CHAPTER – II

REVIEW OF LITERATURE

2.1 INTRODUCTION

The review of literature is an important task for a deep insight and clear perspective of the overall field. It minimizes the risk of dead ends, rejected topics, rejected studies, wasted effort, trial and error activity oriented towards approaches already discarded by previous investigation, and even more important erroneous findings based on a faulty research design. The review of literature helps, to a great extent to understand the problem and its crucial aspects and ensures the avoidance of unnecessary duplication. It provides comparative data on the basis of which the researcher can evaluate and interpret the significance of his findings. To get benefit from previous research, a Survey of related literature becomes imperative.

The investigator traced out the various categories of research work like dissertation, thesis, journals and varieties of relevant books on education, biology and psychology published in India and abroad. These works, are mainly related to the fields of personality studies. Research in this area is gathering momentum in almost all walks of life where excellence is aimed at. An attempt has been made by the investigator to study thoroughly, the different results and findings so far published in
the field of personality pattern. Since they are more relevant and pertinent to the present investigation, these studies have been classified as follows.

2. 2 STUDIES ON ACADEMIC STRESS

Life in school is always one of the best times of an individual's life. But one of the most difficult aspects of school life is stress associated, with academic studies. A great deal of literature and research dealing which stress during adolescence have cited academic as a major contributing factor to student stress.

**Torsheim (2001)** investigated the relationship between shared psychosocial school environment and subjective health complaints among 1585 Norwegian eighth grade students (mean age 13.5 yrs). Findings show a statistically significant relationship between mean school class, level of classmate support and individual level of academic stress. Further, findings suggest that shared school class contextual factors may have main stress moderating effects on adolescent health complaints.

**Verma, S., Sharma D., & Larson R.W. (2002)** examined school stress in India and their effects on time and daily emotions. One hundred urban, middle class, 8th grade students carried alarm watches for one
week and provided reports on their activities and subjective states. Findings showed girls spending most of their waking time in school related activities, than boys. School work generated negative subjective states. These negative states were more frequent during home work. The trade off faced by Indian adolescents were evident in the findings that those who spent more time doing home work experienced lower average emotional states and more internalising problem, while those who spent more time in leisure experienced more favourable states but also reported higher academic anxiety and lower scholastic achievement.

**Timmins, F., & Kaliszer, M. (2002)** attempted to find out the causes of stress in 110 third year nursing students. Finding indicated that stress exist for students in both the clinical and academic aspects of the programmes. Financial constraints parents’ occupation and academic related concerns emerged as the most stressful areas for the students. Relationships with teachers and staff on the ward also caused some degree of stress. Academic stress was the most important source of stress.

**Saipanish, R. (2003)** examined the prevalence and sources of stress among 686 Thai Medical students. Findings showed about 61.4% of students had some degree of stress and seventeen students (2.4%) reported a high level of stress. The prevalence of stress was highest
among third year medical students. Academic problems were found to be the major cause of stress among all students. Parents education also influence their stress. The most prevalent source of academic stress was examination.

Akgun & Ciarrochi (2003) investigated 141 first year undergraduate students' academic stress and academic performance. Results revealed that academic stress was negatively associated with academic performance. This negative association was moderated by learned resourcefulness. High academic stress adversely impacted the grades of low resourceful students but had no effect on high resourceful students. The study has also revealed that management system influenced their study stress.

Dumont, Leclerc & Deslandes (2003) attempted to predict school performance and psychological distress from three indicators of distress, two personal resources, gender and from an exploratory variable entitled anxiety before exams”. Findings indicated that girls, as compared to boys, were more threatened by daily hassles, showed more psychological distress and less personal resources, but obtained a similar score of school performance even though they felt much more worried before exams.
Several studies also showed various sources of stress such as academic content (Villanova and Bownas, 1984), parental pressure, importance of school, fear of failure (Qones and Hattie, 1991), examination results, studying for exams (Abouserie, 1994), examination outcomes, school related and studying for examination (Kouzma & Kennedy, 2004), academic related concerns (Tnimins, 2002) and academic problems (Saipanish, 2003).

Govaerts & Gregoire (2004) examined adolescents cognitive appraisal processes and their relationships with academic stress. Results indicated that girls showing greater importance to the stressful situation, while boys perceived themselves as having more resources for coping with it.

Lohaus, A. Beyer, A., & Klein Hessling. J. (2004) study focused on the significance of stress experiences for the emergence of physical and children and adolescents. The findings showed that grade and gender influence stress experiences and physical as well as psychological symptoms by the children and adolescents, and symptoms increased with grade. Moreover female reported more stress experiences and symptoms than males.
Karademas & KalantziAzizi (2004) examined the effects of the stress process after a stressful encounter that is an examination period, on university students' psychological health, as well as certain factors that play a significant role in this relationship. Findings indicated that self-efficacy expectations play a significant role in shaping threat, challenge, and stakes. It is indicated that students studying in various course differ in the stress. These appraisal categories in turn exert influence upon psychological health, even after controlling for prior psychological health, and coping strategies. Self efficacy serves as the key variable in the appraisal process, as well as a mediator between inner cognitive structure and stress outcomes.

Kouzma, N.M., Kennedy GA. (2004) examined the main sources of stress reported in 423 final-year high school students. The highest sources of stress was school related along with examination outcomes, too much to do, worry over future, making choices about career, studying for examinations, mother education amount to be learnt, need to do well imposed by others, and self-imposed need to do well.

Misra R., & Castillo, L.G. (2004), compared academic stressors and reactions to stressors between American and international students using Gadzella's Life Stress Inventory (B. M. Gadzella, 1991). Five categories of academic stressors (i.e., frustrations, conflicts, pressures,
changes, and self-imposed) and four categories describing reactions to these stressors (i.e., physiological, emotional, behavioral, and cognitive) were examined. The sample consisted of 392 international and American students from 2 Midwestern universities. American students reported higher self-imposed stressors and greater behavioral reactions to stressors than international students. Respondent’s status (American or international) and interaction of status and stressors emerged as the two strongest predictors of their behavioral, emotional, physiological, and cognitive reaction to stressors. Five stressors attained statistical significance in the regression model.

The increased time and energy spent caring for a family member with a disability (particularly by a mother, who often assumes the extra care responsibilities) reduces the physical and emotional time and energy available to other members of the family, particularly nondisabled siblings (Martin & Cole, 1993). Brothers and sisters of a child with a disability may also be affected in other ways. In addition to reduced care for non-disabled siblings from their parents, children of primary carers may also provide emotional support to the person with a disability and the primary carer. For example, Pruchno, Patrick, and Burant (1996) reported that non-disabled siblings have strong, close emotional ties to their siblings with chronic disabilities, but provide little functional
support. Some studies report negative psychosocial consequences for these siblings, but these are usually dependent on the severity of the disabling conditions experienced (siblings of children with autism experience more negative psychosocial outcomes when compared with siblings of children with Down Syndrome) (Cuskelly & Hayes 2004).

Given the increase in life expectancy of many people with chronic disabilities due to advances in medical care, many siblings also may in the future become the primary carer. In fact, a recent review suggested that the majority of siblings would take or are preparing to take responsibility for the care of their brother or sister with a disability (Cuskelly & Hayes, 2004).

Although there have been studies looking at the impact of caring carers (e.g., ABS, 2004), currently, no large-scale or population-based studies exist on the impact more broadly on families of caring for a person with a disability (child or adult) in Australia. In order to improve our understanding of this growing part of the Australian community, a large-scale national study of carers and the impact of caring on families is needed.
Goodman, E. (2005) examined how social disadvantage influenced adolescents stress. Sample included 1209 non-Hispanic black and white 7th-12th graders. Linear regression analysis determined the influence of race/ethnicity and SES to stress. Stress was higher among black students and those from lower SES families.

The research evidence seems to suggest a bi-directional relationship between family functioning and stress. For example, Mitrani et al. (2006) found that, as well as contributing directly to stress, family functioning was an important intervening variable that helped explain the relationship between distress (anxiety, depression and perceived health) and the objective burden of care. Higher levels of the objective burden of care were associated with lower levels of family functioning, which in turn were associated with higher levels of anxiety, locality depression and perceptions of poorer health. Beach et al. (2005) reported that carers with poorer mental and physical health were more likely to provide lower quality care. They also found that having a carer with poor physical and mental health was a significant predictor of elder abuse - most commonly psychological abuse.

Carol L., and Sharp - Alex, (2007) in a study of early and mid-adolescence found four factors such as parental stress, peer stress, type of school and fear of failure contributing to academic stress. The
variables social and individual differences were the major contributing factors to academic stress.

David A. (2008) examined 198 students, and the following seven stress source factors were identified 1) academic content 2) interpersonal relationships and health 3) financial security 4) relocation of residence 5) recent death of a family member 6) sexual relationships and 7) academic context (campus parking dealing with the university administration, and relations with instructors). It was found that students perceived academic and monetary factors as the most intense stressors.

Hattie and John (2009) examined 550 high school students and reported four significant factors, peer pressure, parental pressure, importance of school and fear of failure contributing to academic stress.

Abouserie, (2010) found that stress levels in students vary between individuals and depend on a number of interacting variables. The highest causes of academic stress involve examination and examination results, followed by studying for exams, work overload, the amount of material to learn and the need to do well respectively. There is also evidence to suggest that socio-related events are also important sources of stress. These include financial problems and lack of time for family and friends. Students who come into the serious stress category
and continue to work with their high level of stress, find it progressively harder to meet academic demands satisfactorily and it appears that there are significant gender differences in both academic and life stress experiences. Female students are more stressed than males.

Pratt (2011) examined the relationship between stress and self-concept among adolescents of the age of 10 and 15 years. Results indicated that there is a small negative relationship between overall self-concept and the frequent effects of successful events, suggesting as self-concept increases, there is a decrease in stress. Results further confirm that females experience more stress and express it as having a greater impact than boys, while age did not predict frequency of experience and effect of stress. Self-concept remains the strongest predictor of which young people will experience stress and its negative effects.

2.3 STUDIES RELATED TO MENTAL HEALTH

There have been many studies conducted on mental health of high school students in relation to various variables. Som (1984) reported that female students tended to be higher than males in their attitudes towards students and pupils.

Das, M.J. (1989) examined mental health of primary school students. The students (50%) reported that the workload was heavy and the relationship between students and the authority was not satisfactory.
Students (60%) were well respected by the teachers. Different pay scales were perceived as major factors creating friction. The students perceived that they are neglected by the society. It was opinioned that a more supportive social environment is needed for good mental health of students.

Singh (1992) observed “a teacher with bad mental health not only tends to incapacitate himself for the performance of his multifarious duties in the school but also creates difficulties and problem for his students.

Ananda (2001) had conducted a study on mental health of school students using a mental health scale and observed that fifty nine percent of students were mentally healthy. The state of working bears no relation to mental health while social values were positively related to mental health of students.

Das Mahapatra, (2002) noted that different aspects of burn-out, i.e., emotional exhaustion, depersonalization and personal accomplishment were related to demographic background factors. The teachers viewed their work as joy and rewarding. They experienced burnout due to physical and emotional strain. The result shows that the father occupation, mother education and parents’ income student’s
problems were not significant. It was found that students perceived academic and monetary factors as the most intense stressors.

**Panday, A.K and Panday, R.K (2003)** had conducted a study of the mental health and decision-making capacity of Hr. Sec. School students. The major findings are a) There was a significant and positive correlation between each of the dimensions of decision and mental health. b) It was found that there existed a difference between the mean scores on mental health with high and low decision-making capacity.

i. Autonomy of action in which the individual determines behaviour from within instead of drifting with the impact of present independence in the face of difficulties.

ii. A perception of reality which is relatively free from what one wishes things might be and which involves his being attentive to and concerned with the welfare of others.

iii. Mastery of the environment through

a. The ability to love.

b. Being adequate in love, work and play.

c. Competence in human relations.

d. Capacity to adapt oneself to current circumstances.

e. Ability to draw satisfactions from one’s environment and
f. Willingness to use problems solving approaches in the life processes.

**Sharma R.D (2004)** had studied the Influence of recent life experience on mental health of school students. The major findings were, a) recent life experience influenced the mental health of students, b) Stress made the students predisposed to mental disorders, c) Male students were more inclined towards the mental illness.

**Secker (2005)** had conducted a study on “Theories of change: what works in improving mental health in mid life”. The need to promote healthy active ageing in order to offset the impact of an ageing population on national resources and ensure a high quality of life in older age is well recognized. In 2001, the English Department of Health established a national pre-retirement health initiative involving the development of eight pilot projects. A national evaluation using a "theories of change" approach embedded within a realistic evaluation design was commissioned to draw out the lessons from across the projects. In this article we describe the methods used to identify and test out the projects theories of change, and the results obtained. The theories of change identified revolved mainly around engaging clients and empowering them to take action through the provision of information. Two projects also saw providing opportunities for social interaction as a means to engaging
and empowering clients. Theory testing indicated that health improvement services could be effectively targeted at people in mid-life and that service settings and style played an important part in engagement. In particular contexts, combining free health checks with financial advice was a significant motivator for engagement, as was perceived health need in two deprived areas. Gains in knowledge were also important for empowerment in some contexts, but validation of existing knowledge could be more important in others. Opportunities to engage in social activities were a potent mechanism for empowerment amongst women living in two deprived areas. Further work is required to test these conclusions in other contexts, and to ascertain how people from minority ethnic groups and men, particularly those outside the labour market, can be engaged in health improvement initiatives.

Yin-ling (2006) had found in his studies on Analysis and maintenance of mental health of female students in colleges of China that most of them are in a dilemma of how to perform and harmonize the social and family responsibilities well, which has been a heavy burden on them and has a bad effect on their health. He made a classification of the mental health of the female students.
**Kaur, K (2007)** had investigated professional stress, mental health and coping resources of high and higher secondary school students and their relationship. The result indicate that Type of management, were not significant. The result reveled that Location of school, Type of school, were significant. The results revealed that students are stressed due to role overload, responsibilities and physical stressors present in school. Mentally healthy students use coping resources to combat the effect of Professional stress. Students use recreational activities such as T.V., music, social support from friends to get relief from mental tensions. The result also indicated that correlation between Professional stress and mental health is negative. Professional stress and coping resources also tends to be negative. Correlation between mental health and coping resources is positive and significant.

**Srivastava and Khan (2008)** had conducted a study to find out the impact of mental health on the level of burnout of the students teaching at different education level. The result indicate that fathers and mothers education were not significant. They concluded that students with low mental health are more prone to burnouts than the students of average and high mental health.
Dongxian, Shufen and Guoliang (2009) had concluded in their study that the individual factors of students not only influence their work, but also bring deep and everlasting impact on the students’ development. The sentiment state of a teacher not only influences the cognition, motive and behavior system of the teacher himself, but also brings direct and indirect influence to those of the students.

Purnima Sood Bhushan (2011) had conducted a study on “Teacher’s Mental Health In Relation To Personality Development of Students”. This study is aimed at finding the effect of teacher’s mental health on the personality development of students. Result revealed location, type of school, gender were significant. Result inferred that birth order type of family, living with parents were not significant. The study concludes that the students with good mental health induce more dominantly the extrovert trait of personality whereas in the case of students with ill mental health; Psychotic and neurotic traits of personality induce d among the students.
2.4 STUDIES ON DECISION MAKING STYLES

Life in school is always one of the best times of an individual’s life. But one of the most difficult aspects of school life is decision associated, with academic studies. A great deal of literature and research dealing which decision during adolescence have cited academic as a major contributing factor to student decision.

Ernst M et al., (2003) Decision making in adolescents with behavior disorders and adults with substance abuse. The study assessed the validity of the Gambling Task as a test of decision-making ability in adolescents and examined whether adolescents with behavior disorders, who are at risk for substance abuse, have deficits in decision making similar to those exhibited by adults with substance abuse. Result found that the healthy adolescents and the healthy adults had similar performance on the Gambling Task. Adolescents with behavior disorders performed more poorly than healthy adolescents, but only in the second testing session. In adults, overall Gambling Task performance did not differ between the healthy and substance abuse groups at either testing session, indicating no difference in learning of decision-making strategies between groups. However, adults with substance abuse performed more poorly than healthy adults during an early stage of the task, when participants presumably begin to understand the rewards and penalties
involved in the task but are not yet sure of the actual risk of incurring penalties. The study found that conclusion of the Gambling Task can be used with adolescents. Testing with the Gambling Task revealed a deficit in decision making in adolescents with behavior disorders, who are at risk for substance abuse. This deficit may represent a vulnerability factor for the development of substance abuse.

**Suto, et al., (2005)** had study conducted on the Relationships among Three Factors Affecting the Financial Decision-Making Abilities of Adults with Mild Intellectual Disabilities. Among adults with intellectual disabilities (IDs), there is a need not only to assess financial decision-making capacity, but also to understand how it can be maximized. Although increased financial independence is a goal for many people, it is essential that individuals decision-making abilities are sufficient, and many factors may affect the development of such abilities. As part of a wider project on financial decision-making, we analysed previous data from a group of 30 adults with mild IDs, identifying correlations among four variables: (i) financial decision-making abilities; (ii) intellectual ability; (iii) understanding of some basic concepts relevant to finance; and (iv) decision-making opportunities in everyday life. Results the analysis indicated a direct relationship between ID and basic financial understanding. Strong relationships of a potentially reciprocal nature
were identified between basic financial understanding and everyday decision-making opportunities, and between such opportunities and financial decision-making abilities. The findings suggest that the role of intellectual ability in determining financial decision-making abilities is only indirect, and that access to both basic skills education and everyday decision-making opportunities is crucial for maximizing capacity. The implications of this are discussed.

**French, Jennifer A. (2010)** a study found that Ethical Behavior & Decision-Making among Graduate Students. One-hundred and eleven graduate students enrolled in a clinical psychology training program (PsyD) participated in a research study that examined the ethical decision-making processes and factors that have been proposed to influence behavior (Smith, McGuire, Abbott, & Blau, 1991). Using a two-part questionnaire, data regarding the ethical behaviors and decision-making processes of graduate students was obtained. The first section of the questionnaire was designed to identify the behaviors modeled for participants by professional psychologists and colleagues, as well as their perceived ethicality of the behavior. The second section of the questionnaire consisted of four ethical dilemmas that varied according to the relationship of the participant to the person depicted as behaving in an unethical manner. Participants were asked to report what they knew
they should do based on the APA ethics code (2002) and what they would actually do in response to the ethical dilemma. Additionally, participants were asked to provide rationales for their decisions in order to provide insight into the factors that influence their decision-making processes. Results indicated that participants were more likely to engage in unethical behaviors that they had observed being committed by others, as well as a bias regarding their interpretation, decisions, and behavioral responses to the ethical infractions depending upon the identity of the perpetrator.

Mjelde, James W.; Litzenberg, Kerry K.; Lindner, James R. (2011) a study observed that Cognitive Development Effects of Teaching Probabilistic Decision Making to Middle School Students. This study investigated the comprehension and effectiveness of teaching formal, probabilistic decision-making skills to middle school students. Two specific objectives were to determine (1) if middle school students can comprehend a probabilistic decision-making approach, and (2) if exposure to the modeling approaches improves middle school students' decision-making abilities? "DECIDE" learning unit is developed to provide the context. This learning unit integrates mathematics, science, and decision-making concepts. Differences in students' pre- and post-test performance on a general decision-making test were statistically
significant, indicating students can learn formal decision making in middle school and improve their decision-making abilities. Both race and gender variables were shown to have no statistically significant effect on pre- and post-test scores.

Hansen, Michele J.; Pedersen, Joan S. (2012) conducted study on Examination of the Effects of Career Development Courses on Career Decision-Making Self-Efficacy, Adjustment to College, Learning Integration, and Academic Success. This study investigated the effects of career development courses on career decision-making self-efficacy (CDMSE), college adjustment, learning integration, academic achievement, and retention among undecided undergraduates. It also investigated the effects of course format on career decision-making abilities and academic success outcomes and whether CDMSE significantly predicted academic success outcomes among students in the career courses. Results indicated that students reported significantly more adaptive self-efficacy beliefs in all five efficacy domains, college adjustment, and learning integration following the theory-based career courses. Undecided students enrolled in career courses had significantly higher retention rates and GPAs than a comparison group of undecided students not enrolled in career courses. Course format did not appear to have a significant impact on outcomes. The CDMSE domains of self-
appraisal, planning, and problem solving significantly positively predicted levels of college adjustment. The domains of planning and problem solving significantly positively predicted levels of learning integration.

**Di Fabio, Annamaria; Kenny, Maureen E. (2012)** a study found that the Contribution of Emotional Intelligence to Decisional Styles among Italian High School Students. This study examined the relationship between emotional intelligence (EI) and styles of decision making. Two hundred and six Italian high school students completed two measures of EI, the Bar-On EI Inventory, based on a mixed model of EI, and the Mayer Salovey Caruso EI Test, based on an ability-based model of EI, in addition to the General Decision-Making Style Questionnaire. The findings suggest that both mixed model and ability-based models are related to decision-making style, but that ability-based EI does not predict decision-making style beyond the effects of the mixed model. This study reveals how varied dimensions of EI, especially self-assessment of one's emotional skills and personal qualities, are related to decision-making style. The assessment of EI may be useful in understanding career decision-making difficulties and in identifying strategies for promoting adaptive career decision making.
Rowell, P. Clay; Mobley, A. Keith; Kemer, Gulsah; Giordano, Amanda (2014) Examination of a Group Counseling Model of Decision Making with College Students. The authors examined the effectiveness of a group career counseling model (Pyle, K. R., 2007) on college students' career decision-making abilities. They used a Solomon 4-group design and found that students who participated in the career counseling groups had significantly greater increases in career decision-making abilities than those who did not participate in the groups. Implications for counseling and future research are discussed.

Tian et al, (2014) Predictive Validity of Career Decision-Making Profiles over Time among Chinese College Students. Two studies were conducted to validate the Chinese version of the Career Decision-Making Profiles (CDMP) questionnaire, a multidimensional measure of the way individuals make career decisions. Results of Study 1 showed that after dropping 1 item from the original CDMP scale, the 11-factor structure was supported among Chinese college students (N = 334). Results of Study 2 (N = 372) replicated this factor structure and revealed that the CDMP accounted for 25% and 32% of the variances in participants' career decision-making efficacy and career decision-making difficulties, respectively, across a time lag of 2 months. Among the CDMP dimensions, comprehensive information gathering, analytic information
processing, greater speed of making the final decision, internal locus of control, and less dependence on others were the most significant predictors of positive career-related outcomes. These findings carry implications for career decision-making research and counseling practices in different cultural groups.

Saidur Rahaman (2015) had a study conducted on Personality and Decision Making Styles of University Students. This study aimed to determine the relationship between personality and decision making styles. Melbourne Decision Making Questionnaire and Big Five Inventory were administered on 360 university students. Hypotheses were formulated to test the relationships. Correlational analyses revealed that big five factors are correlated with decision making styles. Multiple regression analyses further showed that conscientiousness, openness to experience positively and neuroticism negatively predict vigilance. Extraversion, openness to experience negatively and neuroticism positively predicted buck-passing. Neuroticism positively and conscientiousness negatively predicted procrastination. Only neuroticism positively predicted hypervigilance. Study limitations and implications are also provided.
Eugene Lee Davids et al., (2015) had study conducted on A systematic review of child and adolescent decision making styles and the association with parenting approaches, Research unit for Work, Organization & Personnel Psychology conference paper, University of Leuven. Decision making is a task that individuals face on a daily basis. The process of making a decision differs from one person to another. The processes involved in making a decision are defined as decision making styles, which can be either adaptive or maladaptive. Children and adolescents’ decision making, however, often is thought to be associated with parenting. This review examines and describes previous studies examining the associations between decision making styles and parenting approaches. It suggests that maladaptive decision making styles are the most prevalent, and that they often are associated with detrimental outcomes for children and adolescents’ development. Maladaptive decision making styles also are associated with negative parenting approaches. The review reveals that western and non-western societies play an important role in shaping these associations; however, it also finds that age and gender do not play a significant role. The review highlights gaps in literature focusing on decision making and parenting, and the continents where little research has examined the associations presented. The review adds to current debates and knowledge on youth development by providing an understanding of decision making styles from an international perspective as well as from the important role that parents play.
2.5 STUDIES RELATED TO EMOTIONAL MATURITY

The picture of one individual as one self is called the concept of self. It includes the perception an individual has of his physical appearance and of the tangible properties of himself as a person. It covers beliefs, convictions and values he holds. Further it includes the attitudes he has concerning himself as a person, his worth, his right to have his own feelings and thoughts and to make his own choices.

David M. (1980) has submitted on "The Relationship of Adolescent Self-Concept to Perceptions of Parents in Single and Two-Parent Families". He reveals that the relationship of adolescent self-concept to perceptions of parents in single and two-parent families. The sample consisted of 558 children, 19% from single-parent homes. Examination of the data indicated that children from single parent families have lower self concepts. There was also a significant relationship between self concept and the adolescents' perceptions of their parents. In addition, perceived love was found to be the best predictor of self-concept in adolescents.

Manev (1981) has investigated that "A study of Attitudes, self-concepts and values of professional and non-professional college students and relationship of these variables with their achievement". He concluded that the Engineering and medical students did not differ
significantly and self-concept. The professional students differ significantly from the non-professional students with regard to attitude towards teachers and society. The non-professional students had a more positive attitude towards their teachers and society than the professional students. He also found that none of the value was found to be significantly related to achievement of professional and non-professional students.

**Sharma (1981)** has investigated that "A study on a differential study of self-concept, personality, adjustment and values of teachers of various level". He concluded that self-concept and self-confidence in the case of college teachers were more positive than the case of the various other groups. He also concludes that value structures of the various groups of teachers were also significantly different.

**Kale, P.S., (1982)** has studied on “The development of self-concept at pre adolescent level in reference some family and school factors”. The study was conducted on a sample of 990 children.

**Prasad, S., (1982)** has submitted on "Certain important factors of stability of self – concept". He found that the Anxiety, insecurity, self-satisfaction, self-role in congruence and social changes were analyzed. A
comparison was made between older and younger generations to see the influence of social change.

Saraswat (1982) has concluded, "A Study of self-concept in relation to adjustment, values, academic achievement, SES and sex of high school student of Delhi" she found that the boys' self-concept was positively and significantly related to political and religions values; meanwhile the girls' self-concept was not-related to any of these values. Boys and girls differed significantly on total self-concept with its physical, social and moral dimensions, she also found that girls seem to be higher in all these dimensions.

Pandit, I., (1985) has conducted "The self-concepts of adolescents and the relationship between psychological needs, self-concept and adjustment of adolescents". He reveals that sample of the study consisting of 640 adolescents of which 311 were boys and 329 were girls of the age group of 15 to 18 years. The study found that there are positive relations.

Karan Patruia (1989) has studied on "The relationship of peer group and self concept of adolescents". He reveals found there is a positive relationship existing between the peer group and self-concept.
Chapman and James (1990) have study of on "The academic self concept and the family background did not show any long term effect on academic self concept". Also the position of the family, culture, and political interest was not associated with academic self-concept.

Jerry Trusty, (1996) has submitted a research on "Self-Concept where the studies examined multidimensional self-concepts of fourth-through eighth-grade students". He found that

- For fourth-graders with low academic achievement and low socioeconomic status, social self-perceptions were more negative.
- For fourth-graders with low achievement and high socioeconomic status, school-related self-perceptions were more negative.
- For African American fourth- through eighth-graders, social dimensions of self-concept were more highly predictive of academic achievement than school-related dimensions. This finding highlights the importance of social maturity and social confidence to African American students’ academic achievement.
- With regard to family structure and self-concept of young children, we found that marriage transitions were negatively related to self-concept for White girls, and not for African American girls or for African American or White boys.
Don Hamachek, (1998) has studied on, "The relationship of Self-Concept and School Achievement" He found that where the research concerning the interactive and reciprocal relationship between self-concept and school achievement. It also proposes an informal inventory that can be used as a tool by teachers and counselors to assess whether a student’s self-attitudes are making positive or negative contributions to the dynamics between self-concept and achievement. Self-concept and achievement are dynamically interactive and reciprocal; each is mutually reinforcing to the extent that a positive (or negative) change in one facilitates a commensurate change in the other. Academic self-concept is more highly correlated with academic achievement than is general self-concept. The reciprocity of the relationship between academic achievement and self-concept is particularly noticeable by the middle school years, when children are better able to interpret feedback from their academic performance. High self-concept students tend to approach school-related tasks with confidence, and success on those tasks reinforces this confidence. The opposite pattern is likely to occur for children with low academic self-concepts.

Hay, Ian, (2000) presented a article on the topic "Gender self-concept profiles of adolescents suspended from high school". He revealed that Students suspended from school show low parent and school self-
concepts but higher peer self-concepts, according to research considering whether adolescent students suspended from school have different multidimensional self-concept profiles from their age-specific peers. The multidimensional self-concept profiles of the students suspended from school show multi-deficiencies, including poor communication skills. This supports research indicating that antisocial behaviours are greater among students exposed to multiple risk factors. Girls were found to be more emotionally damaged and socially marginalized than boys by their antisocial behaviours.

**Daniel Goleman (2002)** is of the opinion that the resonant leaders excel not just through industry say but also by leveraging EI competencies. Betty Nina (2002) has stated that mental alertness and emotional stability helps the executives at the time of selecting leadership styles in a particular situation. It is hypothesized that leaders who have strong self-management skills are able to control their own disruptive emotional and impulses, display honesty and integrity and to be adaptable and flexible in situations that call for change. They are drivers to improve their performance in order to meet an inner standard of excellence, ready to raise opportunities, and are able to see the positive side of difficult situations.
Hobson, R. and et.al (2002) have studied on "Developing self-concepts". They found that those with autism would support limited knowledge on self-concepts. Showed that those with autism generated fewer statements in the social category of self-concept. No group variations in the overall production of verbally expressed ideas related to self-attribute of a physical, active or psychological kind.

Prasuram K. (2007) has submitted on "Emotional maturity of Higher secondary student in relation to adjustment" he found that the emotional maturity of higher secondary student unstable and also found that the adjustment of higher secondary student is good.

Morrison Cavendish, (2008) has studied on "A Study of Depressive Symptomology and Self-Concept in Adolescents" he reveals that a strong relationship between depressive symptoms and self-concept for both initial status and growth over time. No effect was found for gender on initial status or growth for either construct.

Mahmood Alam (2009) has submitted on "Self-Concept and Social Adjustment Effect on Academic Performance of Adolescents" which aims at exploring the effects of self-concept and social adjustment on academic performance of adolescents. The sample consisted of 500 students (264 boys and 236 girls) of class IX from different Government
Inter Colleges of Ballia (UP). Children's Self-Concept Scale by Ahluwalia and Adjustment Inventory for School Students by Sinha and Singh were used in this study. Mean, standard deviation and t-test were used for data analysis. The findings revealed significant positive relationship of academic performance with self-concept and social adjustment.

**Dhami (1974)** has studied on "Intelligence and emotional maturity contribute substantially to success in scholastic achievement". He found that the close and significantly high relationship exists between intelligence and emotional maturity of high school students. The socio-economic status has a positive effect on emotional maturity especially the factors of parent's education, family income, cultural level of the family, the type of the house the family lived in and the vocational aspirations of learners.

**Singh (1978)** had found that there is no significant difference in case of teachers' rating of children for emotional maturity but, according to parents, the mentally superior children are more emotionally mature than the mentally average children. The superior children do not differ from the average children in case of social and emotional adjustment.
**Uchat DA (1979)** the students from the arts faculty had the highest emotional maturity and self-concept while those form the science faculty possessed the lowest emotional maturity and self-concept. The birth order had no relationship with self-concept. Type of relationship was observed as regards age as an independent variable.

**Mitra R.A (1980)** studied the twenty percent of the low socio-economic level high emotional adjustment and low anxiety subjects allocated the reward according to the equality norm. All the low socio-economic level low emotional adjustment and high anxiety subjects allocated the ward according to the equality norm. Low emotional adjustment significantly influenced the reward allocation behaviour of the subjects.

**Lebedinskaya et al. (1980)** have investigated that the effect of psychological instability on the intellect and personality of adolescents. It is observed that the subjects' psychological instability has been manifested by their emotional immaturity as evidence in (1) lack of responsibility (2) lack of sensecontrol (3) vulnerability to inappropriate sense of behaviour (4) need for external stimulation (5) inability to complete tasks and (6) emotional infantilism. The results also indicate that the psychological instability is linked to abnormal emotional
development manifested by organic infantilism and accompanied in severe cases by brain disorder.

**Sum Bali. K. (1981)** has submitted on "A study of aggression among children and adolescents". He reveals that the boys were more aggressive than girls. Children were more prone to aggressive behaviour than their senior counterparts. Aggressive subjects had poor family relationship. He found that boys were more aggressive than girls, the children were more prone to aggression behaviours than their senior counterparts. Aggressive subjects had poor family relationship. Children and adolescent from lower economic group were more aggressive than higher economic groups. Aggressive subjects had higher need for power than the normal.

**Arya (1984)** has found that boys and girls of superior intelligence have better emotional maturity. Superior intelligent boys do well on the emotional maturity test than girls of superior intelligence. Residence (urban, semi-urban and rural) does not link with emotional maturity.

**Manral (1988)** has found that emotional maturity is related to undisciplined behaviour tendency. Out of the five dimensions of emotional maturity, emotional instability is related to behaviour in classroom, students union activities and behaviour in miscellaneous situations.
Emotional regression is related to students urban activates. In disciplined behaviour is also related to prolonged deprivation. There is no significant difference between male and female students on emotional maturity. High in disciplined students differ significantly on prolonged deprivation, emotional maturity and academic achievement from low in disciplined students.

**Gupta (1999)** has found that the characteristics behaviours of the girls is more sober, well-behaved, shy and reserved as compared to boys behave more openly and are more interests in bold cavities.

**Sigh R.P (1993)** has found studied on “A study of emotional maturity of male and female students of upper and lower socio-economic status”. He found that the mean scores of male students were emotional instability, emotional regression, personality disintegration and lack of independence. The mean score of female students was slightly lower than the corresponding mean scores of male students in social disintegration. In the total area of the emotional maturity the mean scores of male and female students of higher SES was lower than the corresponding mean scores of male and female students of lower SES. The ‘t’ value was significant.
Winson (1996) has found that there is no significant difference between boys and girls in emotional maturity. There is no significant difference between students studying in government and private colleges in emotional maturity. There is no significant difference between students studying in government and private colleges in emotional maturity. There is no significant difference between rural and urban students in emotional maturity. There is no significant association between emotional maturity of schools students and their caste as well as their parent income. They study also reveals that there is significant relationship between emotional maturity and self acceptance of the college students.

Bharadwal and Sharma (1997) have found that in comparison to chemical dependents, the non-dependents have greater and adequate depth of feelings, adequate expression and control emotions, ability to function with emotions and encouragement of positive emotions. It is also noted that there are no differences among two groups are regard to the ability to cope with problem emotions.

Srivastava (1999) had study conducted on Emotional maturity and psychosomatic diseases in his study among 210 male subjects from a middle class urban population has found that psychosocial stress experienced by the subjects significantly correlates with their emotional
responses and psychosomatic diseases. The results revealed that the individuals’ consistent stresses in their day to day life recessively lead to various kinds of psychological disorders and psycho-somatic illnesses through alteration of their bio-chemical functioning.

**Pragadeeswaran and Panchanatham (2001)** have examined the importance of training for emotional intelligence quotient for business executives. They concluded that meditation enhances emotional intelligence quotient. In a similar investigation Ciarrochi et al, (2000) have found a correlation of 0.43 between emotional intelligence and self reported empathy.

**Venkitaramiah S. (2002)** has studied on, “made an attempt to study the relationship between adjustment and emotional maturity”. He reveals that the emotional maturity is high the person who have high adjustment mentality.

**Suneetha** and **Vijayalaxmi A. (2007)** have studied on "Self-Concept, Emotional Maturity and Achievement Motivation of the Adolescent Children of Employed Mothers and Homemakers" They revealed that the adolescent children of homemakers have significantly higher self concept. It was also noticed that children of employed
mothers have high emotional Maturity and female children of employed mothers are highly achievement oriented.

**Muthukumaran.K (2008)** has submitted on "A study of high school academic achievement in relation to their adjustment and emotional maturity". He found that the mean and standard deviation of high school students emotional maturity have unstable.

**Manoj Kumar and Rishi Mishra (2016)** had study conducted on “Emotional Maturity and Academic Achievement among Adolescent Students: A Review of Studies”. Emotional maturity refers to our capability to understand and manage our emotions. The findings of the present investigation reveal that there is a positive correlation between emotional maturity and academic achievement among Adolescence students. Thus, emotional maturity plays important role in the academic achievement of students.

### 2.5 SUMMARY

The review of the related studies has enabled the present investigator to know about the findings made earlier in her field of study and it has enabled her to formulate suitable hypotheses for her present investigation. The methodology is given in the succeeding chapter.