CHAPTER-II
REVIEW OF LITERATURE

Economic pressure is viewed as a better indicator of the economic difficulties faced by families of lower economic status. Financial difficulties threaten a family's ability to meet its basic needs, consequently leading to the feelings of frustration, anger and depression. On the contrary, high socio-economic status plays a key role in fostering positive psychological states. A number of studies have reported that socio-economic status play a primary role in determining one's positive psychological states:

Elder (1974). Studied about the depression among children and focused upon the social changes occurred during life experiences.

Eisenberg (1979) studied the emotional and behavioural problems in relation to economic stress in the family and found that economic stress in the family negatively affects the physical and mental health of the family members, especially, adolescents.

Elder, Conger, Foster and Ardelt (1992) reported that high income or especially living in a wealthy nation, perceived good health, good family relations and personal goals are associated with subjective well-being. Financial difficulties threaten a family's ability to meet its basic needs. They foster feelings of frustration, anger and demoralization.

Conger, Xiaojia Ge, Elder, Lorenz and Simons (1994) showed that financial strain increases mother's and father's feelings of depression, worsens parent's marriages and causes conflict between parents and adolescents over money. These consequences, in turn, make parents more irritable, which adversely affects the quality of their parenting. Such a family climate puts adolescents in a wide variety of problems. They become harsher, socially inactive, diminished school performance and indulge in anti-social behaviour.

Conger, Elder, Lorenz and Simons (1994) concluded on the basis of their study that families suffer economic pressure to the extent that they
cannot meet material needs, often fall behind in paying debts and have had to cut back on everyday expenses in an attempt to live within available means.

National Research Council (1995) found that, The association between low income, on one hand, and reduced access to health care and worse health, on the other, represents just one manifestation of the effect of socioeconomic status on the life chances of adolescents. The main settings that influence the way children and adolescents grow up include families, neighborhoods, and schools. The quality of these settings, and whether they are supportive and nurturing or dangerous and destructive, has a profound influence on adolescents' chances for leading successful adult lives. Family income is perhaps the single most important factor in determining the quality of these settings.

Bolger, Patterson, Thompson and Kupersmidt (1995) reported that children who expressed persistent family economic hardship and poor emotional bond among family members were more likely to have low self-esteem and emotional control i.e. poor mental health. The connections between negative family conditions and poor mental health were more pronounced for boys than for girls.

Diener & Diener (1995) when examining college students (from 31 nations) satisfaction in various life domains, financial status was more highly correlated with satisfaction for students in poor nations than for those in wealthy nations. Moreover the people in wealthy nations generally were happier than those in impoverished nations.

Diener, Diener & Diener (1995) found that, when well-being data are divided further by categories of economic status (very poor versus very wealthy), it appears that there is a strong relationship between income and well being among the impoverished but an insignificant relationship between the two variables among the affluent countries.

Bolger, Patterson, Thompson and Kupersmidt (1995) found the influence of family economic hardship on social development of children. He showed that for both black and white children, a broad range of difficulties were associated with enduring economic hardship. Children who experienced persistent family economic
hardship were more likely than those who did not have difficulties in peer relations, show conduct problems at school and report low social intelligence and low self-esteem.

Children who experienced intermittent family economic hardship feel between the other two groups. Connections between persistent economic hardship and psycho-social adjustment were more pronounced for boys than for girls.

Lyubomirsky, Sheldon and Schkade (2005) indicated that the individuals with low self-esteem are happier than one's who are possessing.

Emerson, Hatton, Liewellyn, Blacker, and Graham (2006) concluded on the basis of their study that socio-economic position plays a key role in determining poor well-being of mothers of children with intellectual disabilities.

Howell & Howell (2008) have shown that, the link between wealth and happiness may be strongest when "wealth" is defined as economic status (as opposed to flow of income), and when measures of life satisfaction are used (as opposed to measure of happiness) to determine subjective well being.

Gabrielle (2011) reported that socio-economic status mediated the relation between ethnicity and post traumatic stress disorder as suppressor effects in Vietnam veterans and survivors of natural disasters.

Ibrahim, Kelly and Glaze Brook (2012) reported that low socio-economic background led to higher rates of depression among undergraduates of an Egyptian university.

On the basis of above contentions, it may be deducted that poverty is a salient risk factor for subjective well-being of an individual, thus, devoing him/her from happiness in life. High self-esteem has a significant relationship with happiness and low self-esteem is more likely than high to lead to depression under some circumstances.

Another positive future oriented emotion i.e. hope is affected by intrinsic and extrinsic motivational family factors. There is a study which emphasized that stressful home environment leads to develop resilient and hopeful children.
under certain circumstances, because they address adversity as a challenge or opportunity for development rather than an obstacle.

Mahoney (1991) found that children who grow up in a particularly stressful home environment are more likely to become resilient and hopeful under certain circumstances.

Luthar (1991) found that the children tend to have strong social skills, and have personal characteristics that protect them against stress such as optimism, perseverance and self-efficacy.

Furstenberg (1993) found that adolescents growing up in poor communities suggest that in fact the strength of relationship between a particular risk and child outcomes varies by the child's level of exposure to that risk.

Synder (2000) found that hopeful adults have distinctive profile. Adult who have high levels of hope have experienced as many setbacks as others in their lives, but have developed beliefs and that can adapt to challenge and cope with adversity.

Buka, Sticnick, Birdthistle, and Earls (2001) explored that low-income, minority children and adolescents are particularly vulnerable to witnessing or being directly victimized by violence.

Experiencing negative events of life prepare one to become resilient. Numerous studies have examined the children, who succeeded in life despite severe challenges, such children triumphed in the face of adversity. There are naturally occurring personal and environmental resources that help youth to overcome life's many challenges. On other hand youth capitalize on their personal assets and environmental resources to face the traumas of life.

Werner and Smith (1982) identified larger groups of people who were functioning well or thriving despite having experienced a recent stressor.

Garmezy, Masten and Telleen (1984) approached their work by focusing on the building blocks of resilience and then identifying how these blocks stack up in a large group of people who are at risk due to a stressor.
Rutter (1985) reported that a set of individual and environmental attributes are associated with good adjustment and development under a variety of life course threatening conditions across cultural contents. Similar reviews were reported by Garmezy, 1985, Masten & Garmezy 1985).

Werner and Smith (1992) have examined the dispositions of at risk children along with the physical and social resources of the youngster who faced certain disadvantages.

Rutter (1999) concluded that high SES plays a crucial role in developing resiliency in children.

Similarly Masten (1999) reported individual and environmental attributes playing a major role in one’s adjustment in life.

Luthar, Cicchetti and Becker (2000) argued about the universality of protective factors as risk or adversity must be present for a person to be considered resilient.

Similarly Harvey and Delfabbro (2004) identified a long list of protective factors, but how and when people call upon particular resources when facing risks is a matter of concern.

Haafaten, Zhenrong and De Vijver (2004) reported that higher the SES, more is the resilience among Chinese people.

As Fovet (2011) examined that social disparities and economic difficulties are in fact not predominantly relevant in manifestations of social, emotional, and behavioral difficulties (SEBD). Low socio-economic spectrum school children rather developed resilience consequently later developed into adjusted adults. So low SES helped in developing resilience.

Hair Elizabeth, C., Justin Jager, Sarah Garret, Chung and Elias (2011), studied on resilience and suggested that pre-adolescent and adolescent girls tend to be having better adjustment than less prone to problem solving than boys of smaller ages.

Rolf, J., Masten, A., Cicchetti, D. (1990), found that better adjustment to life stress occurs when adolescents come from higher socio-economic groups.
have good social support networks compromising family members and Peers and attend schools that provide a supportive yet challenging educational environment.

With this background, we may now pass on the next chapter dealing with problem and hypothesis.