CHAPTER - III

REVIEW OF RESEARCH LITERATURE AND HYPOTHESES

Information about the findings of various research studies get accumulated over a period of time in the form of books, abstracts, and other form of records. When a new investigation is started, the investigator gets new ideas and directions from this huge mess of research findings.

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 the research for related studies is time consuming yet it proves to be a fruitful phase. It acts as a light-house to discover what is already known, what are the pitfalls of the previous studies and also widens our outlook, knowledge, insight and experience with regard to the subject. It helps to know what methods of attack have been used successfully.

Keeping in view the objectives of the present research, a few studies pertaining directly or indirectly to the emotional maturity in relation to intelligence, academic achievement and environmental catalysts have been presented in this chapter.

3.1 Review of Research Literature:

The major objectives of Shanmugam (1996) study were:

(i) to find out the symptoms and syndromes of emotional instability of adolescent boys of low socio-economic families (ii) to find
out the causes for emotional instability. The sample consisted of 220 adolescents selected at random from two socio-economic levels higher and lower. Major findings were:

(i) The age group of 15, the puberty group, and Hindu religion were important factors influencing emotional instability of adolescents. (ii) The age group of 15 was characterized by greater emotional instability and the important syndromes in this age group were hypersensitivity, anxiety orientation towards reality, in other age groups, hypersensitivity alone was important.

Paramesh (1976) conducted a study with the objective to find out the anxiety level among adolescents of different creativity levels. The sample for the study consisted of 216 adolescent boys selected from among those studying in different high schools in the city of Madras found that high creative individuals were not differing from low and moderate creative individuals in their anxiety level.

Mithal (1975) tried to study the reactions of the dominantly frustrated and non-frustrated students to family situations, situations relating to religion and customs, college students and social situations relating to law and order. A sample of 1520 students comprising 6.5 per cent of the total population and studying in degree and postgraduate colleges of Meerut district was selected for
conducting the study. The finding was that the frustrated college students expressed their aggression mainly towards the external environment or towards the self while the non-frustrated glossed over situations and were not so hypersensitive.

Patel (1979) conducted a study with the objective to study the relationship between anxiety and other variable such as sex, area and size of family. The scales were administered on a representative sample of 3630 students of classes VII, IX and X to study the relationship between anxiety and demographic variables as well as cultural factors. The findings were: (i) there was no relationship between age and anxiety (ii) the girls of classes VIII, IX and X did not differ significantly with regard to anxiety, (ii) The boys of Classes VIII and IX had higher mean anxiety score than those of Class X. (iv) The urban and rural girls of Class VIII showed no significant difference in the mean anxiety score. (v) The rural boys of Class VIII had high anxiety level as compared to the anxiety level of the urban boys of Class VIII.

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 of the school, (iii) to investigate the relationship between
the 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) 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 rural school classes showed slight superiority over the urban school classes as far as acceptance, trustfulness, adaptability and emotional relationship dimensions of the classroom climate were concerned. (iii) 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. The classes of the privately managed schools had a more learning - conducive climate. (iv) The socio-emotional climate of the classroom not only predicted and influenced the pupil's academic achievement but also affected his classroom behavioural development.

Rao (1978) tested the following hypotheses - (i) There is no relationship between sex and social maturity of children (ii) between social class and social maturity of children, in the family (iii) between original position and social maturity of children, (iv) between social maturity and intelligence. A total 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 bases formed
the sample for the study. Major findings were: (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 borns were lower in social maturity than the latter 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. (iv) The children from private schools scored more on social maturity than the children from government /corporate schools.

Bisht's (1980) investigation aimed at studying the interactive effects of the school climate and the need for achievement on the stress of students. The sample comprised of two groups of 120 students each selected from six intermediate colleges (three boys and three girls) controlled by grade, age, intelligence, stream and economic status. The major findings were (i) two types of school climates operating in and by themselves did not differ in their effect on academic stress, (ii) anxiety was not affected either by n-achievement or by school climate.

Khan (1980) undertook the study to investigate the psycho-social causes of tension in the college-going youth. The sample of 704 students falling in the age group 18 to 22 years was selected from intermediate and B.A. first year classes of the colleges situated in Aligarh and Bulandsahar.
The findings were - (i) the high tension group was significantly more vacillating in regard to the choice of traditional versus modern values (ii) tension in student community was associated with unfavourable attitude towards government, university authorities, student leaders, political parties, police and parents, (iii) tension was more among youth who hailed from urban areas than among those who resided in rural areas.

Yadav (1980) attempted to assess the actual conditions in which the problem children lived and behaved and also to know the important factors responsible for the behaviour disorders. The results of the study were - (i) the problem behaviour was frequent among the children of the age group seven to twelve years when little carelessness caused problems of adjustment (ii) the children indulged in all types of misbehaviours from sexual immorality to stealing and use of obscene language, (iii) Among the factors responsible for this type of behaviour were family conditions like the separation of parents, low income and low education.

The objectives of Sumbali (1981) study were (i) to identify aggressive and normal students, both boys and girls on the basis of operational definition from the population of students of class VIII and adolescents of college, (ii) to compare the quantum of aggression exhibited by aggressive boys and girls and aggressive children and adolescents. The tests were administered to 1,148 boys and 1023 girls of
Class VIII and 562 boys and 549 girls of TDC Part I from various schools and colleges of Jammu City. The main findings were -
(i) Boys were more aggressive than girls, (ii) Children were more prone to aggressive behaviour than their senior counterparts, (iii) Aggressive subjects were less intelligent than normal, (iv) Children and adolescents from low economic group were more aggressive than the ones from higher academic group.

Kauser's (1982) study was an exploratory attempt to investigate the relationship of curiosity to intelligence, creativity in elementary school children from 7 years to 10 years of age. The major findings were - (i) there was no significant relationship between curiosity and intelligence on an overall basis except for girls of 10 years of age (ii) Boys generally scored higher in curiosity than girls, (iii) The younger age groups showed a higher level of curiosity than the older groups.

The major objectives of Patel (1983) investigation were to study the extent and pattern of frustration of adolescent pupils of the secondary schools of Ahmedabad City with reference to sex, size of the family, birth order, socio-economic status, school and age. The study was conducted on a purposive sample of 480 adolescents. Keeping in view the family size, birth order, sex and school 2x2x2x3 design was prepared. The major findings were - (i) There was no significant difference in the main scores of frustration of adolescent pupils from small families and large families. (ii) The pupils of secondary
schools were more frustrated than those of higher secondary schools. (iii) There was no sex difference as far as frustration scores were concerned.

The main aim of the Prasad (1982) study was to analyse certain important factors of stability of the self-concept. The sample include 132 college and university teachers (older generation) and 175 undergraduate and post graduate students (younger generation). The major findings were - (i) anxiety, insecurity, self-role incongruence and self-satisfaction were the factors which influenced stability of the self-concept. (ii) Older and younger generation differed significantly on anxiety, insecurity, self-role incongruence and self-satisfaction.

It was revealed by Khan (1983) in his study that hampering effects of aloofness, emotional instability, excitability, aggression, dominance, guilt-proneness, feeling of insecurity, tension and frustration etc. were more prevalent at the adolescent stage (13 to 16 years) than at the pre-adolescent stage (10 to 12 years).

Singh (1984) conducted a study on the rural and urban college students belonging to Agra region and revealed that there is high significant difference in the adjustment level of urban and rural students. The rural students were found to be significantly more adjusted in all the four areas of adjustment i.e. home, social, school/college, health and emotional adjustment.
The main aim of Lahri (1977) study was to find out the differences in the personality patterns of normal, vagabond and delinquent children (12 to 16 years old). Twelve hypotheses were examined. The sample included 300 male children (100 normal, 100 vagabond and 100 delinquent). Purposive sampling method was employed to select vagabonds from Observation Homes for Boys (New Delhi) and delinquents from Observation Homes for Boys (New Delhi) as well as Special School (Poor House, Kingsway Camp, New Delhi). Normal children were selected randomly from a Government Higher Secondary School, New Delhi. A Hindi version of IPAT's Jr. and Sr. H.S.P.Q., Form B (standardized in the Indian situation by Mehrrotra) was used. Personality profiles based on mean scores were drawn. Mean, SD, T-test etc. were employed. 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. Pre-adolescent and adolescent vagabond and delinquent children differed more or less equally. 3. Difference in personality patterns between pre-adolescent and adolescent normal, vagabond and delinquent children was rather negligible. 4. Vegabonds and delinquents had normal emotional stability and stronger super-ego strength. They had shown a tendency of self-sufficiency as normals. 5. Vegabonds and delinquents had moral values to accept social norms to rehabilitate in a society.
Punetha (1982) conducted a study on a sample of 96 children belonging to three groups of Pithoragarh district. There were 38 Bhotia (20 boys, 18 girls), 30 Brahmin (19 boys and 11 girls), and 28 Dom (18 boys, 10 girls) children. Most of these children were school-going. Their mean age and the average income per month of their parents ranged from 10 to 20 years and Rs. 200 to Rs. 597 respectively. The method of participant observation was used to identify different forms of aggression both ordinary and specific settings. The findings were:

1. Bhotia, Brahmin and Dom children in variably displayed some forms of aggression that were common e.g. temper tantrum, physical and verbal aggression, disobedience, damage to property, negativism, self-directed aggression, jealousy and competition.

2. The degree of aggression in Dom children was highest in Bhotia children least and the Brahmin children fell in between these two extremes.

3. Bhotia boys and girls manifested equal amounts of aggression, whereas the Brahmin girls displayed less than the boys. The Dom girls behaved more aggressively than their male counterparts.

4. Mothers utilized three kinds of techniques for handling aggression: punitive, positive and inaction. In positive handling technique different kinds of positive incentives were utilized for motivating the children to give up aggression. Sometimes children were neither punished nor rewarded to inhibit aggressive behaviour, but it was believed that by permitting expression to aggression, children got rid of their tension.

5. Bhotia mothers used positive incentives more frequently, punitive and inaction techniques moderately.
Dubey (1984) conducted his study with the objectives:
(i) to determine the personality pattern of psychotics, neurotics and normals, (ii) to investigate the difference in intelligence among neurotics, psychotics and normals, (iii) to compare the coefficient of division of attention among psychotics, neurotics and normals, (iv) to compare the choice reaction time to visual stimuli among psychotics, neurotics and normals. 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 was used to measure personality. Intelligence was measured with the help of the General Mental Ability Test developed by S.S. Jalota. 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, easily arranged, 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, emotional mature, cheerful, dominated by a sense of duty, practical, relaxed, satisfied and intelligent.
Matia (1984), in his research study enquired into the social and personal background of the junior and senior college-going students of Greater Bombay and studied the nature of problems faced by adolescents of both sexes, in their interpersonal relationships in the college. To collect the relevant data the Survey Method was used. The sample consisted of 830 adolescents (340 boys and 490 girls) in the age group of 15 to 20 years. The tools employed in the study were questionnaires and interview schedule, and group discussion. The major findings of the study were: 1. Adolescents were sometimes treated like adults and sometimes like children. 2. The girls were more liable to be treated like children. 2. The girls were more liable to be treated like children, and were not granted the freedom of thought and behaviour due to an adult. 3. It was found that family atmosphere was more tense and unhappy for girls in the Indian environment. 4. In many families parents were more favourably inclined towards boys. 5. A large majority of the adolescents preferred coeducational institutions and mixed parties with members of both sexes. 6. Girls were not permitted to stay out late by their parents. 7. A large majority of the boys and girls preferred to have friends of the opposite sex. 8. Many adolescents expressed their anger at the corruption rampant in public and political life in India. 9. Quite a large majority of adolescents were influenced by their friends in terms of dress, outing, attitudes and ideas. 10. Boys seemed to receive more pocket money than girls. 11. Adolescents claimed that the greater freedom at college gave them more self-confidence.
Arya (1984) revealed that boys and girls of superior intelligence did well on the emotional maturity tests. Superior intelligence showed a high relationship with emotional maturity. Differences were also observed by residence of the children.

The objectives of Jethwani (1986) study were (i) to compare the frustration scores of pupils studying in 10th, 11th and 12th grades (ii) to compare the frustration scores of pupils having high anxiety and low anxiety (iii) to compare the frustration scores of pupils having high intelligence with those of having low intelligence. The 3x2x2x2 factorial design was adopted for the study and analysis of variance was used for analysing the data. The study was based on 672 subjects. The major findings were: (i) The pupils with high intelligence and those with low intelligence had no significant difference between their mean scores. (ii) The pupils having high anxiety were significantly more frustrated than the pupils having less anxiety. (iii) The pupils of grades X, XI and XII differed significantly in their frustration scores.

Rehana (1986) conducted a study with the objectives to find out the difference among three groups of children, viz. maternally deprived, parently deprived and non-parently 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 finding was that both parentally deprived groups were emotionally less stable as compared to the non-parentally deprived group.

Michael (1988) carried out an experimental study on students of group V, VI and VII of three schools, out of which one school was treated as a control school and other two schools as experimental schools. The sample included 330 students. Analysis of covariance was used to control the effect of intervening variables. The study revealed that creative thinking ability - the treatment variable was found to be effective when the different variables like anxiety, parental behaviour, self-done activities school achievement, self-sufficiency, neuroticism, emotional stability and I.Q. were controlled.

Bharathi (1983) probed 'role-conflict and personality types as stressers of educated working women' in Bangalore. Kapil (1992) analysed the nature and sources of emotional tension of educated Hindi girls of Agra. Here level of education seemed to make a difference.

Sharma (1989) studied the social, emotional and educational problems of adolescent college students (in Agra) in relation to personality factors and found many similarities and differences in respect of both between subgroups by gender, age and SES.

Sud (1991) conducted a research study on educational level differences on test anxiety within Indian and U.S. cultures and revealed that girls are found to experience greater degree of worry than boys.
Srivastava (1988) and Arunima (1989) were concerned with aggression while the former studied aggression in adolescents in relation to self concept, motivation and performance, the latter sought to make a 'socio-psychological appraisal of aggression in children'. Srivastava found no significant correlation except between aggression and academic and non-academic performance. However, high aggression went with more frustration and behaviour deviation and low aggression with lack of clear goals. Both found boys to be more aggressive than girls. Arunima reported association between high aggression in children and low education/income/occupational status of parents but not their aggression or spousal relations or incongenial childhood. Children of younger parents and larger families tended to be more aggressive - without class/caste differences.

Kashyap (1989) investigated some psychological determinants of adolescent problems. She found youth problems were positively related to anxiety, frustration, insecurity, emotional immaturity etc. and negatively to intelligence (and achievement), difference by gender and locale (urban rural) were clear in respect of sense of security, with rural boys having it the best.

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 students. The investigator used SES Scale of B.V. Patel and I.A. Vora. The scale was administered to the students of higher secondary along with the social maturity scale. Investigator prepared a 2x2x2 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. (iii) There is no significant difference found between the students belonging to high SES and low SES on the scores of social maturity. (iv) Area and sex do not interact to exert any effect on the social maturity of the students. (v) Area and SES do not interact to exert any significant effect on the social maturity of the students. (vi) A sex and SES do not interact significantly to leave any effect on the social maturity of the students.

Kaur (2000) in her study on adolescents found significant relationship between emotional maturity & environmental factors.

3.2 HYPOTHESES OF THE STUDY

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

1. There is significant relationship between emotional maturity and intelligence of the adolescents.

2. There is significant relationship between emotional maturity and academic achievement of adolescents.
3. There is significant relationship between emotional maturity and environmental catalysis.

4a. There is significant difference in the emotional maturity of adolescents of rural and urban areas.

4b. There is significant difference in the emotional maturity of boys and girls.

4c. There is significant difference in the emotional maturity of adolescents studying in Arts and Science streams.

4d. There is significant difference in the emotional maturity of adolescents studying in government and recognised private senior secondary schools.

4e. There is significant difference in the emotional maturity of adolescents who are hostlers and those who are day scholars.

4f. There is significant difference in the emotional maturity of working and non-working mothers.

4g. There is significant difference in the emotional maturity of adolescents up to 15 years of age and above 15 years.

4h. There is significant difference in the emotional maturity of adolescents who are youngest and those who are eldest in the family.