CHAPTER-III

REVIEW OF RELATED LITERATURE AND HYPOTHESES
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Review of related literature is a crucial aspect in the planning of a new study. It helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation. Although research for related studies is time consuming yet it proves to be a fruitful phase. It acts as a lighthouse to discover what is already known, what are the pitfalls of previous studies and also widens our outlook, knowledge, insight and experience with regard to subject. It helps to know what methods of attack have been used successfully.

Keeping in mind the objectives of the present research, studies pertaining directly or indirectly to the emotional maturity in relation to selected cognitive variables namely; intelligence, emotional intelligence, academic achievement and non-cognitive variables namely; self concept, family environment and mental health have been presented in this chapter. Therefore, the review is presented under two headings -

1. Emotional Maturity and Cognitive Variables.
2. Emotional Maturity and Non-cognitive variables.

3.1 EMOTIONAL MATURITY AND COGNITIVE VARIABLES

Emotional Maturity and Intelligence

Lal (1968) conducted a study to compare emotional stability of mentally superior and average pupils of urban higher secondary school students of M.P. and reported that superior pupils were better adjusted emotionally. They were emotionally more stable and better adjusted. They had comparatively fewer tensions and conflicts. Emotional stability increased with age in the superior group and it deteriorated with age in average group.
Suri (1973) reported superior students differed from average and below average students in personality traits. Superior students were found to be more emotionally stable, assertive, venturesome, tough minded, placid, controlled and relaxed while average and below average students were found expedient, obedient, affected by feelings, shy, tender minded, apprehensive, indisciplined and tense.

Dhami (1974) reported a high significant relationship between emotional maturity, intelligence and scholastic achievement of high school students. Study also reported parents education, type of house in which family lives, family income and type of reading material has a positive effect on the emotional maturity of children.

Rao (1978) on a sample of 1020 students from grades VIII, IX and X distributed equally over grades and sexes selected from fifty secondary schools of Bangalore City on stratified random basis found (i) There was significant positive relationship between social maturity and intelligence, (ii) Social maturity showed a positive and significant relationship with self esteem; (iii) The first born were lower in social maturity than later born children; (iv) Girls generally scored higher than boys on social maturity; (v) There were class differences in social maturity among the children of lower grades; (vi) The children from private schools scored more on social maturity than the children from government/corporate schools.

Arya (1984) conducted a study to measure the relationship between intelligence and emotional maturity of boys and girls separately. The major findings were that superior girls and boys did well on the emotional maturity tests. Superior intelligence showed high relationship with emotional maturity.

Kaur (1984) in her study entitled “The effect of Intelligence and Emotional Maturity on Academic Achievement of Graduate level students” concluded that there is a significant difference among science and arts students with respect to emotional maturity.
Asthana (1989) studied social maturity among school going children in Lucknow and found it to be associated with age, grade, intelligence and achievement.

Anju (2000) found there exists a positive and significant relationship between emotional maturity and intelligence of students which implies that more intelligent the person is, more emotionally mature he is. Relationship between emotional maturity and intelligence of girls came out to be insignificant.

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

**Emotional Maturity and Emotional Intelligence**

Schutte et. al. (1998) reported women scored significantly higher than men on emotional intelligence scores. Mayer (2000) also reported women slightly superior than men in perceiving emotion, integrating it in thought, understanding and managing it.

Mukerjee (2000) reported emotionally mature people are mentally healthy, well adjusted and are high on emotional intelligence.

**Emotional Maturity and Academic Achievement**

Dhaliwal (1971) studied some factors contributing to academic success and failure among high school students, personality correlates of academic over and under achievement. The obtained results revealed superior study habits, reservedness, high verbal ability, emotional adjustment and security feelings.
corresponded with over achievement whereas inferior study habits, outgoing tendencies, low verbal ability, emotional instability, assertiveness, poor emotional and home adjustment, insecurity feelings were associated with academic underachievement.

**Lal (1980)** conducted a comparative study of emotional stability of mentally superior and average adolescents and concluded that the superior group as a whole is significantly better adjusted in areas of health and emotions and average group is significantly better in school adjustment.

**Sabapathy (1986)** examined the relationship between the variables-anxiety, emotional social maturity, socio-economic status and academic achievement of students. He found emotional maturity was positively and significantly related to achievement in individual subjects and total academic achievement.

**Peter Sharp (1998)** a pioneer of emotional literacy initiative in British schools launched a range of activities in schools for promoting emotional literacy in schools. Activities like anger management group, anti bullying training and seminars in emotional intelligence for everyone from governor to the playground attendant were organized. After schools made EL its priority, the percentage of children achieving good grades rose from 8 percent to 39 percent. Peter Sharp puts it as “when we feel good, we work good”.

### 3.2 EMOTIONAL MATURITY AND NON-COGNITIVE VARIABLES

**Emotional Maturity and Family Environment**

**Singh and Srivastva (1971)** concluded that children having behavioural problems usually come from broken homes. Results also revealed that adjustment pattern of mothers of emotionally disturbed children were significantly different from the mothers of normal children. An emotionally disturbed parent almost always produces an emotionally disturbed child.
Thongngamkhom (1983), in a study on psycho-socio adjustment factors of B.Ed. students of Thailand found:

(i) Students having dominant personality traits were more socially mature than those having submissive personality traits;
(ii) Students having high emotional maturity were more socially matured than those having low emotional stability;
(iii) Students having good family adjustment were found to be more socially mature than those with poor family adjustment.

Rehana (1986) conducted a study with the objectives to find out the difference among three groups of children, viz. maternally deprived, parentally deprived and non-parentally deprived on the achievement and socio-psychological factors. The study was conducted on 300 boys of Class V in which 200 boys were parentally deprived and 100 were non-parentally deprived. The sample was drawn from the Hindi medium primary schools of Allahabad City. Major findings were that parentally deprived groups were emotionally less stable as compared to non-parentally deprived groups.

Anshu (1988) found that family climate is an effective determinant of home adjustment, school adjustment and emotional maturity of adolescents.

McIntosh (1989) found that overindulgent behaviour on the part of the parent leads to excessive self-centered immature behaviour in the child.

Shah (1991) found that the adolescents of highly satisfactory family climate were better adjusted.

Baumrind (1983, 1991); Buri, et.al. (1988) in their research suggested that warm, concerned authoritative parents raised children with the highest self-esteem, self-reliance, resilience, optimism, maturity, and social competence, where as authoritarian, rejecting-neglecting, and permissive parenting were
associated with a variety of childhood problems including lack of self-assertion and lower cognitive competence.

Chaudhry et al. (1993) compared the emotional maturity of adolescents studying at home and at orphanages. Adolescents staying at home with parents were found to have high level of emotional maturity as compared with their counterparts at orphanages.

Hoham, Charles, Valentier and Moss (1996) examined the interrelationships between parental support, adaptive coping strategies and psychological adjustment among adolescents. The results reveal that adolescents with high parental support were better adjusted and less distressed than were those with low parental support.

Wentzel and Feldman et al. (1996) in their study on “relations of cohesion and power in family dyads to social and emotional adjustment during early adolescence”, found that cohesive families appear to provide adolescents with emotional support and security.

Clark and Dawson (1998) in their research concluded that over indulgent behaviour on the part of parent leads to excessive self centered and immature behaviour of the child.

Ong Ai Choo (2000) in his study on parenting behaviour and adolescents’ psychosocial adjustment found that adolescents who experienced their mothers as supportive and involved in their lives reported a high level of emotional well being and personal self concept. The findings also revealed that harsh and inconsistent discipline was associated with lower self-esteem and greater emotional distress, whereas induction control and autonomy support were related to higher self-esteem, emotional well being, and social competence.

Jain and Patel (2003) reported in their study social maturity was not significantly affected by the employment of mother, which may be due to the positive attitude towards her employment status. The sample revealed low
correlation between social maturity and social acceptance irrespective of the employment of mother which may be indicative of presence of other factors besides social maturity which are affecting social acceptance.

**Emotional Maturity and Self Concept**

**Bhasin (1968)** found disparity between self concept of male and female students while the boys showed a higher mean positive score in the area of dealing with intelligence and emotional maturity, the girls showed higher positive scores in the area of social achievement, aptitude and talent.

**Lahri (1977)** tried to find out the differences in the personality patterns of normal, vagabond and delinquent children (12 to 16 years old). The sample included 300 male children (100 normal, 100 vagabond and 100 delinquent). Purposive sampling method was employed to select vagabonds from observation homes, and normal schools of New Delhi. IPAT’s Jr. and Sr. H.S.P.Q., Form B. was used. Personality profiles based on mean scores were drawn. Some of the major conclusions were: 1. While the difference between normals and vagabonds was less compared to normals and delinquents, it was more compared to vagabonds and delinquents; 2. Adolescent normals, adolescent vagabonds and delinquents differed more in personality patterns than pre-adolescents belonging to similar groups.

**Lal (1982)** in her study reported a negative insignificant relationship between emotional maturity and ideal self-concept and social self concept and positive insignificant relationship between emotional maturity and perceived self-concept.

**Dubey (1984)** conducted a study with the objectives: (i) to determine the personality pattern of psychotics, neurotics and normal; (ii) to investigate the difference in intelligence among neurotics, psychotics and normal; (iii) to compare the coefficient of division of attention among psychotics, neurotics and normal; (iv) to compare the choice reaction time to visual stimuli among psychotics, neurotics and normal. For the study 60 subjects having neurotic trend, 60 subjects having psychotic trend and 60 normal subjects were selected on the
basis of their scores on MMPI from the 600 subjects on whom the test was administered. Cattell’s 16 PF Questionnaire. General Mental Ability Test by Jalota was used. The findings were: 1- The group having psychotic trend scored higher than those with neurotic or normal trend on factors E, L, M and O of 16 PF but scored the lowest on factors A, B, C, H and Q3. Hence this group was found to be hostile, day-dreaming, mistrusting doubtful, interested in internal and mental life, imaginative, depressed moody, low in intelligence, sceptical, low in frustration, tolerative, pessimistic, shy and withdrawing. Neurotics were found to be simple, sceptical, enquiring regarding ideas, unsophisticated, slow to learn and grasp, docile, dependent, anxious, unsteady in purpose, sentimental, conservative, socially group- dependent, and uncontrolled. Normals were found to be good-natured, easygoing, emotionally mature, cheerful, dominated by a sense of duty, practical, relaxed, satisfied and intelligent.

Sudha and Nirmala (1984) in a study on effect of emotional maturity on self-confidence of high school students reported that self confidence among adolescent girls is more as compared to adolescent boys.

Rawal (1984) in his study revealed emotionally disturbed individuals did not differ significantly as regards their level of adjustment. Emotionally disturbed students did not differ in their attitude towards authority. There was no significant difference among emotionally disturbed individuals as regards their personality adjustment and attitude towards parental and teacher authority.

Khan (1989) found educationally backward to be more reserved, detached and aloof, emotionally unstable, excitable, and impatient, more aggressive, more insecure, worrying and guilt prone and socially group dependent. Girls were found to be little warmer, more participating and more emotional than boys.

Gill (2003) and Ghosh (2003) in their separate studies reported children with high EQ are more confident, are better learners have higher self esteem, have fewer behavioural problems are more optimistic and happier and handle their emotions well.
Katyal (2003) conducted a study on ‘Self confidence as Related to Emotional Maturity’ and concluded that there exists no significant difference in self confidence and emotional maturity.

Emotional Maturity and Mental Health

Deep (2004) in her study on a sample of 200 students of IX class taken from Senior Secondary Schools of Chandigarh found that mental health has significant effect on the stress level and hence emotional maturity level of the students.

Emotional Maturity and Sex Differences

Verma (1977) conducted a study with the objectives: - (i) to compare the socio-emotional climate prevailing in the schools of rural and urban areas so as to develop more objective knowledge and understanding of how our schools in urban and rural areas were functioning; (ii) to compare the socio-emotional climate of the classes taught by male and female teachers so as to identify the effect of sex on the school; (iii) to investigate the relationship between socio-emotional climate of the classroom and the academic achievement of pupils. The sample consisted of forty one higher secondary schools (33 boys and 8 girls schools) selected randomly from 26 districts of Rajasthan. The findings of the study were: (i) there is mean difference in the emotional warmth, fairness, acceptance, trustfulness, communication, achievement and IQ in the urban and rural boys and girls; (ii) The mean differences for all the eight dimensions of the classroom climate for adaptability and emotional relationship were significant in favour of the classroom of the private schools.

Goswami et. al. (1986) in their study on emotional adjustment of youth in relation to sex, locality and income found that male youth showed better emotional adjustment.

Kashyap (1989) investigated some psychological determinants of adolescents’ problems by using an array of tools in her normative survey. She
found youth problems were positively related to anxiety, frustration, insecurity, emotional immaturity etc. and negatively to intelligence and achievement. Differences by gender and locale were clear in respect of sense of security with rural boys having it the best.

Lafrance et. al. (1992) suggested that ‘women are supposed to read emotions more carefully than men because they generally possess less power in society’. While Hall and Halberstadt (1994) pointed out that greater emotional accuracy is shown among females than the males.

It was found by Singh and Broota (1992) that girls were more test anxious, worrisome and emotional than boys.

Diwan (1998) conducted a study with the objective to find the effect of socio-economic status on the social maturity of higher secondary students. Investigator prepared a $2 \times 2 \times 2$ factorial design to study main effects and interaction of the three independent variables namely- socio-economic status, sex and area. Each variable was divided into two levels. The major conclusions were: (i) The students belonging to urban area and rural area are found equal on the scores of social maturity; (ii) The students of both sexes are just the same on social maturity scores.

Ciarrochi et. al. (2000) also found women’s mean score higher than men’s on emotional intelligence. Goleman (1995) reported that females are more skilled at emotional expression and relating to others.

Thingujam and Ram (2000) also reported females in general are in most cultures trained to be more nurturing, understanding and cool and society also expects them to have these qualities, so they are in better position to understand emotions, and express it at appropriate times.

Kaur, (2000) found significant relationship between emotional maturity and school, home, and psychological environment. However, no significant relationship was found between emotional maturity and physical environment.
Girls were found to be more emotionally mature than boys. Rural students were found to be emotionally mature than urban students.

**Sharma (2000)** in a comparative study on emotional maturity of children of working and non-working mothers found that no significant differences were found in emotional maturity of girls and boys of working and non-working mothers.

**Kaur (2001)** found significant relationship between emotional maturity and parental encouragement. The relationship between various factors of emotional immaturity i.e. emotional unstability, emotional regression, social maladjustment, personality disintegration, lack of independence, and parental encouragement was found to be significant and negative in adolescents. Boys and girls did not differ in their emotional maturity.

**Mahajan (2001)** Studied the emotional maturity of high school students of Jammu city and found insignificant difference in the emotional maturity of male and female students. **Slathia (2002)** also obtained similar results.

**Mushtaq and Bharti Kumari (2003)** in a study of parental encouragement, academic anxiety and emotional stability of school going adolescents found boys obtained higher scores in emotional stability and parental encouragement.

**Valluri Indira (2003)** in her study on “Effect of Parent-child Relationship on Emotional Maturity of Senior Secondary Students” reported following findings: i) Gender differences do exist in emotional maturity of students; ii) There is significant effect of ‘protecting and loving’ behaviour of both father and mother on emotional maturity of the adolescents.

**Kaur, H. (2004)** in her study found insignificant correlation between emotional maturity and self-confidence of adolescents. No differences were found in the emotional maturity of boys and girls. However, study reported
significant differences in the emotional maturity of adolescents of rural and urban areas.

**Emotional Maturity and Type of School**

*Arora (1999)* in her study to find difference in the personality patterns of students of different type of schools reported students of Muslim Schools were found emotionally more stable and mature with stronger ego strength than that of the students of convent and Adarsh Vidya Mandir. Students of Muslim Schools were more stable and emotionally mature, they could face realities and they were found to be calm than the students of convent schools.

*Kaur, M. (2003)* in a comprehensive study on “Emotional maturity of senior secondary students in relation to intelligence and family climate”, obtained following results: 1) Students studying in government and private schools differed significantly in different components of emotional maturity; II) No differences were found in the emotional maturity of males and females.

*Verma (2004)* in his study on a sample of 250 students of X class of Kathua District (J & K) found insignificant difference in the emotional maturity of government and private school students.

**Emotional Maturity and Rural/Urban Differences**

*Sharma and Singh (1997)* indicated that male and female undergraduates of urban areas scored higher than their counterparts from rural areas in all areas on emotional maturity scale viz. emotional stress, emotional depression, social distance, personality disorder and lack of ascendancy.

On reviewing the literature, the investigator found out whatever work has been done in the field of emotional maturity and its relationship with other variables like intelligence, achievement, self-concept, family relationship and other variables is insufficient. All these relations need further exploration. The review also reveals that emotional maturity have never been studied together with
various cognitive and non-cognitive variables. Hence the researcher felt it all the more pertinent to study emotional maturity in relation to selected cognitive and non-cognitive variables.

3.3 HYPOTHESES

As per the objectives of the study, present study was undertaken on the basis of following hypotheses: -

1. There will be significant correlation between emotional maturity and intelligence.

2. There will be significant correlation between emotional maturity and emotional intelligence.

3. There will be significant correlation between emotional maturity and academic achievement.

4. There will be significant correlation between emotional maturity and family environment.

5. There will be significant correlation between emotional maturity and self-concept.

6. There will be significant correlation between emotional maturity and mental health.

7. Combined percentage variance of variables will be more as compared to their independent prediction in predicting the emotional maturity of adolescents.

8. There will be significant difference in the emotional maturity of male and female adolescents.

9. There will be significant difference in the emotional maturity of rural and urban adolescents.
10. There will be significant difference in the emotional maturity of adolescents studying in government and private recognized schools.

11. There will be significant difference in the emotional maturity of scheduled-caste and non-scheduled caste adolescents.