CHAPTER-TWO

Review of Literature
Mental Health:

Mental health is an essential component in the health of all individuals. Mental health refers to the full and harmonious functioning of our total personality as well as to our bio-socio-psychological and spiritual well-being. It has positive aspects like originality, satisfaction, hope, creativity, happiness, self-actualization etc. and also has negative aspects like frustration, disability, emotional instability or neuroticism, psychotics, anxiety, depression, hopelessness, paranoid tendency, jealousy, fear etc. (Nathawat, S.S. 1997) & (Verma, S.K. & et. al. 1998).

Mental problems are caused mostly by both biology and environment in adolescents. The biological causes are genetics, chemical imbalances in the body, or damage to the central nervous system. The environmental factors are exposure to toxins, violence, disasters, stress at chronic poverty, discrimination, or other serious hardships, broken relationships, unfavourable family environment, poor sibling relationship etc.

Age and gender are the major factors determining mental health of an individual. It is one of the biological causes which influence mental health of an individual.
The studies pertaining to some of these factors were reviewed and presented below.

Sharma (1979) focused on self-concept, level of aspiration and mental health as factors in academic achievement. A sample of 1060 students selected randomly from X, XI and XII grades of schools of Uttar Pradesh was studied. Piers - Harris children's self-concept scale, Ansari and Ansari's LA coding test, Asthana's adjustment inventory to measure the mental health and personal data schedule were used for data collection. The results reported that boys and girls had better mental health during early adolescence (13 years), while boys in late adolescence showed better mental health than girls.

Mortimer et al. (1992) examined the relationship between early work experience and adolescent mental health and behavioral adjustment. The data was obtained from 1,001 ninth graders. Information about current jobs, attributes of work was examined in relation to dimensions of mental health (self-esteem and self-derogation, depressive affect and wellbeing, and internal and external control orientations) and indicators of behavioral adjustment (smoking, alcohol use, and problem behavior in school). Boys and girls appear to experience psychological benefits when they perceive their jobs as providing skills that will be useful to them in the future. However, boys who report more stress at work also manifest more depressive affect, more self-derogation, less internality, and a more external control orientation. For girls, the level of integration of school and work had pervasive associations with the psychological outcomes.
Anand (1999) conducted a study on mental health of 370 students of IX, X, XI and XII grades. For the purpose of the study RCEB Mental Health Scale developed by the author was used to measure the mental health. He reported no significant impact of gender and class on the mental health. However Nanda (2001) studied the mental health of high school students. The sample consisted of 1579 students from 86 schools covering Cuttack district, Orissa. Mental Health Scale developed by Nanda (1989) along with the interview schedules for parents, teachers and head masters was administered. Arithmetic mean, standard deviation, t-test, the quartile deviation were used in the analysis of data. The results revealed that female students were found to have better mental health than male students. While comparing male and female students in urban, rural and ashram schools separately it was found that male and female students in urban and ashram schools had similar mental health, Whereas female students had better mental health than male students in rural schools.

Rask et al. (2002) conducted a study on adolescent subjective well-being and realized values, and examined the relationships between socio-demographic variables, realized values and subjective well-being from the adolescent perspective. Adolescent subjective well-being was conceptualized by means of four different dimensions: satisfaction, ill-being, knowledge and activities related to well-being. The values were operationalized by eight core ideas from which principal components analysis identified 10 factors representing the realized values. Data was gained by self-report questionnaires from 245 adolescents from
7th and 9th grades, with a mean age of 14 years, in 13 secondary schools in southern Finland. The data were analyzed statistically. The results revealed that most of the respondents were satisfied with life. However, one out of 10 did not experience the joy of life. There was no statistically significant difference in global satisfaction between girls and boys. Total ill-being among the adolescents was rare, but one out of four participants had fairly often worried about money and 17% were frequently unusually tired. Girls and pupils from the 9th class experienced more ill-being than boys and pupils from the 7th class. The findings suggest that certain values such as personal equilibrium, safe family relations, and family type are predictors of adolescent global subjective well-being. They concluded that while assessing and promoting adolescent well-being it is important to pay special attention to the realization of values in life and not merely to appreciation of things. Implications for practice include the need to create opportunities for the realization of values when adolescents require health care services.

Ojha (2002) compared the social anxiety and mental health of normal and physically challenged adolescents. The sample constituted of 60 subjects (15 orthopaedically challenged males, 15 orthopaedically challenged females and matched control group of normal adolescents) randomly selected from different colleges located in Varanasi. Social anxiety scale (Sheikh and Kaushik, 1989) and Mental Health Inventory (Jagadish and Srivastava, 1983) was administered individually to measure the anxiety and mental health respectively. Social anxiety
was observed significantly high in orthopaedically challenged group, where females were found to be more anxious. With regard to mental health, normal group and orthopaedically challenged group showed no significant difference.

From the above studies it can be concluded that female had better mental health and also sensitive as, the prevalence of the disorders was also found higher among females. Moreover younger age group was found better on mental health.

The place one has been brought up may have an impact on the make up of the person. The personality differs for a person from rural background with a person with urban background in same environment.

Jha (2005) examined the impact of the social residential areas with gender on mental health problem on 110 secondary school children of age (11 -17 years). Langner's (1962) mental health scale was used to identify the mental health problem. The study revealed that rural children faced more problems than urban children, specially girls. This is in congruency with Nanda (2001) who reported that urban students had better mental health than the rural students. The studies revealed that urban area favours mental health, but cannot be generalized. Sujatha et al. (1993) studied on factors influencing adjustment among urban and rural adolescents and reported a significant difference in the adjustment of male and female adolescent students of rural area. The results of the study by Alexander and Rajendran (1992) revealed that urban students to be better adjusted than the rural students. The study was supported by Kuruvilla (2006),
who reported that urban students were well adjusted compared to their counterparts.

Yeh (2003) investigated the association between age, acculturation, cultural adjustment difficulties, and general mental health concerns. The sample consisted of 319 junior high and high school students of Chinese, Japanese, and Korean immigrants. Hierarchical regression analysis was done. The results determined that age, acculturation, and cultural adjustment difficulties had significant predictive effects on mental health symptoms.

Gandharva R. Joshi (1998) conducted a study on "A Study of Mental Health and Job Satisfaction among Industrial Employees." Result revealed a significant correlation between job satisfaction and mental health of industrial employees.

Surbhi Purohit and Ritu Choudhry (1999) conducted a study on "Effect of Vipassana in correlation of Mental Health among Adults". Result revealed a significant relationship was found between co-dependence and anxiety.

Pradhan, M. & Mishra, N. (1995), in her study attempts to examine gender differences in life stress, burnout and the life stress-burnout-relationship in couples in medical profession. A sample of 20 medical practitioner couples was incidentally selected. Life stress questionnaire and Maslach burnout inventory (MBI) were used. Results showed significant gender difference in the feeling of lack of personal accomplishment (PA), both with regard to frequency and intensity, but non-significant difference in the feelings of emotional exhaustion
(EE) and depersonalization (DP). Significant gender difference was also found with regard to the intensity of life stress. Life stress was found to be significantly and positively related with intensity ratings EE and DP and negatively related with PA in female. This relationship was significant only for EE in males. Life stress was found to be significantly and positively related with frequency ratings of EE in males and negatively with PA in female. However, no gender difference was observed for the relationship between life stress and burnout.

> **Personal Cathexis:**

A key concept from the economic point of view, "cathexis" refers to the process that attaches psychic energy, essentially libido, to an object, whether this is the representation of a person, body part, or psychic element. Implicit in Freud's early works, the idea of cathexis stems directly from the hypothesis of psychic energy. The term first appeared in 1895 in Studies on Hysteria, as well as in "Project for a Scientific Psychology" (1950). It then recurs throughout Freud's works. "Cathexis has been defined as an accumulation of mental energy on some particular idea, or line of thought or action." (Ogal, 1985). It is assumed that the direction and strength of such investment may be measured by an assessment of the choice, purposes or motives a person may express five areas of value are investment have been analysed. These are Political social, Artistic asthetic, Economic pragmatic, Religious worship, Sensual hedonistic.

Although there have been a large number of tests/ scales to measure general value orientation of college students, value orientation
of formers, individual and social value of adults, physicians work values, traditional and modern values, traditional values of Indian women, diversified values like social, theoretical, political, economic, aesthetic, religious and work values of students and women (Pareek and Rao, 1974 and Pestonjee, 1988), little attempt has been made to test and analyze the pattern of value held to adolescents towards various dimensions of family life education. Patel (1973) had investigated the urban student's image of marriage age, family size and preference for sons vs. preference for daughters. He pointed out that the size of original family to which the adolescent belong might be having its effect in shaping the attitude of the adolescents towards family size. Baker (1973) had examined the values and value conflicts of women students in respect of there aim of life, career, social life and marriage. He reported that western literature and films have influenced the value system of women students towards social life and marriage etc. considerably. Mahale (1975) had studied the parent - adolescent relationship in different sized family and try to relate it social development of the adolescent. Thakur (1975) had analyzed attitude of late adolescent and early adult college female towards marriage and related problems. UNESCO (1985) had listed teaching techniques/strategies devices for value clarification related to family life education. UNESCO (1988) had highlighted the necessity to have a close look at family size related socio-cultural, economic and personality related values and believes related to women. Abbey-Harris, Nancy (1984) had outline activities and lesson for the parents to know their teenage children and voice
versa about the changes in values and norm along the youth as compared to parents, to discuss family's beliefs and values about behavior regarding sex role to acquire skills in saying 'no' when values conflict with things other people want to adolescent to do.

Values affect a wide range of variables. Ravlin and Meglino (1987) showed that values related to work affect the perception as well as the decision making of people. Schwartz and Inbar-Saban (1988) showed that values also affect the weight loss in an individual. Successful weight losers differed from the unsuccessful in valuing wisdom more than happiness. Studies have shown that organizational commitment and conservatism are affected by values (Feather, 1979; Meglino, Ravlin, & Adkins, 1989). Homer and Kahle (1988) found that people who have more internally oriented and less externally oriented value structure liked natural food more than other people. Thomas, Dickson, and Bliese (2001) showed that the two-value orientations of power and influence predict leadership effectiveness. Values change either as a result of (1) changes in self-conceptions or definitions of the self or because of (2) increases in self-awareness-about hypocrisies, inconsistencies or contradictions between self-conceptions or self-ideals on the one hand, and one's values, related attitudes, and behaviours, on the other (Leff, 1978).

Paul C. Stern (1993) conducted a study on Value Orientations, Gender, and Environmental Concern A social-psychological model is developed to examine the proposition that environmentalism represents a new way of thinking. It presumes that action in support of
environmental quality may derive from any of three value orientations: egoistic, social-altruistic, or biosphere and that gender may be implicated in the relation between these orientations and behavior. Behavioral intentions are modeled as the sum across values of the strength of a value times the strength of beliefs about the consequences of environmental conditions for valued objects. Evidence from a survey of 349 college students shows that beliefs about consequences for each type of valued object independently predict willingness to take political action, but only beliefs about consequences for self reliably predict willingness to pay through taxes. This result is consistent with other recent findings from contingent valuation surveys. Women have stronger beliefs than men about consequences for self, others, and the biosphere, but there is no gender difference in the strength of value orientations.

Some studies which gives complete account of values of male and female adolescents' students of urban and rural areas. In the study of values Manso et al. (1984) found vast difference between male and female adolescents students regarding their values. Palmen et al. (1983), Mastas, Leo, C. (1983), Spates (1985) and Mitchell (1984) have seen significant difference between male and female adolescent students of different strata of society.

**LOCUS OF CONTROL:**

A number of studies have been reported on locus of control in relation to various social and psychological aspects. For example, sex of the subject has been studied by Murray and Mednick (1975), Hiers
and Heckle (1977), Leo, Chang and Yang (1971) as also socio-economic status in relation to locus of control. They reported that lower S.E.S classes report greater externality Battle and Rotter (1972). The study of Rao and Murthy (1984) showed that significant sex differences exist in locus of control with girls being more external. Subject whose mothers were gainfully employed outside the home, showed significantly lower locus of control scores. Holode and Barlinge (1984) reported that female are more religious than male and religious attitude was positively related to externality. It can be therefore concluded that female show more externality than males. Investigation done in yet another study by Narchel and Shukla(1986). Indicated that family size has an affect on the personality and adjustment of adolescents girls. The result of the study by Bhogle and Murthy(1988) revealed that individuals with a feminine sex role identity were more external in their locus of control orientation.

Inter sex differentiations involving locus of control are also studies by Deux and Emswiller (1974), Joe (1971), Nicholls (1975). In addition traditional sex role, socialization and external locus of control has been suggested for Indian women Sinha (1972).

Dollard and Miller (1950) were among the first to employ the term social learning, while Rotter (1954) is usually credited with the development of the first social learning theory (Phares, 1992). There are now several social learning approaches including (Bandura, 1977a; Mischel, 1973; Rotter, Chance, & Phares, 1972). All of them share the premise that learning takes place in a social context and that it is
learning which accounts for human behavior. Social learning theories also share other features such as emphasis is not on instinctual urges, intrapsychic conflicts, or genetics. Instead the focus is on behaviors that can be very discrete events or subtle things such as avoiding certain situations or behaving confidently (Phares, 1992).

As with most learning approaches, the environment is seen as the major force shaping behavior. With proper control of the environment, the learning process will explain both the acquisition and modification of behavior (Phares, 1992). Of course, heredity and biological factors may set limits, but the emphasis is clearly on flexibility that learning allows rather than on limitations that biology or heredity imposes (Phares, 1992).

Albert Bandura (1986) now refers to his version of social learning theory as a social cognitive theory. It is decidedly complementary to Rotter's theory. Bandura advocates the principle of reciprocal determinism. This means that the three variables of behavior, person, & situation influences each other. In contrast to many learning theorists, Bandura does not believe that reinforcement is always necessary for learning to take place (Phares, 1992).

Bandura (1982), proposed the concept of self-efficacy as an explanation of behavior and behavior change. People tend to avoid activities they believe exceed their coping abilities and undertake those they consider themselves capable of handling. Efficacy expectations influence the decision to attempt a behavior, the length of time it will be attempted, and the effort that will be involved. Low efficacy
expectations in the face of obstacles will result in persons experiencing serious doubts or giving up, while high efficacy expectations will result in greater efforts being extended to achieve desired results. (Bandura, 1982).

Most recently, Walter Mischel, building on the work of both Rotter and Bandura, has framed the determinants of human behavior in particular situations in terms of "person variables ". These include competencies (what we expect will be the outcome of our behavior); subject values (our goals and ideals); and self-regulation and plans (our standards for ourselves and plans for reaching our goals) (Mischel, 1973).

The locus of control element is important to us in areas of education, counseling, motivation, health issues, stress resilience, and with behavior and learning problems in children. Over the years, this has been demonstrated by various studies, tests, and papers. A few examples in these areas include research concerning stress resilience and locus of control in children of Holocaust victims, (Baron & Eisman, 1996). Research in this abstract indicates stress resilience and coping mechanisms are different between children of escapees and children of survivors. This source also states that an internal locus of control has been found to have a protective function and is associated with stress resilience among children (Murphy & Moriarty, 1976), adolescents (Luther, 1991), and young adults (Werner, 1989), as well as, in adults in the middle to late stages of multiple sclerosis (Brooks & Matson, 1982). Werner (1989) found that "resilient youths" had developed a
positive self-concept and internal locus of control by the time of their high school graduation. Gibbs (1989), noted that individuals who believe that they can control events will be less affected by disaster than those who do not believe that they can control outcomes and those who have lost the belief in their ability to prevent disaster. An external locus of control has been found to be related to poor coping with stress and self-defeating personality styles (Schill & Beyler, 1992). The study states that an internal locus of control may prove beneficial in the "normal" world. A belief one could control one's environment during the Holocaust would certainly have proved itself false; thus, survivors may have developed an external locus of control. An external locus of control may also have been adopted by the offspring as a result of an intergenerational transfer of their parents' experiences (Sigal, Silver, Rakoff, & Ellin, 1973). If that is so, there may be a significant difference in locus of control between children of Holocaust survivors and children of parents who escaped the Holocaust. The authors believed that children of parents who escaped would likely have greater internal locus of control, as many of their parents became masters of their own fate, managing to leave Europe after Hitler's rise to power and to avoid the direct impact of the Holocaust (Sigal, et al, 1973).

Elliot, (1997) claims that locus of control represents an important focus for the counseling of children with learning and/or behavior difficulties. The psychology of "perceived control" has been widely studied by those who seek ways to assist children with learning (Elliot, 1997). Locus of Control has been particularly explored with children
experiencing difficulties in learning, affect or behavior. One popular locus of control scale for children (Nowicki & Strickland, 1973), for example, has been used in over 1,000 studies and published in more than two dozen languages.

Research has shown that having an internal locus of control is related to higher academic achievement (Findley & Cooper, 1983). Internals earn somewhat better grades and work harder. This includes spending more time on homework as well as studying longer for tests. This makes sense because if you believe working hard will pay off, then you are likely to do so. According to Bender (1995), continued failure in spite of continued attempts at school tasks leads to an external locus of control. Further, a high external locus of control, in turn, leads to a lack of motivation for study and school in general." If someone has an external locus of control, he or she may feel that working hard is futile because their efforts have only brought disappointment. Ultimately, they may perceive failure as their destiny. Developing an external locus of control also makes it easier to excuse poor performance without hurting the individuals self-esteem (Basgall & Snyder, 1988). By attributing their failure to fate, chance, or to the fault of someone else, they are able to escape the potential damage that may come from attributing it to personal flaws or lack of ability. This allows us to dismiss the belief that we are inadequate, keeping our self-esteem intact: However, if we consistently use this excuse, we may lose our motivation to improve (Basgall & Snyder, 1988).

Locus of control is an important attribute of personality influencing behaviors. It is define as the degree to which the individual attributes
cause of his behaviors to environmental factor or to his own decision. Rotter (1966) has opined that people can be classified either as internal, or external.

Julian Barling & Frank Fincham (1978) conducted a study and investigated locus of control differences in male and female Indian and White third-grade children in South Africa. Using the Nowicki-Strickland locus of control scale for children as the dependent variable, a 2 x 2 (Race x Sex) analysis of variance revealed no significant differences on a global locus of control index. However, Indian children were significantly more internal than their White counterparts on both the Helplessness and Achievement factors, although nonsignificant differences were yielded on the Luck factor. In addition, neither significant sex main effects nor any interaction effects emerged on any of the three factors. Differences between the two cultural groups are discussed in terms of their relative positions in South African society, and the possible utility of a multidimensional approach to locus of control in cross-cultural research is evaluated.

Banks and Goggin (1983) conducted a study with a sample of college students (N=100) who completed Rotter's (1966) Internal-External Locus of Control Scale, The Attributional Style Scale, and Beck Depression Inventory. Statistical analyses showed no relationship between externality of locus of control and depression, and a significant interaction existed between attribution and locus of control, leading to the conclusions that individuals who are either internal or external on both locus of control and attribution are least depressed, while
individuals who are internal on one and external on the other are the most depressed. The authors (1983) concluded that both external locus of control (i.e., a generalized expectancy that reinforcement is controlled by luck or fate instead of oneself) and internal locus of attribution (i.e., beliefs that success or failure result from an individual's actions rather than external causes) have been related to depression.

Burger (1984) found that locus of control scores, particularly the extent to which college students perceived that their lives were controlled by chance, were significantly related to the depression levels. It was also found that high desire for control subjects who held external perceptions of control were most likely to seek nonprofessional help for depression. In addition, high desire for control subjects who perceived their lives as generally controlled by chance were most likely to have suicidal thoughts. Brown and Siegel (1988) also found a link between perceived control and depressive affect. In their study, 176 female adolescents were studied at two times approximately eight months apart. Participants were administered a measure of life stress, an attribution questionnaire, and the Center for Epidemiologic Studies Depression Scale (CESD). Via hierarchical regression analyses, they found that internal, stable, and global attributions for negative events attributed to uncontrollable causes were related to increases in depressive affect. Conversely, internal and global attributions for negative events attributed to controllable causes were related to less depressive affect. Benassi and his colleagues (1988) in their meta-analysis study, found strong support for the hypothesis that greater
externality is associated with greater depression. In their major analysis, they obtained a mean effect size of .31. The analyses based on Levenson's (1973) dimensions of internality, powerful others, and chance produced mean effect sizes of .23, .38, and .31, respectively.

Klonowicz (2001) studied the relationship between locus of control and life satisfaction in a population of individuals with reactive temperaments. The data suggested that high reactivity coupled with external locus of control was more often associated with lower ratings of subjective well-being. Further analysis indicated that life satisfaction was most influenced by locus of control rather than by reactivity, thus suggesting the relative strength of locus of control beliefs. Twenge and her colleagues (2004) in their meta-analysis study for (97) samples of college students (n = 18,310), conclude that college students in 2002 had a more external locus of control than 80% of college students in the early 1960s, and found that externality is correlated with poor school achievement, helplessness, and depression. Weitzman (2004) study describes patterns of poor mental health/depression (PMHD) in a national sample of college students and the relationships among PMHD, alcohol consumption, harm, and abuse. Responses to mailed questionnaires completed by a random sample of 27,409 students at 119 colleges were analyzed using logistic regression. 4.8% of students reported PMHD. The average college prevalence was 5.01% (range, 0.68% to 13.23%). Students with PMHD were more likely than their peers to be female and from low socioeconomic status families, less likely to report never drinking. Rapaport and his colleagues (2005)
investigated quality of life among individuals with a variety of anxiety and depressive disorders who were enrolled in a clinical psychopharmacology trial. Participants completed the Quality of Life Enjoyment and Satisfaction Questionnaire, which assesses global quality of life as well as quality of life in a variety of domains including physical health; social and family relations; functional ability; and participation in work, hobbies, leisure, and household activities. Substantial proportions of participants with chronic depression (85%), major depressive disorder (63%), and PTSD (59%) reported severely impaired quality of life, and impairment occurred across domains.

Afifi and his colleagues (2006) explored the rate and correlates of depressive symptoms among 5409 secondary school adolescents in Oman. High score in negative health locus of control, low score in positive health locus of control, poor relationship with family members, friends and teachers significantly predicted depressive symptoms in the logistic regression model. Having a hobby and never dropping a class were protective variables. Finally, Afifi (2007) investigated the association of health locus of control with depression among adolescents in Alexandria, Egypt. The tools used were the Multidimensional Health Locus of Control scale and the Child Depression Inventory. Adolescents with low internal health locus of control and high chance external health locus of control were more likely to have depressive symptoms than others. The study findings demonstrated an association between health locus of control and adolescent depression.
Over nearly four decades, internal vs. external locus of control of reinforcement (Rotter, 1966) has stimulated thousands of studies in Psychology and Education. Grounded in Rotter’s social learning theory (e.g., Rotter, Chance, & Phares, 1972), IE refers to people's generalized expectations for control over reinforcements. Internals believe that the outcomes in their lives depend at least somewhat on their actions and choices; externals believe that outcomes depend on chance, fate or powerful other people (Rotter, 1972).

Major literature reviews show that internals and externals differ in numerous ways, particularly in terms of their cognitive activity and environmental mastery. Because they are more perceptive of their situations, internals seem to exert more control over their lives in part by their knowledge of their environments (Lefcourt, 1976). Internals more readily acquire and utilize information that is relevant to their goal situation even when it seemingly is not relevant (Phares, 1976).

A positive relation between locus of control beliefs and achievement is logical and intuitively appealing. Logically, if success is positively valued, people who feel more able to control outcomes should exert more effort. Also, internals and externals should (and do) react differently to success and failure. Internals take pride in good outcomes and feel shame in bad outcomes, whereas externals experience less intense emotions (Phares, 1976). This difference should enhance the relative "attractiveness" of the success experience for the internal.

In addition to logical appeal, a number of studies have associated internal locus of control beliefs with behaviors that affect the probability
of attaining success (Findley & Cooper, 1983). For instance, Ducette
and Wolk (1972) found that externals tend to exhibit less persistence
at tasks. Others have found a positive relation between internality and
willingness to delay rewards in order to maximize them (Bailer, 1961)
and preference to perform in skill rather than in chance situations
(Rotter & Mulry, 1965). Each tendency—should mean internals have a
greater likelihood of achievement.

An individual's belief about locus of control has been frequently
studied as an antecedent to important social behaviors and
psychological states. One set of behaviors that has received extensive
study concerns achievement related activities (Findley & Cooper, 1983).

Although the relation between internality and greater
achievement has been studied in many settings, perhaps the most
important setting is within education (Findley & Cooper, 1983).

It has often been said that obtaining a good education is the key
to being successful in the world (Findley & Cooper, 1983). While many
things may contribute to school achievement, one variable that is
overlooked is locus of control (Findley & Cooper, 1983).

The next chapter is ‘Relevance of the Study’.