CHAPTER 2
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REVIEW OF LITERATURE

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2.1 **Introduction:**

As someone has said “experience is the best teacher”, it is very useful to go through the experience of past researcher before conduction of the actual research.

In scientific research observation of past researches is one of the important steps. To give ways to research, it becomes motivation for the researcher and also it directs the planning of the future research. It is scientific rule that study of earlier material of relevant topic gives innovative ideas and subjects. Earlier hypotheses and theories improve one’s research. In short, there are so many benefits to view it, that it gives new ways to the research and also indicates which the variables most frequently studied are and which are still to be studied. It also guides which design is appropriate for such variable and how to make it.

Thus, reviewing of research literature becomes useful before starting the research, during the study and also after completing it. Present study is related a study of impact of home environment on peer pressure and behavior Problems among adolescents. There are also so many studies which are done in this modern field. Some important studies relevant to the present research are presented below.

2.2 **Study of Home Environment:**

Kaur Jagpreet (2009) explore to the gender differences in perceptions of home environment in a sample of 1011 Indian adolescents. The Home Environment Inventory (HEI) developed by Misra (1989) was used to measure adolescents' perceptions of home environment. The results of the study revealed significant gender differences in control, protectiveness, social isolation, reward, deprivation of privileges,
rejection and permissiveness components of home environment. Male adolescents perceived their home environment to be significantly more controlled, socially isolated, deprived of certain privileges, rejected and permissive whereas females perceived their home environment to be more protective and rewarding than their male counterparts. The intervention strategies are discussed to improve the home environment of adolescents for promoting their well being.

Daisy and Tung (2011) explored the patterns of adolescence and examined the parental and peer attachment patterns on three dimensions namely trust, communication and alienation among adolescent boys and girls. A sample of 100 boys and 100 girls of age group 13 to 15 years and 100 boys and 100 girls of age group 16 to 18 years were drawn from public schools and colleges. The gender and age differences were found out using t-ratios. The girls’ attachment to parents was found to be higher for parents at both age levels. Further, both boys and girls were found to be more attached with their parents during middle adolescence. No gender differences were found regarding adolescents’ maternal and parental attachments. However, peer attachment scores significantly go higher during late adolescence suggesting a rise in the importance of peers.

Bandhana and Sharma (2012) study conducted to ascertain the main and interactional effect of Emotional Intelligence, Home Environment and Sex on the Problem Solving Ability of Adolescents. A random sample of 1007 adolescents (502 male and 505 females) was selected from government and private higher secondary schools of Jammu City. Mangal Emotional Intelligence Inventory by S. K. Mangal and Shubra Mangal, Home Environment Inventory by Karuna Misra and Problem Solving Ability Test by L. N. Dubey was used to collect the
data. The data was analyzed by using three-way analysis of variance technique (ANOVA). The results revealed that Emotional Intelligence and Home Environment have a significant impact on Problem Solving Ability.

Bhat and Aminabhavi (2011) Present study is an attempt to study the impact of home environment on the psychosocial competence of adolescents. Data were collected from 100 adolescents studying in IX and X standards in English medium high schools of Dharwad. Home environment was assessed by using Mishra’s Home Environment Inventory (1989), psychosocial competence was measured using Dindigal and Aminabhavi’s Psychosocial Competence Scale (2007). Results revealed that adolescents with high control, social isolation, deprivation of privileges and rejection at home have shown significantly lower problem solving, decision making, coping with emotion, coping with stress and overall psychosocial competence. Children with high protectiveness, punishment, conformity, reward, nurturance and permissiveness have better empathy, critical thinking, empathy, self-awareness, coping with stress, interpersonal relations and effective communication as well as overall psychosocial competence. Findings of the study reveal the significance of home environment in the development of life skills.

Bandhana and Sharma (2010) The impact of home environment and academic achievement on mental health was investigated on 12th grade higher secondary school students sample consisting of 300 participants, 150 of whom were females and 150 were males. The data was collected by Home Environment Inventory developed and validated by Dr. Karuna Shankar Misra Prof. and head, department of Education, Allahabad University, Allahabad and Mental Health Battery which was
developed and validated by Arun Kumar Singh and Alpana Sen Gupta. Data collected was analyzed using mean, standard deviation and Three-Way ANOVA (2x2x2 Factorial Experiment). Results revealed that mean value of mental health of girls is 74.76 and boys is 70.76. Therefore, this was revealed after analyses that the mean value of mental health of girls is more in comparison to boys.

Shrivastava and Sharma (2009) compared the mental health of higher and lower group of class X students on the basis of parent child relationship. The findings revealed that an entire socio-psychological problem among adolescents spring up as a result of faulty relationships with their parents. Healthy and good parent child relationship in the family greatly influences the mental health of adolescents in various aspects. Family is the chief motivational factor to influence the personality of an individual. Healthy relationship in the family makes a child feels well adjusted and accepted. A healthy family climate may be helpful in making the best use of even the limited potentialities of the teenagers.

2.3 Study of Peer Pressure:

During adolescence, less time is spent with parents and family and more time is spent with friends, who act as an important source of social support (Brown and Klute, 2006). According to Erik Erikson, adolescence is the age in which people must set up an identity to escape identity diffusion and confusion. At this age, adolescents give much importance to their friends who have a power over them. This phenomenon is called “peer pressure.”

Indeed, peers are one of the most important factors that influence the adolescent’s psychological development. Bronfenbrenner (as cited in
Oswald and Suss, 1988), a Russian psychologist who had developed many theories in the developmental psychology, asserts, “The first level of the ecology or the context of human development is the Microsystems family, school, peer groups as well as the specific culture within which the family identifies.” this means that adolescents are mostly influenced by their families and their surroundings.

Patterns of authority beliefs were examined by Daddis (2009) among peer crowds in 598 middle school (M=12.97 years), early high school (M=15.10 years), and late high school adolescents (M=18.25 years). Participants reported beliefs regarding the boundaries of personal authority across personal, prudential, conventional, moral, and multifaceted issues. As expected, analyses revealed persistent differences in belief patterns among crowds within each age group. Tough and alternative crowds asserted personal authority across all issues, while prep and outcast crowds endorsed parental authority. Jock, hip hop, and normal crowds presented with shared-control patterns, but each crowd ceded and asserted authority over different issues.

Padilla-Walker and Bean (2009) examined adolescents’ perceptions of negative and positive peer influence (i.e., indirect peer association and direct peer pressure) as they related to adolescent behavior. Regression analyses were conducted using a sample of African American, European American, and Hispanic adolescents (N=1659, M age =16.06, SD=1.10). The study found differences and similarities in relation to respondents’ ethnicity vis-à-vis indirect peer association and adolescent behavior. Although few ethnic-based differences occurred as a function of indirect negative peer association, indirect positive peer association was not as consistently or as strongly related to behaviors for minority youth as it was for European American youth.
Paluck (2010) conducted a study and observed that to individuals often conform to the intergroup attitudes and behaviors modeled by their peers in a given situation. To what extent does peer influence on intergroup prejudice (1) diffuse across a social network of peers and (2) affect attitudes and behavior across time? Student leaders (“Peer Trainers”) were trained to confront expressions of intergroup prejudice in five randomly assigned high schools across a period of five months; students recruited to be peer trainers in five control schools waited to be trained. Independent surveys of peer trainers' social networks reveal that treatment peer trainers were significantly more likely than control trainers to be nominated by peers as students who confront prejudice. Treatment peer trainers' tolerant behavior spread to close friends and to acquaintances in their social network; their attitudes spread inconsistently, and only to close friends. Studying peer influence within social networks can improve understanding of social influence, prejudice reduction, and social change.

Tope (2011) investigated the influence of peer group on adolescent’s academic performance. The sample of the study was 150 randomly selected students from four secondary schools. The findings were the peer group could either positively or negatively influence the academic performance in school. Tope recommended that parents and teachers may provide adequate guidance to adolescents to help them understand how the friends can positively or negatively influence their academic performance. Akhtar and Aziz (2011) investigated the effect of peer and parent pressure on the academic achievement of university students. The male and female university students of masters’ class were the population of the study. 156 students were selected by using cluster sampling technique from three departments of university (Business
Administration, Computer Science and Economics) as a sample for the study. An opinionnaire was used to elicit the opinions of the students regarding peer and parent pressure. The findings of the study were the parent pressure effect positively and peer pressure effects negatively the academic achievement of students and especially female university students. No effect of peer and parent pressure was found on the achievement of male students. The parent’s pressure has positive effect on the academic achievement of business administration students.

Kiuru, Burk, Laursen, Aro and Nurmi (2010) examined the relative influence of selection and socialization on alcohol and tobacco use in adolescent peer networks and peer groups. The sample included 1419 Finnish secondary education students (690 males and 729 females, mean age 16 years at the outset) from nine schools. Participants identified three school friends and described their alcohol and tobacco use on two occasions one year apart. Actor-based models simultaneously examined changes in peer network Multi-level analyses examined changes in individual behaviors for adolescents entering new peer groups and adolescents in stable peer groups, both of which were embedded within the school-based peer networks. Similar results emerged from both analytic methods: Selection and socialization contributed to similarity of alcohol use, but only selection was a factor in tobacco use.

Holliday, Rothwell and Moore (2009) examined the relative importance of smoking behavior of best friends, boyfriends/girlfriends, the wider friendship group, and school year group smoking prevalence as correlates and predictors of smoking behavior (peer influence). The article also aimed to assess the relative extent to which smoking behavior was associated with changes in smoking among peers who were selected to be friends (selective association). Results indicated that the smoking
behavior of best friend, boyfriend/girlfriend, the wider friendship group, and school year group prevalence were cross-sectionally associated with higher odds of weekly and occasional smoking. In longitudinal multivariate influence models, only the smoking behavior of boyfriend/girlfriend and the wider friendship group were associated with weekly smoking. Weekly smoking was associated with maintaining or changing to having smokers among best friends, boyfriends/girlfriends, and the wider friendship group. In models including all variables, only selective association effects were observed. It was concluded that although univariate analyses indicate an association of friends’, peer group, and year group smoking with current and subsequent smoking behavior, multivariate longitudinal analyses indicate that simple peer influence models do not completely explain adolescent smoking and that a more complex interrelationship exists between smokings, peer’s smoking and peer socialization.

Harakeh and Vollebergh (2011) examined whether passive (imitation) and/or active (pressure) peer influence affects young adults’ smoking. An experiment was conducted among 68 daily-smoking students aged 16–24. The actual study aim was masked. Participants had to do a 30-min music task with a confederate. The experiment consisted of a 2 (smoking condition: confederate smokes or not) by 2 (pressure condition: confederate offers the participant a cigarette or not) factorial design, resulting in four conditions: (1) no smoking and no pressure (N=15); (2) smoking but no pressure (N=16); (3) pressure but no smoking (N=20); and (4) smoking and pressure (N=17). The primary outcome tested was the total number of cigarettes smoked during this music assignment. Results revealed that Peer smoking significantly predicted the total number of cigarettes smoked by young adults while peer
pressure did not. The interaction effect of peer pressure and peer smoking was not significant. Conclusions: Peer pressure did not have a significant additional contribution, over and above smoking of the peer. Passive (imitation) peer influence affected young adult smoking rather than active (pressure) peer influence. Thus, smoking cessation efforts should aim at preventing interaction with smoking peers and raising awareness about its impact.

Haynie (2009) conducted the study to investigate the relationship between parenting styles and peer pressure susceptibility among 60 drug rehabilitation patients. The parenting styles as perceived by the respondents are determined utilizing Buri's (1991) Parental Authority Questionnaire (PAQ) which is founded on Baumrind's (1971) three parental authority prototypes: authoritarian, authoritative and permissive. To determine the dominant peer pressure susceptibility factor, that is between internal and external, a researcher-designed questionnaire was used. Internal peer pressure susceptibility factor or self-predisposition proves to be most influential factor among the respondents when it comes to being offered by a friend to take drugs.

Adesoji and Oni (2010) This study investigated peer group pressure as a determinant of adolescents' social adjustment in Nigerian schools, with a focus on the Ikeja Local Government Area of Lagos State. Two null hypotheses were tested using a random sample of one hundred and twenty adolescents from four secondary schools in the Ikeja Local Government Area. The instrument was a self-designed questionnaire. The collected data were analyzed using an independent t-test and a Pearson Product Moment Correlation Coefficient. The results of the analysis showed that peer group pressure among adolescents is related to their social adjustment and that the gender of the adolescents affects their
social adjustment as well. Based on these findings, the following recommendations are made: parents should serve as role models for their children to emulate; parents should be watchful of the types of friends kept by their adolescent children; and parent-child relationship should be cordial enough to permit adolescents in discussing their problems with them. In addition, the management of adolescents (secondary school students) should be the joint responsibility of parents, guidance counselors, school administrators and society at large.

Gorrese and Ruggieri (2012) Peer Attachment: A Meta-analytic Review of Gender and Age Differences and Associations with Parent Attachment. In adolescence, peers represent key actors within individual social network. Given the relevance of peer connections and the growing literature examining them, the purpose of this article was to review, through a meta-analytic approach, studies on adolescent and youth peer relationships within the theoretical framework of attachment. First, we synthesized results of 44 studies focused on relationships between parent and peer attachment. Second, we summarized findings of 54 studies reporting gender differences on peer attachment. Third, we computed an overall effect for age differences on peer attachment documented in 19 studies. Main findings highlighted that parent attachment is moderately correlated to peer attachment; that females were significantly more attached to their peers than males; and that the correlation between age and peer attachment was not significant. This set of findings was confirmed examining both overall peer attachment as well as specific dimensions of attachment, such as trust and communication. Furthermore, since a significant heterogeneity was found across studies, we tested the effects of various categorical (i.e., year and language of publication, country, attachment measure) and continuous
(i.e., mean age and percentage of females of the sample, number of items of the peer attachment scale) moderators related to characteristics of the study samples and designs. Implications of these findings for future research are discussed. A focus on cultural dimensions and on peer attachment processes would be worthwhile to address relevant research questions: How do peer relationships progressively become mature attachment relationships? How this process is shaped for individuals with different parent attachment histories?

2.4 Study of Behavior Problems:

Greenberg et al., (2012) examined study that the family environment is associated with aspects of the Fragile X syndrome phenotype during childhood, adolescence, and adulthood. Mothers of children (n=48), adolescents (n=85), and adults (n=34) with Fragile X syndrome participated in a multisite study. For children and adults with Fragile X syndrome, the presence of warmth and positivity and the absence of criticism were associated with fewer behavior problems. Although a higher level of criticism was significantly associated with greater behavior problems, there were only trend-level associations between levels of warmth and positivity and behavior problems during the adolescent years. The provision of family psycho education programs, which can reduce parental criticism, would likely benefit both the individual with Fragile X syndrome and the family.

Beatrice, Olawumi and Ajidahun (2011) The study examined poverty, divorce and peer-pressure as correlates of behavioral problems among adolescents in Adekunle Ajasin University. A total number of 100 students were randomly selected from various Departments in the Faculty of Education. The research instrument titled: Adolescent Psychological
Questionnaire (APQ) consisting of 18 items was administered to the adolescents in the Faculty. Four research hypotheses were formulated. The data were analyses using frequency count and Chi-Square statistics. Results showed that all the hypotheses tested were significant. This implies that poverty, divorce and peer-pressure were correlates of behavioral problems among adolescents in the Faculty of Education, Adekunle Ajasin University, Akungba-Akoko, Nigeria.

Kristoffersen and Smith (2013) conducted the study to investigate Gender Differences in the Effects of Behavioral Problems on School Outcomes. Behavioral problems are important determinants of school outcomes and later success in the labor market. We analyze whether behavioral problems affect girls and boys differently with respect to school outcomes. The study is based on teacher and parent evaluations of the Strength and Difficulties Questionnaire (SDQ) of about 6,000 children born in 1990-92 in a large region in Denmark. The sample is merged with register information on parents and students observed until the age of 19. We find significant and large negative coefficients of the externalizing behavioral indicators. The effects tend to be larger when based on parents' SDQ scores compared to teachers' SDQ scores. According to our estimations, the school outcomes for girls with abnormal externalizing behavior are not significantly different from those of boys with the same behavioral problems. A decomposition of the estimates indicates that most of the gender differences in Reading and Math cannot be related to gender differences in behavioral problems. The large overall gender gap in Reading seems mainly to be the result of gender differences between children without behavioral problems living in 'normal families', i.e. families which are not categorized as low-resource families.
Martel and Michelle (2013) conducted the study to investigate sex, ethnic and socioeconomic status (SES) influences on attention deficit hyperactivity disorder (ADHD) symptoms and risk markers, including executive dysfunction and temperament traits. Participants were 109 children who were 3 to 6 years old (64% male; 36% ethnic minority) and their primary caregivers and teachers who completed a multistage, multi-informant screening, and diagnostic procedure. Parents completed a diagnostic interview and diagnostic and temperament questionnaires, teachers completed questionnaires, and children completed cognitive control tasks. Because of targeted over recruitment of clinical cases, 56% of children in the sample were diagnosed with ADHD. Results suggested minimal sex differences, but prominent ethnic differences, in ADHD symptoms and temperament and executive function risk markers. Further, low family income was associated with increased ADHD symptoms and more temperament and executive function risk markers, and low family income explained many ethnic differences in ADHD symptoms and these risk markers. There were prominent interactions among child sex, ethnicity, and family income. Thus, study results suggest that children with multiple individual difference demographic risk factors (e.g., such as being male and ethnic minority) are at highly increased risk of ADHD symptoms and associated risk markers in the temperament and executive function domains.

Lambert et al., (2012) examined whether relationship proximity to the victim of community violence is associated with internalizing and externalizing behaviors among a sample of urban and predominantly African American adolescents (N = 501) who have witnessed community violence. In 10th grade, participants reported whether they had witnessed 10 community violence events during the past year and if so, whether the
victim of the violence was a family member, close friend, acquaintance, or stranger. Witnessed community violence against a family member or close friend was associated with depressive symptoms, and witnessed community violence against known individuals was associated with anxiety symptoms. Witnessing community violence against familiar persons and strangers was linked with aggressive behavior. Gender differences in these associations and implications for assessment and intervention with community violence-exposed youth are discussed.

Kelley et al., (2010) conducted the study to investigate the Relationships among adult children of alcoholics (ACOAs) and parent and peer relations and depressive mood were examined among 136 ACOAs and 436 non-ACOAs. As compared to non-ACOAs, ACOAs reported less positive relationships to mothers, fathers, and peers, and more depressive mood; however, more positive relationships to parents and peers significantly reduced the strength of the association between ACOA categorization and depressive mood. Examination of data from ACOAs alone revealed that maternal alcoholism was related to less positive relationships to their mothers and to their peers; however, paternal alcoholism did not predict the quality of the relationship to fathers, mothers, or peers. Attachment to parents and peers and the gender of the alcohol-abusing parent were associated with depressive symptoms among ACOAs.

Gomez and Suhaimi (2013) conducted the aim of this study was to ascertain the rates of emotional and behavioral problems (emotional problems, conduct problems, hyperactivity, peer problems, and low prosocial behavior) of Malaysian children. In all 1407 Malaysian parents completed ratings of their children using the Strengths and Difficulties Questionnaire. The findings indicating that for these emotional and
behavioral problems, about 5% are at the abnormal level and that another 10% are at the borderline abnormal level. This study also provided normative cut-off scores to ascertain borderline and abnormal bands for these problems.

Wan Ismail et al., (2013) conducted the study to investigate the Attention Deficit Hyperactivity Disorder symptoms reporting in Malaysian adolescents: Do adolescents, parents and teachers agree with each other? Attention Deficit Hyperactivity Disorder (ADHD) is a clinical diagnosis relying on persistence of symptoms across different settings. Information is gathered from different informants including adolescents, parents and teachers. In this cross-sectional study involving 410 twelve-year old adolescents, 37 teachers and 367 parents from seven schools in the Federal Territory of Kuala Lumpur, reliability of ADHD symptoms among the various informants were reported. ADHD symptoms (i.e. predominantly hyperactive, predominantly inattentive and combined symptoms) were assessed by adolescents, teachers and parents, using Conners-Wells’ Adolescent Self-report Scale (CASS), Conner's Teachers Rating Scale (CTRS) and Conner's Parents Rating Scale (CPRS) respectively. For predominantly hyperactive symptoms, there were statistically significant, weak positive correlations between parents and teachers reporting ($r = 0.241, p < 0.01$). Statistically significant, weak positive correlations were found between adolescents and parents for predominantly inattentive symptoms ($r = 0.283, p < 0.01$). Correlations between adolescents and parents reporting were statistically significant but weak ($r = 0.294, p < 0.01$). Weak correlations exist between the different informants reporting ADHD symptoms among Malaysian adolescents. While multiple informant ratings are required to facilitate the
diagnosis of ADHD, effort should be taken to minimize the disagreement in reporting and better utilize the information.

2.5 Need of the Present Study:

The review of the related literature reveals that there are many studies on home environment, peer pressure and behavior problems aspects and these all studies include different variables with different dimensions. But present study is very important as it is a multidimensional study to know how various variables are associated with home environment, peer pressure and behavior problems among adolescents and simultaneously how the interaction among different variables affect home environment, peer pressure and behavior problems. In real life any psychological condition is not the result of one or two factors but it takes different form due to the combination of many factors in different setting. During the review of literature only a few studies are found which included a large number of variables. Even then in Indian cultural setting no such exhaustive study could be located by the present researcher. So a need was felt to carry out such a study that would encompass many real life factors in Indian cultural setting that might have pervasive home environment, peer pressure and behavior problems among adolescents.