in act homes) drawn from the middle class English medium schools of cities of Hyderabad and secundreraba. The emotional competence scale (Shrama and Bhardwaj, 1998) achievement motivation scale (Mehta, 1965) and test of stress management (Sood, 2003) were administered to the sample. Data was analyzed by using product moment coefficient correlation and chi-square. Result indicated that in father absent sample emotional competence was positively and significantly related to achievement motivation and coping strategies. Girls from father absent

home and in the total sample had higher need for achievement as compared to boys.

Gohil P.N. (2007) studied on achievement motivation of physically challenged and normal students. Primary, secondary and higher secondary school students were included in sample, Total 1251 (523 physically challenged student, 728 normal students) taken as sample. Result showed that normal boys and girls had high achievement motivation than physically challenged boys and girls.

Majed Alali Fatema (2009) studied the creative motivation, emotional motivation and achievement motivation among secondary school adolescents. A sample of 300 secondary school students (150 male and 150) in state of kuvait was selected. Intuition scale by Smith (2001), Creative motivation scale by Torrance (1972), emotional intelligence scale by Welson (2008) and achievement motivation scale by Althert (2002) were used for assessment of dimensions of institution, creative motivation, emotional intelligence and achievement motivation of subject regularly. Standard deviation and t-test statistical techniques were used for data analysis. The findings of the study were : (i) Male and Female students significantly different in their achievement motivation (ii) Intuition found significantly and positively correlated with achievement motivation (iii) Creative motivation was found to be significantly correlated with achievement motivation (iv) Emotional intelligence was found significantly positive correlated with achievement motivation.

Veena Prajapati (2009) Studied that girls have more achievement motivation then boys.

N. Acharya and S. Joshi (2009) studied the influence of parent's education on achievement motivation of adolescents. Sample consisted of 200 male and female adolescents of class 11th and 12 th (thirteen to nineteen years) studying in different schools of varansi city. Deo Mohan

achievement motivation scale (1985) was used to measure the achievement motivation of adolescents Mean, standard deviation and one way analysis of variance (ANOVA) were used for data analysis.

The findings of the study were (i) Mother's education levels significant effect on the achievement motivation of the adolescents in academic area. Achievement motivation in academic area was found more among adolescents belonging to post graduate and graduate mothers as compared to intermediate and high school educated mothers. (ii) Father's educational level had significant effect on the achievement motivation of the adolescents in academic area. Achievement motivation in academic area was found more among adolescents belonging to post graduate and graduate fathers than intermediate and high school educated fathers.

Brouse (2010) found that female college/university students had significantly higher levels of achievement motivation than their male counterparts did.

Rama and Nirmala Devi (2011) found that the achievement motivation of rural and urban students differed significantly from one another.

Neha Acharya and Shobhna Joshi (2011) investigated the relationship between achievement motivation and parental support and to examine the gender differences in parental support. The sample for the present study consisted of 500 adolescents in the age group of 16 to 18 years from Varansi city who were enrolled in class 11th and 12th. The result indicted a positive correlation between achievement motivation and parental system. Girls were sensitive to parental support as compared to boys. The study revealed that parental support for their children seems to have strong influence on achievement motivation.

Madhu Gupta (2012) studied on the effect of achievement motivation on the academic achievement of adolescents in relation to some demographic variables viz. gender, locality and type school. 320

adolescent students were determined on the basis of marks obtained in 10th class of board examination. Result showed that there was significant difference in academic achievement motivation in relation to gender, locality and type of school. It was found that male and female adolescents with high achievement motivation showed better academic achievement than their counterparts.

Ashwin jansari (2012) examined the raltionship of students' achievement motivation with gender, father's occupation and mother's education. The sample comprised of 120 secondary students of Ahmedabad city of Gujarat. Achievement motivation inventory (AMI) developed by Jansari was used for data collection. The data was analyzed by 't' test. The result reveled that girls had more achievement motivation then boys. The students whose fathers doing service had more achievement motivation compared to business men.

Sunita Badola (2013) studied on academic achievement motivation and different administrative setups of secondary school students. Sample of 480 students of secondary level were taken from Pauri and Tehri Garhwali of Uttarakhand state. The mean difference was found significant on male and female as well as urban and rural secondary school students on their academic achievement motivation.

Insignificant difference was found between public and convent school students on their achievement motivation. Female secondary school students of government, public and convent schools scored higher mean value in comparison to male students of different set-ups of schools.

Secondary school students studying in different administrative set-ups differ to their achievement motivation significantly.

Riffat-Un-Nisa Awan and Anjum Nazz (2011) examined the achievement motivation and its relationship with achievement motivation and self-concept. The subject consisted of 336 students (146 male and 172 female)

from four public and four private secondary schools of the Sargodha district, Pakistan. An Urdu translated version of academic self-description questionnaire (Marsh, 1990) and general achievement goal orientation scale were used. The result revealed that achievement motivation and self-concept were significantly related to academic achievement. Significantly, gender differences were discovered which were in favor of girls.

Surindar Singh (2012) attempted to find can be significant relationship of achievement motivation of senior secondary students in relation to their self-concept and socio-emotional climate of the school.

The sample consisted of 300 students from 10 governments senior secondary school of Solan district of H.P. were selected randomly. The investigator had used self-concept inventory by Mohsia Scale, socioemotional. School climate inventory by Renuka Kumari Sinha and achievement values by Rajni Bhargava were used to collect the necessary data from the students. The data were analyzed by using analysis of variance. The conclusion of the study revealed that achievement motivation of senior secondary school students did not differ significantly at different levels of their self-concept and socioemotional climate interacted significantly with regard to the achievement motivation of the students.

❖ **Personality**

Agarwal (1975) found that SC students have more external locus of control (believing in systems, luck and chance for its accomplishments) than non-scheduled caste group. Effect of caste on Intelligence has always remained a matter of controversy with studies conducted, both in support and against.

Gupta (1987) studied relationship between locus of control, anxiety, personality traits, level of aspiration and academic achievement of secondary school students with the objective to assess the magnitude and direction of relationship of locus of control, anxiety, personality traits, level of aspiration with academic achievement by taking a sample of 670 students of average intelligence drawn from a population of 3780 students of class XI of Hindi medium school of Allahabad city and found that locus of control, anxiety, level of aspiration was correlated negatively with academic achievement; socio economic status had significant positive correlation with academic achievement; boys were high achievers, more internally controlled and less anxious than girls.

Rajput (1989) studied the educational aspiration and academic achievement of secondary school students with the objective to examine the influence of family factors on the academic achievement of adolescents by taking a sample of 1000 higher secondary school students through stratified random sampling technique and found that the academic achievement of students was influenced in proportion to their parental encouragement; there was no effect of socio economic status on the academic achievement of the students, but academic achievement of urban students was influenced by the socio economic status of family; academic achievement was influenced by their family environment.

Mehta(1996) highlighted that ST boys mainly „Meenas" , argued that they may have developed „easy going personality" due to the new reservation policy in education and employment sector which may have made them perceive that they can achieve their goals without much hazard. Attainment of vocational goals seem easy to them, therefore they have developed „easy going personalities" in comparison to non-backward boys who are rather very serious, particularly in urban areas.

Sharma, V.N (1995) reported that the scheduled caste and non – scheduled caste students differ significantly in all the personality factors except factors A and H. The non – scheduled caste students are more intelligence, emotionally stable, overactive, dominance, enthusiastic, socially bold, sensitive and prefer own decision while scheduled caste students are more moralistic, tough – minded, zestful, self-assured and socially group dependent. (2) Sex variable significant effect the personality factors A, B, D, F, H, I, Q1, Q2, and Q4 traits at 0.01 level while factor E at 0.05 level. The sex variable does not effect the personality factors C, J and Q2 significantly. (3) The interaction effect of sex and caste of the students effect significantly personality factors A, D, F, G, H, I, Q1, Q2, Q3 and Q4 at 0.01 level. The sex and caste variable do not effect significantly personality factors B, C, E, J and Q2. (4) The socio – economic status of students significantly effect the personality factors A, B, G and I at 0.05 level. But socio – economic status does not effect the personality factors C, D, E, F, H, J, Q1, Q2, Q3 and Q4. (5) The interaction effect of socio – economic status and caste of the students effect significantly only the personality factor Q3 at 0.05 level. The sex and caste variable do not effect significantly personality factors B, C, E, J and Q2. But the interaction effect of socio – economic status and caste of the students do not effect the personality factors A, B, C, D, E, F, G, H, I, Q1, Q2, and Q4. (6) The urbanization variables (locale) effect the personality factors E, I, Q1 and Q2 at 0.05 level. The urbanization variables do not effect the personality factor A, H, and Q4 significantly. (7) The interaction effect of urbanization and caste of the students effect significantly personality factors A, B, E and Q1, The interaction effect of urbanization and caste of the students do not effect significantly personality factors C, D, F, G, H, J, Q2, and Q4.

Joshi (1998) reported that no significant difference among scheduled caste and non scheduled caste in the area of personality adjustment of adolescents. He also found that type of family had no significant effect on the personality adjustment of adolescents.

Manju Mehta et al (2008) show that rural SC and rural non-backward boys differed on factors „A", „C" „F", and „H" (Table 1 and 2) indicating that rural SC boys were more reserved, affected by feelings, sober and shy than rural non-backward boys who were more warmhearted, emotionally stable, enthusiastic, venturesome and socially bold.

However urban SC and urban non-backward boys did not have much difference. They differed only on Factor „J". Urban SC boys were more vigorous and zestful in their behavior than urban non-backward boys, who were more obstructive and individualistic. When an overall comparison pertaining to SC boys is made, it is found that SC boys differed significantly from the non–backward boys on factors „A", „C" „F" and „J". This shows that SC boys are generally more reserved, detached, affected by feelings, emotionally less stable, sober, serious, and zestful in comparison to non-backward boys, who are more outgoing, warmhearted, calm, emotionally stable, happy-go-lucky, enthusiastic and individualistic. The reason for this difference may be due to the fact that SC"s are scattered and isolated, particularly in rural areas. Their condition has not improved much even after 55 years of constitutional benefits. It is presumed that constitutional safeguards like abolition of untouchability, provisions of reservation; scholarships etc have not permeated to the rural areas vis-à-vis the urban areas. Resultantly, the personalities of rural SC boys are still characterized by introvert tendencies and attitudes such as shyness, reserve nature, affected by

feelings etc that makes them socially inhibited. Their inability to take initiative in dealing with the social environment causes a sense of low esteem and inferiority, which poses a serious threat to their path of upliftment.

Mehta, M.(2008) at el indicates that differences in personality patterns are present among SC, ST and non-backward boys but they are more prominent in rural areas than in urban areas. So a concentrated effort needs to be taken for the overall development of SC and ST boys particularly in rural areas. Not only the teachers in rural schools should be trained to take care of each individual but also the curriculum should be designed in a manner that the leadership qualities in each individual can be nurtured so that the overall development of personality can take place. that rural SC and rural non-backward boys differed on factors „A‟, „C‟ „F‟, and „H‟ indicating that rural SC boys were more reserved, affected by feelings, sober and shy than rural non-backward boys who were more warmhearted, emotionally stable, enthusiastic, venturesome and socially bold. However urban SC and urban non-backward boys did not have much difference. They differed only on Factor „J‟ indicating that urban SC boys were more vigorous and zestful in their behavior than urban non-backward boys, who were more obstructive and individualistic. When an overall comparison pertaining to SC boys is made, it is found that SC boys differed significantly from the non–backward boys on factors „A‟, „C‟ „F‟ and „J‟. This shows that SC boys are generally more reserved, detached, affected by feelings, emotionally less stable, sober, serious, and zestful in comparison to non-backward boys, who are more outgoing, warmhearted, calm, emotionally stable, happy-go-lucky, enthusiastic and individualistic. The reason for this difference may be due to the fact that SC‟s are scattered and isolated, particularly in rural areas. Their

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Agarwal et al (2008) showed that no significant difference in personality traits of Brahmin and Vaishyas and also male and females, but 4 out of 16 personality factors showed significant interactive effects. Those factors were: submissiveness Vs dominance, tough mindedness Vs tender mindedness", self-assured Vs apprehensiveness and undisciplined self-conflict Vs following self-image.

Rao & Satyapal (2011) reported that there is significant difference among scheduled caste students on father occupation on Flexibility Dimension of Creativity. Those students are more creative whose fathers are businessmen than whose fathers are in pvt. job, govt. job and laborers. There is significant difference among scheduled caste students whether their mothers are educated or not, on Flexibility Dimension of Creativity. On the basis of mean scores I found that Those students are best performer whose mothers are post graduate, then whose mothers are graduate, second best performer and whose mothers are illiterate are lowest performer. Hence, creative potential of an individual influenced the by education of mothers. There is a significant difference among scheduled caste students on Father Education on Flexibility Dimension of Creativity. On the basis of mean scores I found that Those students are best performer whose fathers are post graduate, then whose fathers are

graduate, second best performer and whose fathers are illiterate are lowest performer. Hence creative potential of an individual influenced by father education, There is significant difference among scheduled caste students on Family income, on Flexibility Dimension of Creativity. High income families" students performed better than lower income families; there is significant difference among scheduled caste students on Academic stream, on Flexibility Dimension of Creativity. Science students showed best potential to use language in creative manner then students belonging to arts and commerce. But arts students are better performer then commerce. It means creative potential is impacted by academic stream.

❖ Emotional Maturity

Singh, R.P (1993), conducted a study on "Emotional Maturity of Male and Female Students of Upper and Lower Socio-Economic Status". The total sample consisted of 640 adolescent students of Aligarh. There were 321 male and female students of upper Socio-Economic Status and 320 male and female students of lower Socio-Economic Status in age ranging from 15 to 19 years. The subjects were chosen on the basis of Stratified Random Sampling method. These 640 subjects were then administered Emotional Maturity Scale of Yashvir Singh and Mahesh Bhargava.

The findings of the study were : 1. the statistical analysis revealed that mean scores of male and female students of higher socio-economic status were lower than the corresponding mean scores of male and female students of lower socio-economic status in all the five areas of Emotional Maturity Scale. 2. In the total area of the emotional maturity the mean scores of male and female students of higher socio-economic status were lower than the corresponding mean scores of male and female students of lower socio-economic status. The 't' value was significant. 3. The mean

scores of female students were slightly lower than the corresponding mean scores of male students in social disintegration. 4. In the total area the mean score of male students was significantly lower than the mean score of female students.

Kaur, M. (2001) conducted study on 'Emotional maturity of adolescents in relation to intelligence, academic achievement and environmental catalysts' on a sample of 356 adolescents. The findings revealed; (a) Emotional maturity and intelligence were found to be closely related (b) No significant relationship was found between emotional maturity and academic achievement; (c) No significant difference was found in emotional maturity due to area, sex and type of school; (d) Students of government schools were found to be more emotionally mature than those of private schools.

Kaur, M. (2003) in a comparative study on 'Emotional maturity of senior secondary students in relation to intelligence and family climate' obtained following results; i) Students studying in government and private schools differed significantly in different components of emotional maturity; ii) No significant difference was found in the emotional maturity of males and females. She found negative and significant correlation between intelligence and emotional maturity.

Chouhan and Bhatnager (2003) studied i) The effect of stages of adolescence on emotional maturity and emotional expressions ii) To measure the effect of gender on emotional maturity and emotional expressions iii) To measure the emotional quotient of the stages of adolescence and type of gender. The study was based on a sample of 120 male and female adolescents. The major findings were; i) Post-adolescent males have higher emotional maturity than females and the stages of adolescence play a significant role upon emotional maturity ii) Females have higher skills for emotional expression than their male counterparts

iii) Female have a higher degree of emotional quotient than their male counterparts iv) Post- adolescents have greater skill for emotional expression than the pre-adolescents.

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.

Manoharan, R. John Louis and I. Christie Doss (2007)-"Emotional Maturity of Post-Graduate Students in Pondicherry Region"11 at Ph.D. level studied and concluded that the study was undertaken with the objective of identifying the level of emotional maturity of Post Graduate students in Pondicherry region. A sample of 256 students was drawn from the Pondicherry University and four affiliated colleges. An Emotional Maturity Scale which has five components namely emotional instability, emotional regression, social Maladjustment, personality disintegration and lack of independence was used to collect the data. The level of emotional maturity of P.G. students is low. Their scores on the components namely emotional instable, emotional regression and social maladjustment are on the higher side.

Therefore, they are poor in their emotional stability, emotional well-being and social adjustment. Their scores on the last two components namely, personality disintegration and lack of independence are below average.

Hence they are moderately sound in their personality integration and independence. The emotional maturity of P.G. students is influenced by sex, class and 10 Journal of the Indian Academy of Applied Psychology, January 2007, Vol. 33, No.1, and 103-110. 11 EXPERIMENTS IN EDUCATION, Vol.35 No.8 august2007 group. The level of emotional maturity of female students is higher than that of the male students. It is also to be noted that students of the second year are more mature than those of the first year. It is also found from the table that there is significant positive relationship between the group chosen for study and level of emotional maturity: Arts group students have higher numerical score than the science students –which means science students have greater emotional maturity.

Geeta S. Pastey and Vijayalaxmi A. Aminbhavi, (2006), conducted a study entitled "Impact of Emotional Maturity on Stress and Self Confidence of Adolescents".

The objectives of the study were: 1. to study the effect of emotional maturity on the stress and self-confidence of adolescents. 2. To examine the influence of some personal factors like sex, number of siblings, order of birth, parental education and income on stress and self-confidence of adolescents. The quota sample of study consists of 105 adolescent students studying in XI and XII class of K.E. Board's Pre University Arts and Commerce College situated at Dharwad city, Karnataka State.

The age range of the sample happens to be 16-18 years. The tools used were Emotional Maturity Scale developed by Singh and Bhargav (1984),Students Stress Scale developed by Deo (1997), and Agnihotri's Self Confidence Inventory (ASCI developed by Rekha Agnihotri (1987).

The findings of the study were 1. The adolescents with high emotional maturity have shown significantly higher stress and higher self-confidence than those with lower emotional maturity.

2. Adolescent boys tend to have significantly higher stress than adolescent girls. In case of self-confidence, girls tend to have higher selfconfidence than boys. 3. The adolescents with more number of siblings have shown significantly higher self-confidence than those with fewer siblings. 4. The order of birth of adolescents has not influenced their stress and selfconfidence significantly. 5. Adolescents with differential educational level of their fathers have shown significant difference among themselves in their stress whereas the difference is not significant in other comparisons. 6. Adolescents with varying degrees of family income level do not differ significantly in their stress and self-confidence.

Suneetha Hangal and Vijayalaxmi A. Aminabhavi, (2006) conducted a study on "Self- Concept, Emotional Maturity and Achievement Motivation of the Adolescent Children of Employed Mothers and Homemakers".

For this study, 150 adolescents (75 children of employed mothers and 75 children of home makers) studying in 8th and 9th standards in the age range of 13 to 16 years were randomly selected from the following schools of the twin-cities, Hubli-Dharwad, in Karnataka State: (i) N.K.Takkar's High School, Hubli, (ii) K.H.Kattimani High School, Hubli, (iii) St.Joseph's High School, Dharwad and (iv) Sri.Shivananda High School, Dharwad. In addition to bio-data sheet, the following psychological tests were used to collect the Impact of Maternal Employment data and study the impact of maternal employment on their adolescent children: Children's Self Concept Scale (Ahluwalia, 2002), (ii) Emotional maturity Scale (EMS) (Singh and Bhargava, 1991),

Adjustment Inventory by Singh and Bhargava (1980), (iii) Deo-Mohan Achievement Motivation Scale (Deo and Mohan, 2002).

The findings of the study were: 1. the children of homemakers have significantly higher self-concept in various dimensions of self-concept such as intellectual and school status, anxiety, happiness and satisfaction, as well as in overall self-concept compared to children of employed mothers. 2. Children of employed mothers have significantly higher selfconcept in the area of physical appearance and attributes and high emotional maturity in comparison to their counterparts. 3. Children of homemakers have significantly higher emotional instability, emotional regression and personality disorganization compared to children of employed mothers. 4. The children of employed mothers are more socially maladjusted and lacked independence to a very highly significant level compared to the children of homemakers. 5. Female children of homemakers and employed mothers have significantly higher emotional maturity and achievement motivation compared to male children of employed mothers. 6. The children of employed mothers working at the upper, middle and lower levels of occupations do differ significantly among themselves with regard to their emotional maturity.

Mrs. Charu Vyas (2008) conducted a comparative Study of "Anxiety, Emotional Maturity, Security-Insecurity among Adolescents of Co-Education and Unisex Education Schools" The sample of 120 students of class XI was obtained by purposive sampling, out of which 30 girls and 30 boys of co-education school and 30 girls and 30 boys from uni-sex education school were chosen. All of these belong to middle socio-economic status. The tools used were : 1. Anxiety Scale : S.E. Kurg, I.H. Scheier and A.B. Cattell, 2. Emotional Maturity Scale : Dr. Yashvir Singh and Mahesh Bhargava, 3. Security - Insecurity Scale: Dr. Beena Shah.

The findings reported were 1. No significant difference in anxiety, emotional maturity, emotional instability and emotional regression of adolescent boys and adolescent girls coming from co-education and unisex education school was observed. 2. Significant difference in emotional instability, emotional regression and social maladjustment of adolescent girls coming from co-education and uni-sex education school was reported. 3. There was significant difference in lack of Independence of boys coming from co-education and uni-sex education school. 4. No significant difference in security-insecurity, family and school security of boys and girls coming from co-education and uni-sex education school was seen.

Archana Dutta, (2009), conducted a study on "Designing, Developing and Implementing an Educational Program for Enhancing Emotional Maturity of Student-Teachers".

The population for the study consists of the student teachers at Secondary School level of academic session 2007-2008. Sample size was the cluster of all these 51 student teachers. Pre-test was administered on all of them. After pre-test, they were asked to volunteer for intervention program. 18 student-teachers out of 51 volunteered for the program. These 18 studentteachers comprised the sample for the intervention study.

Tools and techniques employed for the study were 1) Emotional maturity scale of Dr.Yashwir Singh and Dr. Mahesh Bhargava (1990) and 2) Program designed and developed by the investigator for enhancement of Emotional maturity included observation, discussion, reflective diary, indepth interviews, Thematic Apperception Test, technology enabled narrations and field trip.

The findings of the study were 1. All the cases have shown decrease in emotional immaturity. Although, the difference in pre-test and post-test is not constant in all the cases, there is difference in all the cases pre and

post intervention. 2. There were other personality factors of each individual that are responsible for this difference in pre and post test scores. It was evident from Interpersonal Need Inventory (IPNI) that every individual differs from each other in giving and receiving help, affection, control, recognition and influence. Some of these factors may enhance the development while some of these may restrict the development of personality by playing as an obstacle in the process of enhancement of emotional maturity.

S.P. Goyal, Monika Gupta, (2010) conducted a study on "Relationship between Emotional Maturity and Attitude towards Marriage of Adolescent Girls" The sample consisted of 100 college-going adolescent girls of B.A- III under the age group of 19 to 21 years. Purposive sampling was taken. The tool used was Emotional Maturity Scale (EMS) by Dr. Y.V.Singh and Dr. Mahesh Bhargava, and Marriage Attitude Scale (MAS) by Promod Kumar.

The findings of the study were : 1. Overall 76% girls were found to have positive attitude towards marriage. 2. 57% of the sample girls were found to be having higher levels of emotional maturity. Scores obtained on maturity scale indicate the fact that the percentage of instability is higher than that of stability. 3. There is a positive correlation between attitude towards marriage and emotional maturity. Attitude towards marriage has a significant positive correlation with stable emotional maturity.

Subbarayan, G. Visvanathan, (2011) conducted a study on "Emotional Maturity of College Students". To study, if there is any significant difference in emotional maturity between the college students who belong to joint family and nuclear family Normative survey method and random sampling method have been used in the present study. The tool "Roma Pal KM Emotional Maturity Scale" was used. It has been administered to 982 students available at the time of data collection.

The findings of the study were: 1. the emotional maturity of college students is extremely unstable. 2. There is a significant difference between the pairs of the college students (i) Male and Female students, (ii) Hindu and Muslim Students, (iii) Hindu and Christian and (iv) Other Community and Backward Community Students (v) Other Community and Most Backward Community Students, (vi) Other Community and Scheduled Caste/Scheduled Tribe Students, (vii) Backward community and Most Backward Community students, (viii) Backward Community and Scheduled Caste/Scheduled Tribe Students. 3. There is no significant difference between the pairs of the college students with respect to i)Muslim and Christian at the 0.05 levels, ii) Most Backward Community and Scheduled Caste/Scheduled Tribe Students, iii) Belonging to joint family and nuclear family at the 0.05 levels.

Surjit Singh, Parveen Thukral, (2011), conducted a study on "Emotional Maturity and Academic Achievement of High School Students".

The sample comprised of 400 students of class X, out of them 200 were boys (100 rural and 100 urban) and 200 were girls (100 rural and 100 urban). The sample was collected by using multi-stage random sampling technique. The tool used was Emotional Maturity Scale (EMS) developed by Singh and Bhargava (1990).

The findings of the study were: 1. There exists no significant relationship between emotional maturity and academic achievement. 2. No significant differences were observed between boys and girls and rural and urban students on the basis of their emotional maturity.