CHAPTER - II

REVIEW OF RELATED LITERATURE

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

Keeping in view the objectives of the present research, studies pertaining directly or indirectly to the emotional maturity in relation to social intelligence and socio-economic status have been presented in this chapter.

2.1 Studies Related to Professional Students

2.2 Studies Related to Emotional Maturity

2.3 Studies Related to Emotional Maturity and Social Intelligence

2.4 Studies Related to Emotional Maturity and Socio-Economic Status

2.5 Studies Related to Emotional Maturity with Gender Differences

2.6 Interrelated Studies

2.1 STUDIES RELATED TO PROFESSIONAL STUDENTS

Thongngamkhom (1983) in a study on social maturity as a function of some psycho-socio adjustment factors of B.Ed. students of North Central Region of Thailand found that the
B.Ed. college students with high socio-economic status background were found to be more socially mature than those coming from low socio-economic strata; students having dominant personality traits were more socially mature than those having submissive personality traits; students having high emotional maturity were socially more matured than those having low emotional maturity; the two groups of B.Ed. students having high and low suggestibility traits did not differ on emotional maturity; students having good personal-social adjustment were found to be more socially mature than those with poor personal-social adjustment.

Gore (1997) investigated on a historical perspective of social work profession and discussed the profession of social work, its past, present and future. This was also discussed from the Indian point of view. The study highlighted areas of professional work-rural social work, family planning, family welfare, and labour welfare. Social work as a profession has mainly represented society’s or establishment’s viewpoint. Finally, the author identified the trends and limitations of social action as a new area of work.

Thacker et al. (2001) in their study on longitudinal changes in personality of medical students on 16 pf, examined the changes in the personality of 87 medical entrants during the medical course. Results revealed significant changes in a positive direction in source traits like emotional maturity (factor C), assertiveness (factor E), creativity (factor M), self confidence (factor O) and relaxedness (factor Q) and in a negative direction in abstract thinking or intelligence (factor B).
Venkatammal and Rajanipius (2001) assessed the feeling of security and insecurity among professional students as a function of gender order of birth, annual family income and their course of study. A sample of 30 engineering and another sample of 30 agriculture students with an equal number of males and females was administered. Statistical analysis revealed non significant effects of gender, order of birth and family income on the feeling of security. However engineering students expressed a significantly higher feeling of security than agriculture students.

Singh (2003) in a study on anxiety among medical post graduate students in relation to sex, intelligence and socio economic status, found significant difference in anxiety of post graduate medical students in relation to independent impact of sex but no significant difference in anxiety of post graduate medicos have been found in relation to independent impact of intelligence. Further analysis revealed that medicos of high and low socio-economic status differ significantly in their anxiety in relation to independent impact of socio-economic status; significant interaction between sex and socio-economic status have emerged. Boys of upper as well as lower socio-economic status were significantly different from the girls of the lower socio-economic status. The triple interaction of sex, intelligence and socio-economic status have been found significant.

Meenakshisundaram (2004) studied caste system in relation to friendship, adjustment and teacher training system among D.T.Ed. teacher trainees. The sample consisted of 350 teacher trainees from 7 training institutes (2 DIET's and 5 TTIs) situated in Dindigul and Coimbatore districts of Tamil Nadu and found no significant difference between male and female trainees in respect of their caste system, adjustment and existing training programme.
Talukdar (2004) in a study on emotional maturity of undergraduate nursing students of urban and rural background. A sample consisted of 50 undergraduate nursing students of urban background and 50 undergraduate nursing students of rural background, age ranging from 18 to 26 years. He found no significant difference between undergraduate nursing students of urban and rural background with regard to their emotional maturity except the area of personality disintegration.

Balasubrahmanyam (2005) studied professional excellence among eminent musicians and dancers and revealed that self-satisfaction, public recognition, monetary benefits etc. were identified as prime-motivators. Financial constraints, lack of recognition, politics of the profession, lack of influential support, lack of emotional support, physical exhaustion etc. were the prime de-motivators.

Ambilikumar and Sebastian (2006) explored role of professional education in personality development of students. It reveals that the prevailing system of professional education helps to improve the overall personality of students. While boys significantly improve their personality status, girls were not much benefited.

Juneja et al. (2006) conducted a study on social support and quality of life: a gender based study amongst health care professionals. Result revealed significant positive correlation between perceived social support and quality of life. A significant gender difference was also found on social support and overall quality of life and its various domains (e.g., physical, social, psychological and environmental).
Neetu (2006) conducted a study on socio economic status as related to academic achievement of B.Ed. students and found that there was no significant difference between socio-economic status of male and female of B. Ed students.

Roa and Kumari (2006) studied challenges of the bilingual students of professional courses. The results revealed that female students' group was significantly found to be facing more difficulty than the male students group. IVth year students’ group was significantly found to be facing more difficulties than the 1st year students.

Ramalingam and Mani (2009) investigated social maturity of elementary pupil teachers. The findings showed that the social maturity of D.T.Ed., students was highly positive.

Sahoo and Mohapatra (2009) found that women were as happy as men were. In the context of group comparison, it was shown that doctors and teachers experienced maximum happiness, the least engineers and executives were placed in the intermediate positions.

Santosh and Kaur (2009) studied socio-economic status as a correlate of vocational interests of secondary school students and found that different students have different socio-economic status, each student have individual taste for different vocations and on an average all the students were more interested in artistic and social areas of vocational interests.

Tetwawadi (2009) in her study on emotional maturity of management students studying in semester I and IV. Results revealed that the females were emotionally stronger than the males across both the semesters. The result also revealed that there was no significant difference in the emotional maturity of students of semester at entrance and exist stages.
Thahira and Hameed (2010) examined emotional maturity and social adjustment of student teachers. 600 student teachers were selected from different teacher training institutes of Malappuram district of Kerala. The results indicated that male student teachers were more emotionally matured and socially adjusted than female student teachers. There was a positive relationship between emotional maturity and social adjustment of student teachers.

Isabella (2010) in a study on academic achievement of B.Ed. student teachers in relation to their socio-economic status, found no significant relationship between academic achievement and socio-economic status of B.Ed. students teachers.

Mary and Samuel (2011) investigated attitude of the B.Ed. students teachers towards teaching and academic achievement. It was found that the students' attitude towards teaching and academic achievement falls under the average category with a significant difference between the male and female student-teachers.

Singh and Kaur (2011) explored the socio-economic aspects of work and home life in nursing profession. The study was indicative of mix response on issue, the positive side was the getting independence and increase in decision making in family and; negative side family tension, job strain and health hazards. Majority (73%) of the respondents joined service due to economic reasons followed by other reasons such as to pass time gainfully and for personal development.

Suliman (2010) investigated a study on the undergraduate nursing students and found no significant relationship between learning styles and emotional social intelligence and academic success of undergraduate nursing students.
Umasankar (2011) in a study on assessment of teaching aptitude of engineering college students, 200 engineering college students of various disciplines were involved and found that the female students have higher teaching aptitude than male students.

2.2 STUDIES RELATED TO EMOTIONAL MATURITY

Sethi and Patel (1985) concluded in brief that in teacher selection and teacher education programmes, emphasis should not be laid on intelligence alone, but also on other cognitive affective factors like creativity, emotional maturity and self-acceptance.

Sabapathy (1986) explored the relationship between manifest anxiety, emotional maturity and social maturity of 10th standard students to their academic achievement. The sample of 574 boys and 531 girls selected from private aided, private unaided, corporation and government school was based on the stratified proportionate random sampling technique. The findings of the study indicated that emotional maturity was positively and significantly related to total academic achievement.

Bheema (1988) investigated the impact of several factors like the impact of emotional maturity and prolonged deprivation on indiscipline behaviour among university students in relation to their academic achievement. Stratified random sampling procedure was used to select 472 students. Emotional maturity was related to indisciplined behaviour. Out of five dimensions of emotional maturity, emotional instability was related to behaviour in classroom student union activities and behaviour in miscellaneous situation. Emotional regression was related to student union activity. Indisciplined behaviour was also related
to prolonged deprivation (PD). The emotional unstability was related to home environment, economic sufficiency, rearing experience, parental characteristics, interaction with parents, motivational experiences, emotional experiences and total score of prolonged deprivation. All the dimensions of indisciplined behaviour were highly related to achievement.

Ojha and Singh (1988) reported that restrictive, neglecting and rejecting child rearing attitudes of parents foster social and emotional insecurity whereas permissive child rearing attitude generates security. Permissive attitude signifies freedom from authoritarian control and therefore leads to the child’s feeling of social and emotional security.

Gupta (1989) conducted a comparative study between male and female adolescent school going students on emotional maturity and achievement in co-and curricular activities. The sample comprised of 200 girls and 200 boys studying in high school and intermediate classes of Agra city. In this study girls were more sober and well-behaved as compared to boys of this age. The characteristic behaviour of the girls was shy, reserved and more sober as compared to boys. Boys behaved more openly and were more interested in bold activities. Boys were more interested in cricket and hockey while girls preferred the activities like painting, reading magazines, singing and decoration.

Singh and Mehrotra (1989) examined emotional maturity among teachers and students. The results indicated that the teachers showed significantly greater emotional maturity than students. But male and female teachers carried out almost equal emotional maturity. The results also indicated that emotional maturity is a growing process along with age and experience.
Sidhu (1992) studied the professional competence of physical education school teachers in relation to their intelligence, emotional maturity, self-esteem and environmental facilities. The study found that intelligence, self-esteem and environmental facilities contribute towards the professional competence of physical education teachers but not emotional maturity.

Chaudhary and Bajaj (1993) compared the emotional maturity of adolescents staying at home and orphanage. The findings of the study revealed that adolescents staying at home have higher level of emotional maturity as compared to their counterparts staying at the orphanage.

Timothy (1995) studied on academic goals and emotions; A test of two models and results supported that model in which emotions were predictive of goal orientation but not the model in which goal orientation was predictive of emotions. Parameter estimates suggested that certain emotions are closely associated with certain goal orientation.

Pannu (1996) carried out a study on relationship of emotional stability and intelligence in children. Results revealed that public school children showed more emotional stability as compared to children from schools located in slum areas. Occupation of the father affects emotional stability of children of slum areas; first born showed more emotional stability as compared to second born or later born among the children of slum areas Further results reveled that the size of the family and type of family have greater effect on emotional stability of children of slum area than public school children.
Bhojak et al. (1997) in a comparative study of emotional life and subjective well-being in drug addicts and non-addicts, observed that by and large drug addicts appear to have disturbed emotional life, more psychopathic traits and poorer subjective well-being as compared to normal controls.

Jha (1997) conducted a study on the relationship of emotional maturity with educational level of college students and found that emotional maturity tends to grow with the growth in educational level and physiological maturity. Undergraduates did not differ significantly in their emotional maturity scores due to the difference in their levels of education. However, post-graduate students showed significantly higher degrees of emotional maturity as compared to the undergraduate students.

Arora (1999) in her study to find differences in the personality patterns of students of different types of schools and reported that the 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. They could face realities and they were found to be calmer than the students of convent schools.

Anju (2000) in a comparative study of emotional maturity in relation to intelligence and sex, found a positive and significant relationship between emotional maturity and intelligence of students which implied that more intelligent a person is, more emotionally mature he is.

Kaur (2000) studied emotional maturity in relation to environmental factors and found significant relationship between emotional maturity with school, home and psychological environment. However, no significant relationship was found between emotional maturity and physical environment.
Hill and Argyle (2001) studied emotional stability as a major dimension of happiness, personality and individual differences. They favoured the reversal of neuroticism into an alternation and positive concept of emotional stability. In a bivariate and partial correlation, emotional stability was more strongly associated with happiness than extraversion and it was a greater correlate for a majority of 29 items of the scale.

Kaur (2001) in a comprehensive study on maturity as a resultant effect of parent-child relationship, concluded that there was a significant relationship between positive behaviour of parents and emotional maturity of adolescents.

Stephen (2002) conducted a study on relaxed to neuroticism and emotional maturity among female college students and found that the individuals who scored higher neuroticism were having a low level of emotional maturity.

Dewan (2003) in her study explored a sample of 769 students and found that the students with average academic stress were more emotionally stable as compared to the students having high academic stress.

Gakhar (2003) studied the relationship between emotional maturity and self concept on academic achievement of 200 students at secondary stage. The results indicated a significant difference in the emotional maturity of students of government and private schools; a significant difference was found in the emotional maturity of students, who were in hostels and day scholars and a significant difference was also found in the emotional maturity of children of working and non-working mothers and the academic achievement on self concept.

Kaur (2003) carried out a study on emotional maturity of senior secondary school students in relation to intelligence and
family climate and found the students studying in government and private schools differed significantly on different components of emotional maturity.

Muley (2003) investigated on emotional maturity of school going children of slum and urban areas and influencing factors and explored a sample of 120 children of which 60 were from slum and 60 were from urban areas. The results indicated that slum children differ in their emotional maturity than the urban children. Further analysis revealed a significant positive correlation between urban children’s emotional maturity and their chronological age, ordinal position, abilities, size and type of family, parenting, academic performance, number of friends, as well as their parental age, education and employment, while no significant correlation was found between slum children’s emotional maturity and their background variables.

Sarkaria (2003) studied scholastic achievement in relation to intelligence and emotional maturity. The findings of the study revealed that emotional maturity did not have significant effect on the achievement.

Dhawan (2004) investigated emotional maturity and adjustment of college students. 200 students were selected as the sample. It was found that boys were slightly more emotionally mature than girls and boys were slightly better adjusted than girls. It was also found that there was statistically significant difference between high emotionally mature girls and less emotionally mature students (both boys and girls) concerned.

Jena and Awasthi (2004) explored in their study family relationship and emotional stability of adolescents with learning disabilities. Experimental groups of adolescents with learning
disabilities (N=30) and a central group with average scholastic achievement (N=30) were selected. The results indicated significant difference between the control and experimental groups only on some areas of family relationship. The adolescents with learning disabilities scored significant lower in areas like father acceptance, mother concentration and father concentration. These aspects of family environment contributed to learning disabilities. But no significant difference was found between the groups in their emotional maturity.

Kaur (2004) studied on emotional maturity in relation to family environment and gender of school going adolescents and concluded that family environment played a crucial role in emotional maturity.

Verma (2004) in a study on emotional maturity and test anxiety among high school students, based 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.

Barclay and Sharliki, (2005) studied on exploring the role of emotions in injustice, perception and retaliation. The results revealed that outward focused (i.e. anger and hostility) emotions mediated the relationship between fairness and retaliation. There are two types of people i.e. who have either outward focused or inward focused negative emotions.

Sharma and Katyal (2005) in their study on self confidence of adolescents as related to emotional maturity, found a significant relationship between self confidence and emotional maturity of students.

Pastey and Aminbhavi (2006) conducted a study on impact of emotional maturity on stress and self confidence of adolescents. The finding revealed that the adolescents with high
emotional maturity have significantly high stress and self confidence when compared to those with low emotional maturity.

Sharma (2006) conducted a study to find out the efficacy of emotional stability on the study habits of visually disabled students. The results showed that children with high emotional stability have better study habits than their counterparts with low emotional stability.

Hangal and Aminbhavi (2007) studied the relationship between self concept, emotional maturity and achievement motivation of the adolescent students of employed mothers and home makers. It was revealed from the study that both the groups, though differ significantly from each other in most of the dimensions of self concept, emotional maturity and achievement motivation were no very pronounced on their performance in these measures.

Rani and Prabha (2008) in a study on social maturity levels of adolescents belonging to different parenting styles, revealed that adolescents belonging to democratic parenting style have high social maturity. Majority of the adolescents belonging to permissive parenting style have moderate level of social maturity, whereas the adolescents with authoritarian parents have low level of social maturity.

Singaravelu (2008) carried out a study on emotional maturity: a significant predictor of academic success of post graduate students and found a significant relationship between emotional maturity and academic achievement of postgraduate students. The same trend was observed when the sample was classified with respect to gender, locality and staying place.
Misra (2009) investigated on emotional maturity and adjustment level of college students. A sample of 160 female students of age range 18-22 years studying in post graduate classes were selected from different colleges of Kanpur city. High positive correlation was obtained between emotional maturity and overall adjustment of postgraduate students.

Jadhaw (2010) in a study of emotional maturity and emotional competence of college going students of Belgaum district, found no significant difference in arts and science students in both emotional maturity and emotional competence and rural and urban students in emotional competence.

Kaur (2010) investigated a study on emotional maturity and adjustment among school going adolescents. The sample of the study consisted of 200 school going adolescents from eight schools of Ludhiana district of Punjab. Rural school going adolescents were more emotionally mature than urban school going adolescents and they were more adjustable than urban students. Findings of the study also revealed positive relationship between emotional maturity and adjustment.

Kaur (2010) study of emotional stability of different professionals in relation to their job experience and factors affecting it. The analysis revealed that at all the three levels of job experience, physicians were the highest on emotional stability as compared to the other three professionals. Teachers were next two physicians and were higher on emotional stability than engineers and bank managers.

Sivakumar (2010) investigated a study on attitude towards democracy in relation to social and emotional maturity and
found that sex, community and the family type they belong, did not play role (no significant difference) in the emotional maturity of the college students.

Lakshmi and Krishnamurthy (2011) conducted a study on emotional maturity of higher secondary school students. The findings revealed that the majority of higher secondary students in Coimbatore district were in emotionally unstable condition. There exist significant difference between all the sub-samples except the age group of higher secondary students.

Subbarayan and Visvanathan (2011) conducted a study on emotional maturity of college students and found emotional maturity of college students was extremely unstable.

2.3 STUDIES RELATED TO EMOTIONAL MATURITY AND SOCIAL INTELLIGENCE

Siddiqui (1976) studied on psychological (emotional, social maturity ascendance, submission, security and aggression) and social factors (educational attainment, socio-economic status and rural or urban inhabitation) that affected students' behaviour in general and indiscipline in particular and reported that disciplined students were emotionally and socially more mature than the indiscipline ones.

Piper (1980) found that superior children did not differ from average children in their home, social and emotional adjustment.

Mohanti and Pani (1980) studied on emotional and social development of Xth class pupils. It was found that boys were slightly better than girls in both social and emotional aspects of personality. However, this difference was not found to be significant.
George and Brief (1996) in their motivational agenda in the work place found that fuel feelings weaken empathy and concern and the people in the bad moods give more negative appraisals. In other words low level of social intelligence give birth to negative feeling towards the other fellow beings.

Graczyk et al. (2000) investigated the criteria for evaluating the school based social and emotional learning programmes and concluded that the social and emotional intelligence have increased teachers’ awareness that providing experiences that meet students’ social and emotional needs could improve their adjustment.

Mayer (2000) conducted a study on emotional intelligence meets traditional standards for intelligence and reported that women were slightly superior than men in perceiving emotion, integrating it in thought, understanding and managing it.

Grewal (2003) in her study on social intelligence as contributive to teachers’ adjustment, found that socially intelligent teachers have better adjustment.

Mittal and Bajaj (2003) investigated a study on pre-scholars' intelligence affected by mother’s emotional maturity. They concluded that mother’s emotional maturity was significantly correlated to their children’s intelligence. The children who received maternal love, conducive home environment, proper care and facilities during their impressionable period of life, help to develop an intellectual competence in their future life.

Reitzes (2003) in the research entitled social and emotional engagement in adulthood and suggested that a symbolic interaction and identity theory provided a robust framework for
understanding social and emotional engagements in adults. But the future should include a broader set of role engagement measures.

Lekhi (2005) in a study of emotional maturity of adolescents in relation to cognitive and non-cognitive variables, found significant correlation between intelligence and emotional maturity.

Sandhu and Grewal (2005) studied on social intelligence as a correlate of teachers’ adjustment. The analysis of the data revealed that social intelligence affects adjustment and the traits of cooperativeness, sensitivity and tactfulness contribute towards the adjustment of secondary school teachers.

Aggarwal (2006) studied on does emotional intelligence affect relationship between deprivation and academic anxiety? Results revealed that social deprivation and academic anxiety were positively related in the case of high emotionally intelligent girls. It appeared that high emotionally intelligent girls perceived more social deprivation due to their greater understanding of emotions of their own and others.

Sharma and Aradhana (2009) in their study on social emotional and educational adjustment level of girls studying in girls and coeducational colleges. No significant differences were found between social, educational and emotional adjustment girls studying in girls colleges and those studying in coeducational colleges.

### 2.4 STUDIES RELATED TO EMOTIONAL MATURITY AND SOCIO-ECONOMIC STATUS

Dhami (1974) studied on intelligence, emotional maturity and socio-economic status as factors indicative of success in scholastic achievement and found that intelligence and
emotional maturity contributed substantially to success in scholastic achievement. The contribution of intelligence to success in scholastic achievement was better than that of emotional maturity and much better than that of socio-economic status. Further results revealed that the socio-economic status have a positive effect on emotional maturity especially the factors of parents education, the family income, the type of the house a family lives in, the expenses on reading material in the family (i.e. the cultural level of the family) and the vocational aspiration of the learner.

Shukla and Mishra (1980) studied the socio-economic status in relation to adjustment problems among school going children. 50 students were selected randomly from different schools. Two lists of students were prepared. One list included children from lower socio-economic class and other list included children from upper socio-economic class. The result revealed that maladjustment scores of lower class children were higher in comparison to the scores obtained by the upper class children. These differences were statistically significant. Lower socio-economic class children have maximum adjustment problems in emotional areas.

Ramachandran (1981) in a study the effects of maternal employment on socio-emotional status and educational development of children, revealed no significant relationship between maternal employment and socio-emotional status and educational development of children.

Polka and Meiczyslow (1984) in their study social emotional functioning of adolescence and perception of parental attitude, observed diverse connections between rearing approach of parents and their children’s socio-economic behaviour.
Sabapathy (1986) examined the relationship between the variables of anxiety, emotional social maturity, socio-economic status and academic achievement of students. The analysis of the data revealed that emotional maturity was positively and significantly related to achievement in individual subjects and total academic achievement.

Gill and Sidhu (1988) investigated a study on intelligence and academic achievement in the children belonging to different socio-economic status in rural Punjab. The investigation was undertaken on 80 rural 9th class students of both the sexes in two schools in Ludhiana district of Punjab. The finding of the study showed that the wards of labour class obtained lowest scores in verbal intelligence and achievement. Hence socio-economic status of parents influences the school performance of their wards.

Sharma (1989) conducted on a psychological study of social, emotional and educational problems of male-female adolescents belonging to different age levels and socio-economic status in relation to their personality factors. She found that the early age females showed significant differences in social, educational, emotional problems (SEEP) irrespective of socio-economic status. While the early age males did not show such significant difference. For SEEP middle age and later age males and females did not show significant differences and showed similar problem patterns of socio-economic status.

Dhawan (1991) conducted a study on academic achievement, family environment, classroom environment, achievement motivation and intelligence of senior secondary students of different socio economic groups. The results of the study revealed that offender was maladjusted in all means of
adjustment. Children from light, average socio economic group have higher academic achievement as compared to children from low socio economic group. Total adjustment was significantly correlated with social, emotional and home adjustment that offender was maladjusted in all means of adjustment.

Jain (1993) investigated on problems of adolescence in present changing society. He found socio-economic status was related to a number of problems faced by adolescent students. It was also found that lower SES students have greater number of problems than the middle and high socio-economic status groups.

Singh (1993) in a study on emotional maturity of male and female students of upper and lower socio-economic status, explored a sample of 640 adolescent students of Aligarh. There were 320 male and 320 female students of lower socio-economic status in age ranging from 15-19 years. The analysis of the data revealed that in the total area of emotional maturity the mean scores of male and female students of higher socio-economic status was lower than the corresponding mean scores of male and female students of lower socio-economic status. The ‘t’ value was significant and in the total area the mean scores of male students was significantly lower than the mean scores of female students.

Dubois et al. (1995) investigated a study on socio-environmental experiences self esteem and emotional/behavioural problems in early adolescence, to test the role of self esteem (SE) as a mediator of relationship between socio environment experience. Socio environmental experiences (SEE) have significant effect on emotional problems via both direct effects and indirect effects than indicated a mediating role for self esteem.
Devi and Venkatramaiah (1997) conducted a study on emotional maturity levels of rural high school children: relationship with selected personal social variables. The results showed that emotional maturity level of majority of rural children was extremely unstable. Age and gender have significant relationship with emotional maturity of rural high school students, whereas birth order, class of study, family type and socio-economic status did not have any significant relationship with emotional maturity levels. Among girls and among older age groups more emotional unstability was found.

Archna (1998) studied on intelligence as a function of religion, gender and socio-economic status. A Three way ANOVA revealed that religion and socio-economic status have significant impact on intelligence level. Religion interacting with socio-economic status created significant difference in intelligence scores. However, the main effect of gender and interactional effects of religion and gender and socio-economic status were significant.

Diwan (1998) studied on the socio-economic status and social maturity and found that the students of both sexes are just the same on social maturity scores.

Muley (2003) investigated on emotional maturity of school going children of slum and urban areas and influencing factors and explored a sample of 120 children, (60 from slum and 60 from urban areas). The results indicated that slum children differ in their emotional maturity than the urban children. Further analysis revealed a significant positive correlation between urban children’s emotional maturity and their chronological age, ordinal position, abilities, size and type of family, parenting, academic performance, number of friends, as
well as their parental age, education and employment, while no significant correlation was found between slum children’s emotional maturity and their background variables.

Nanda and Pannu (2005) conducted a study on emotional stability and socio-personal factors. The results revealed that there was significant association of emotional stability and education of parents, occupation of parents and size of family. Children of nuclear families were highly stable as compared to children of joint families.

Sharma and Vaid (2005) studied the role of parents in the social development of adolescents: a comparison of low and middle socio-economic status. The sample consisted of 100 adolescents and their parents. The results revealed that majority of parents show a moderate degree of approval towards their children. Most of the adolescents of both groups were emotionally unstable and attained moderate self actualization. Coefficient of correlation showed that parental approval does not correlate highly with emotional maturity or self actualization.

Aggarwal (2007) in a study of adequate expression and control of emotions of normal and handicapped children, found that the children of both high and middle socio-economic status possessed more adequate expression and control of emotions than low socio-economic status. Result also show that the children of low socio-economic status possessed more adequate expression in control of emotion than of middle socio-economic status.

Singh and Kaur (2007) in their study effect of shaktipat meditation on emotional maturity of student teachers, found significant effect of socio-economic status on emotional maturity by taking pre-emotional maturity as covariate. Both sexes, all
the socio-economic classes; above, below and average (intelligent) and both rural and urban students were found to be equally benefited from meditation.

Arora et al. (2008) revealed a study on social emotional development of pre-scholars (2-6 years) in joint and nuclear families. The study was conducted on 100 pre-scholars (50 boys and 50 girls). The results revealed that girls showed low behavioural problems as compared to the boys. The difference found in the behavioural problem was mostly due to the type of parenting, home environment, socialization of children and their relationship with peers and other family members.

Sontakke (2009) investigated a study on effect of caste, socio-economic status and intelligence on self concept. 184 students belonging to so-called higher and lower castes took part. The data were treated by three way ANOVA. The students with high socio-economic status background have significantly better self concept than the students with low socio-economic status background. The low socio-economic status have significantly better self concept than the low IQ students.

2.5 STUDIES RELATED TO EMOTIONAL MATURITY WITH GENDER DIFFERENCES

Mohanti and Pani (1980) in a study emotional and social development of X class pupils and found that boys were slightly better than girls in both social and emotional aspects of personality.

Vora (1980) studied social maturity of student teachers of colleges of education and found that the student teachers coming from the urban areas were more mature than the student teachers from the rural areas. The male student
teachers were superior to female student teachers. A close and effective relationship between social maturity and emotional maturity was found.

Arya (1984) revealed that boys and girls of superior intelligence did well on the emotional maturity tests. Superior intelligence showed high relationship with emotional maturity.

Purnaik (1985) found that the social maturity of female students was higher than that of male students.

Goswami et al. (1986) in their study on emotional adjustment of youth in relation to sex, locality and income in Assam. The analysis of the data reported that male youth showed better emotional adjustment than female youth.

Harleen (1988) conducted a comparative study into emotional maturity of rural and urban adolescents. The analysis of the data revealed that most of the rural and urban respondents were found to be moderately emotionally mature. No significant difference was found in the emotional maturity of rural and urban adolescents. However males were found to score higher in their level of emotional maturity than female emotional maturity.

Kashyap (1989) investigated some psychological determinants of adolescents’ 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.

Khan (1989) found educationally backward students 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.

Singh and Mehrotra (1989) examined emotional maturity among teachers and students. The results indicated that the teachers’ showed significantly greater emotional maturity than students. But the male and female teachers carried out almost equal emotional maturity. The results also indicated that emotional maturity is a growing process along with age and experience.

Lafrance et al. (1992) conducted a study towards a reconsideration of gender emotion relationship and suggested that women are supposed to read emotions more carefully than men because they generally possess less power in society.

Shields (1994) conducted a study on the role of emotions, beliefs and values on gender development and revealed that gender plays an integral role in emotional development. Fathers are influential in the development of son’s emotional responding because fathers are viewed by boys as appropriate models for gender typed behaviour.

Cutler (1996) studied the interrelationships between gender flexibility and adult emotional maturity. A study with 78 research participants ranging in age from 21 to 49 was completed to test this theory. It was found that some aspects of gender were more flexible for adults who were more mature emotionally. For men, stereotypes of feminine personality traits, gender schema, and gender self-descriptions became less gender stereotyped. Women who were more emotionally mature were less gender stereotyping in the way they perceived others to
experience emotions. However, more mature women were found to be more gender schematic for feminine personality traits. The results demonstrate that higher levels of emotional maturity in adulthood are related to higher levels of endorsement of characteristics that are stereotyped in this culture as feminine and less reliance on gender stereotyping of others.

Sharma and Singh (1997) investigated on emotional maturity of rural and urban under-graduates of both the sexes. The finding of the study indicated that male and female under graduates of rural areas had significantly lower mean scores than the corresponding mean scores of male and female under-graduates of urban areas, in all the areas of emotional maturity scale, viz. emotional strain, emotional depression, social distance, personality disorder and lack of ascendancy.

Adhikari (1998) studied the difference in emotional maturity between university students and university teachers in India. 200 male and 200 female university students and 150 male and 150 female university teachers were administered a Hindi version of the Swamulyanka Prashnawali by R.R. Tripathi and Rastogi (1982). The emotional maturity scores of male and females teachers were higher than those of the students.

Qureshi et al. (1998) studied on emotional maturity among student leaders and assessed the emotional maturity of male and female student leaders of three types-union, sports and cultural. No significant differences were observed between male and female leaders.

Anju (2000) found a positive and significant relationship between emotional maturity and intelligence. She found that the relationship between emotional maturity and intelligence of girls came out to be significant.
Kaur (2000) in a comparative study of emotional maturity in relation to intelligence and sex, found that girls were found to be more emotionally mature than boys. Rural students were found to be more emotionally mature than urban students.

Kaur (2000) studied emotional maturity and environmental factors of 10+1 students of UT and neighbours village. The study revealed the relationship between emotional maturity and environmental factors and also to find out the difference in the emotional maturity of male and female, govt. and private school students and also between urban and rural students. The findings of the study revealed that there is insignificant difference in emotional maturity of government and private schools. But urban and rural students showed significant difference in their emotional maturity. School environment too was found to be significantly and negatively affecting emotional maturity of the children.

Kaur (2000) in her study on socio-emotional development of rural pre-adolescents (9-12 yrs), found no significant difference in the mean scores of emotional stability of males and females. Emotional stability and social maturity of both males and females were found to be significantly correlated with both dimensions (+ve and –ve) of parent-child relationship.

Kaur (2001) in her study emotional maturity of adolescents in relation to parental encouragement found significant relationship between emotional maturity and parental encouragement. Boys and girls did not differ significantly in their emotional maturity. The relationship between various factors of emotional maturity i.e. personality disintegration, lack of independence and parental encouragement was found to be significant and negative in adolescents.
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.

Marjoribanks and Mboya (2001) found that male participants had significantly higher score on perceptions of their physical, emotional stability and relations with their peers, whereas the female participants had significantly higher scores on perceptions of their music abilities.

Gill and Saini (2002) studied on emotional maturity among institutionalized and non institutionalized aged in Punjab. The results revealed that institutionalized males and females were found to be extremely unstable, as compared to their non-institutionalized counterparts. Higher percentage of extremely unstable behaviour was also seen in institutionalized and non-institutionalized aged irrespective of their sex.

Shinde (2002) compared the level of emotional maturity of swadhyayee youth associated with the Divine Brain Trust (DBI) and that of non-swadhyayee youth. Results revealed that the swadhyayee group was emotionally more mature than the non-swadhyayee group male and females did not differ significantly from each other on emotional maturity.

Chauahan and Bhatnagar (2003) assessed emotional maturity, emotional expression and emotional quotient of adolescent male and female students. The sample consisted of 120 male and female adolescents (of both pre and post-adolescence stage) who were randomly assigned to all the experimental groups. They study revealed that male post adolescents had higher emotional maturity than females and the stages of adolescence played a significant role upon emotional maturity.
Ghosh (2003) studied on emotionality of intelligence. In their separate studies, they reported that 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.

Jain and Patel (2003) investigated on a comparative study of social maturity of girls of working and non working mothers and reported that 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.

Kaur (2003) carried out a study on emotional maturity of senior secondary school students in relation to intelligence and family climate and found no significant difference was found in the emotional maturity of males and females.

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

Dhawan (2004) investigated emotional maturity and adjustment of college students. 200 students were selected as the sample. It was found that boys were slightly more emotionally mature than girls and boys were slightly better adjusted than girls. It was also found that there was statistically significant difference between high emotionally mature girls and less emotionally mature students (both boys and girls) concerned.
Tyagi (2004) found the level of emotional intelligence of secondary teachers was extremely low. The level of EQ was independent of gender and age and no significant difference was found among the groups.

Aleem (2005) conducted a study on emotional stability among college youth and results showed that male students were found to be more emotionally stable than female students.

Sharma and Katyal (2005) in their study on self confidence of adolescents as related to emotional maturity, found no significant difference between self confidence and emotional maturity of boys and girls.

Soni (2005) investigated on emotional maturity of adolescents as related to their rigidity and found significant difference between emotional maturity of boys and girls.

Srivastava and Sumanlata (2005) conducted a study on social maturity of high and low achievers The sample consisted of 235 IX grade pupils in different kinds of schools viz government of India undertaking private and government schools selected randomly. Social maturity of high and low achievers in different types of schools shows a significant difference.

Date (2006) in her study emotional maturity of male and female secondary school teachers of Dhule district showed a significant difference between male and female teachers with respect to emotional maturity. Among secondary school teachers, male were found to be unstable in emotions while females were found to be stable in emotions.

Kaur (2006) conducted a study on emotional maturity of adolescents in relation to their self concept and family environment and found that there was no significant difference
in emotional maturity of male and female adolescents and there was significant difference in emotional maturity of rural and urban adolescents.

Bansibihari and Lata (2006) studied on the effect of emotional maturity on teacher effectiveness. The results indicated that female teachers were emotionally more mature/stable than male teachers. Further results revealed that emotionally more mature/stable teachers were more effective in their teaching than immature/unstable teachers.

Shallu and Audichya (2006) compared the adjustment of rural adolescent and found a significant difference in emotional adjustment of boys and girls, though no significant difference was found in school, social and educational adjustment of boys and girls.

Singh (2006) studied on effect of social emotional climate of the school on the adjustment of students. Results revealed that boys had significantly better health and emotional adjustment than girls where as girls are significantly better in their school adjustment than boys. Girls were found significantly better than boys in their home and school adjustment at different levels of emotional climate of the school whereas boys were significantly better in emotional adjustment.

Chand (2007) found that the female student teachers were socially more mature in having a feeling of oneness with others as compared to male student teachers.

Kaur (2007) conducted a study on adjustment of school students in relation to their emotional adjustment and found no significant differences in health, social, emotional, home adjustment between boys and girls.
Nanda and Chawla (2007) conducted a study on impact of age and family type on emotional maturity of urban adolescent girls. They found that type of family definite had an impact on emotional maturity. Joint family system had a positive impact on emotionality because maximum percentage of girls was found to be stable and no girl was found to be externally unstable in the joint family. It can be concluded from the results that emotional maturity was affected by age as adolescents grow in age, there comes more stability in their emotions. Level of unstability and extremely unstability decrease with increases in age. Joint family system played a significant role in emotional maturity and stability of adolescent girls.

Kalyanidevi and Prathima (2008) conducted a study on social maturity of scheduled tribe adolescents, No grade and gender differences were observed in the social maturity of adolescents of scheduled tribe and non-tribe.

Rani (2008) examined emotional maturity among school going adolescents in relation to home environment. Study consisted the sample of 200 adolescents. The study revealed that most of the schools going adolescents had an average level of emotional maturity. There were no significant gender differences in emotional stability dimension of emotional maturity among school going adolescents. Gender differences existed in emotional progression dimension of emotional maturity. Males had significantly higher emotional progression than that of females and boys were better adjusted than girls.

Rani and Prabha (2008) conducted a study on social maturity levels of adolescents belonging to different parenting styles. Sample comprised 100 students (60 demonstrate, 60 permissive and authoritarian parents and their children who
The results revealed that adolescents belonging to democratic parenting style had high social maturity. Majority of the adolescents belonging to permissive parenting style had moderate level of social maturity, whereas the adolescents with authoritarian parents had low level of social maturity, majority of the girls were more socially matured than boys whereas boys were moderately matured low maturity was high in boys than girls.

Vyas (2008) studied anxiety, emotional maturity, security-insecurity among adolescents of co-education and unisex education schools. No significant difference was found in anxiety, emotional maturity and security-insecurity of boys and girls coming from both coeducation and unisex education school.

Arora et al. (2008) revealed a study on social emotional development of pre-scholars (2-6 years) in joint and nuclear families. The study was conducted on 100 pre-scholars (50 boys and 50 girls). The results revealed that girls showed low behavioural problems as compared to the boys.

Tetwawadi (2009) in her study emotional maturity of management students, consisted a sample of 200 students. Group one consisted of 50 male and 50 female (total 100) students studying in semester-I. Group two consisted of 50 male and 50 female (total 100) students studying in semester-N. The results revealed that the females are emotionally stronger than the males across both the semester. The results also revealed that there was no significant difference found in the emotional maturity of students of semester-I and semester-IV.

Jadhaw (2010) in a study of emotional maturity and emotional competence of college going students of belgaum district, found significant difference in emotional competence
between second year male and female students of government and private colleges. It was also found that there was no difference between 20-21 and 22-23 year male and female students in both variables and first and second year students in emotional maturity.

Kaur (2010) investigated a study on emotional maturity and adjustment among school going adolescents. The sample of the study consisted of 200 school going adolescents from eight schools of Ludhiana district of Punjab. She found that female adolescents were more adjustable than male school going adolescents; male and female school going adolescents did not differ significantly in their emotional maturity. Further results revealed that rural males were more adjustable than rural females and urban females were more adjustable than urban males.

Kesarwani (2010) in a comparative study of career maturity among boys and girls. A random sample of XI grade 140 student (70 boys and 70 girls) studying in four Hindi medium school students constituted the sample for the study. Results of the study showed that boys are more mature in self appraisal and occupation information measured of career maturity as compared to girls. Girls are higher in goal direction measure of career maturity than boys. Both the groups did not differ in career attitude, planning and problem solving measures of career maturity.

Rathee and Salh (2010) found that better cognitive style and emotional maturity were indicators of higher level of sports performance. Significant gender differences were also observed on emotional maturity and the male players had found to be significantly higher level of emotional maturity than the female players.
2.6 INTERRELATED STUDIES

Gangopandhyay (1975) conducted a study on social intelligence and its relationship with abstract and mechanical intelligence. Finding of the study were that the boys and girls did not differ significantly in their performance on social intelligence.

Piper (1980) in a study early development of child at risk for mental disorder found that superior children did not differ from average children in their home, social and emotional adjustment.

Mihalyi and Larson (1984) in their study being adolescent: conflict and growth in the teenage years and concluded that when the dimension of cooperativeness and happiness of social intelligence was low, then students were neither attentive nor happy in the classroom and they absorbed only a fraction of the information being presented.

Latak (1985) conducted a study on impact of parental attitude on social, emotional and educational adjustment of normal and handicapped students and the results indicated that normal boys and handicapped girls showed better emotional adjustment than normal girls and handicapped boys. Normal students did not differ significantly from the handicapped in the field of social adjustment.

Adhikari (1986) did a study on values in relation to socio-economic status in rural students and found that boys of higher socio-economic status had higher theoretical values than those of middle socio-economic status. The aesthetic value of rural boys was higher on the low socio-economic status in comparison to high and middle socio-economic status. Social and political values did not differ in three groups.
Ojha and Singh (1988) reported that restrictive, neglecting and rejecting child rearing attitudes of parents foster social and emotional insecurity whereas permissive child rearing attitude generates security. Permissive attitude signified freedom from authoritarian control and therefore leads to the child's feeling of social and emotional security.

Sharma (1989) in a psychological study of social, emotional and educational problems of male-female adolescents belonging to different age levels and socio-economic status in relation to their personality factors found that the early age females showed significant differences in social, educational and emotional problems irrespective of socio-economic status. While the early age males did not show such significant difference.

Baurmind (1991) in a research study suggested that warm, concerned authoritative parents raised children with the highest self-esteem, self-reliance, resilience, optimism, maturity and social competence whereas authoritarian, rejectory neglecting and permissive parenting were associated with a variety of childhood problems including talk of self-assertion and lower cognitive competence.

Neuringer (1991) in a study the social intelligence of acting students showed that the acting students' predictions were inferior to those of the psychology graduate students but no different from those of the general undergraduate student sample. The acting students were more accurate in predicting the endorsement of negative adjectives (100%) than positive adjectives (55%). The acting students tended to distrust other people's attitudes towards actors, whereas, in fact, the general population of students' feelings about them were mildly positive.
Singh and Gosain (1993) investigated on creative thinking with relation to intelligence and socio-economic status of Uttar-Pradesh intermediate girls coming from correspondence course and regular schooling. They found no significant correlation between intelligence and socio-economic status in case of formal and also found significant correlation between intelligence and socio-economic status in case of non formal setup.

Das et al. (1994) effects of gender and economic status upon attitude towards status of women. Results indicated that males attitude towards status of women is more negative in comparison to females attitude and low economic status subjects were found to have more negative attitude towards status of women in comparison to the high economic status subjects.

Roy et al. (1994) studied on impact of headship style upon social emotional climate, academic achievement and campus activities of students. The sample comprised of 200 male and female students drawn from five high schools under private and public managements and located in rural and urban areas. Interview schedule, objective test and observational techniques were employed for data collection. It was found that the social emotional climate was more under nurturant task headship followed by democratic and authoritarian headship.

Davis and Stoep (1997) studied the developmental transition from adolescence to young adulthood of persons who have experienced serious emotional disturbance as child or adolescent. Youth with serious emotional disturbance enter the transition phase delayed in their developmental maturation and faced additional challenges relative to their non disabled peer group. As a group, they were under educated, under employed and have limited social support.
Laxmi (1997) explores the impact of fathers' educational maturity on the academic self-concept and academic motivation of their wards. The sample consisted of 400 students randomly selected from different schools in Bihar and whose parents had differing educational levels. Academic self-concept of the children and the educational level of the fathers were measured using Singh's Academic Inventory and a personal datasheet respectively. Results indicate a high positive relationship between the fathers' educational level and the self-concept and academic motivation of their children.

Archna (1998) studied on intelligence as a function of religion, gender and socio-economic status. A three way ANOVA revealed that religion and socio-economic status had significant impact on intelligence level. The main effect of gender and interactional effects of religion and gender and socio-economic status was insignificant.

Sambrani (1997) studied the effect of home environment on the emotional disturbance among adolescents and analyzed emotionally disturbed adolescents living in different type of home environment. It was revealed that poor home environment facilitated significantly more frequent occurrence of emotional disturbance to normal distribution. In general, the quality of home environment is a significant factor in determining emotional disturbance among adolescent.

Monoz and Konen (1999) in their study educational equity in reform environment the effect of socio-economic status on student achievement found that students socio-economic status was a significant predictor of educational outcomes.
Kaur (2000) in her study an investigation into the social intelligence as a function of family system, found insignificant relationship between children of joint and nuclear families with respect to different dimensions of social intelligence.

Mayer (2000) conducted a study on emotional intelligence meets traditional standards for intelligence and reported that women slightly superior than men in perceiving emotion, integrating it in thought, understanding and managing it.

Ong-Ai Choo (2000) in his study on parenting behavioural adolescent psychosexual adjustment formal that adolescents who experienced their mothers as supported and involvement in their lives reported a high level of emotional well being and personal self concept. The findings also revealed that Lareh 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.


Satapathy and Singhal (2001) conducted a study on predicting social, emotional adjustment of the sensory impaired adolescents. Results revealed behavioural problems, stress and academic performance as the common predictors of and contributed to social-emotional adjustment of visually – and
hearing-impaired students. Interestingly, no background variables contributed to that of visually-impaired students, while family income and parents deafness contributed positively in case of the hearing-impaired.

Vatsa (2001) conducted a study on socio psychological differentials of vocational maturity between adolescents of academic and vocational streams. Socio Economic status was not found to significantly affect the level of vocational maturity of adolescents of academic stream as well as vocational stream. However student of high socio-economic status scored high vocational maturity as compared to low socio-economic status of both the stream.

Boopalarjan et al. (2002) in their study found that male and female child workers did not differ significantly from each other as far as self concept and SES were concerned. SES was associated with children’s education parents’ education, occupation and family income.

Galambos et al. (2003) examined links among adolescents' maturity status, their biological, social, and psychological characteristics, and parents' perceptions of their adolescents’ maturity. Pattern-centered analysis confirmed the existence of three clusters of adolescents differing in maturity status: pseudomature (25%), immature (30%), and mature (44%). Further analyses found differences among the clusters in adolescents’ pubertal status, the social context and their desired age, involvement in pop culture, school and peer involvement and close friendship. Analysis of mother and father reports revealed some differences in how parents of pseudomature, immature, and mature perceived their adolescents’ maturity.
Dhillon and Tung (2004) investigated on factorial structure of emotional autonomy in relation to adjustment, well-being, family and classroom environments and examined the correlates of emotional autonomy among female adolescents during late adolescent years and explored a sample of 125 female adolescents from various colleges of Amritsar aged 17-21 yrs. Results suggested that emotional autonomy efforts were negatively related to cohesion and had a positive association with control within the family. Emotional autonomy dimensions even showed an inverse relationship with the individuals' adaptive capacities and their well being.

Galati et al. (2004) investigated the quality of every day emotional experience in Cuba. The results indicated that positive emotions accounted for about 50 percent of every day emotional experience and were significantly associated with high intensity.

Harpreet and Kalaramma (2004) in their study on interrelationship between home environment, social intelligence and socio-economic status among males and females and found that socio-economic status had got effect from social intelligence.

Kumar and Nathawat (2004) conducted a study on emotional health of 132 women research students of science faculty. Emotionally healthy and unhealthy students were compared on different emotional and cognitive measures. Emotional healthy or stable research students scored significantly higher on the measure of purpose in life and less on hopelessness as compared to their counterparts who were emotionally unhealthy. Furthermore, emotionally unhealthy research students were found to have more dysfunctional attitudes than the healthy ones. Roles of emotional disturbance
and cognitive dysfunction have been pointed out as determinants of emotional ill-health in research students. Research students was emotionally burdened and need to be liberated from such factor so that they can actualize their potentialities.

Renuka and Anuradha (2004) studied on measured the psycho-social adjustment of conduct of disordered children and found that there was no significant difference in adjustment among girls in both urban and rural areas but a significant difference was found among boys.

Sharma (2004) investigated social intelligence among high, average and low creative group and found no significant difference in different dimensions of social intelligence like patience, cooperativeness, confidence, sensitivity, recognition of social environment, tactfulness, sense of humour and memory of average and low creative group.

Zins (2004) carried out a study on building school success on social emotional learning and found from a series of research studies in overlapping fields of education that risk prevention, health promotion, character education, child mental health and social, emotional learning were the processes that promote children’s school success and health developments.

Kaur and Kaur (2005) investigated on occupational aspiration of tenth class students in relation to socio-economic status. The investigation was intended to find out the relationship between occupational aspirations of boys and girls and there socio-economic status. Sample for the study consisted for the 200 students, selected randomly from five government/government aided school of Ludhiana belonging to different

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labels of socio-economic status on the variable of occupational aspiration. A significant positive relationship was found between occupational aspiration and socio-economic status.

Srivastava and Sumanlata (2005) in a study on social maturity of high and low achievers, explored a sample of 235 IX grade pupils in different kinds of schools. Finding revealed that social maturity of high and low achievers in different types of schools showed a significant difference.

Anddreo (2006) conducted a study on social preference, perceived popularity and social intelligence relation to overt and relational aggression and found that relational relation to overt and aggression was predicted by cognitive aspects of social intelligence where as overt aggression by lack of social skills.

Kaur (2006) in her study social intelligence as related to self-confidence, found that significant relationship exists between SI and self confidence.

Singh (2006) studied on effect of social emotional climate of the school on the adjustment of students. Results revealed that social climate of the school affect the emotional and total adjustment of students significantly positively. Emotional climate of the school affects health, emotional and total adjustment significantly. Socio-emotional climate of the school affects the home, social, emotional and total adjustment of students significantly positively.

Sjogren et al. (2006) in their study can gender differences in psychosocial factors be explained by socioeconomic status? Gender differences found for a broad range of psychosocial factors could not be explained by SES. However, associations between gender and psychosocial factors were more salient at
lower levels of SES. Psychosocial factors, especially decision latitude and social integration, may help explain why women with low SES experienced poorer health.

Ayodhya (2007) conducted a study on emotional problems in secondary school students and its relation to life events and scholastic achievement, aimed at studying the emotional problems of school students and their relation to stressors (life events) and school achievement. It was found that secondary school students have significantly high rate of emotional problems, and emotionally disturbed students have high life event scores.

Gnanadevan (2007) conducted a study on social intelligence of higher secondary students in relation to their socio-economic status. In this study social intelligence of higher secondary students is found to be high. The social intelligence scores of higher secondary students differ significantly with respect to caste, mother's education and parents' income. They did not differ significantly with respect to gender, father's education, father's occupation and mother's occupation.

Kaur (2007) conducted a study on adjustment of school students in relation to their emotional adjustment and found that there exist no significant differences in health, social, emotional home adjustment between boys and girls.

Kaur (2007) studied on impact of socio-economic status on the social intelligence of secondary school teachers. She found no significant relationship between social intelligence and socio-economic status of the teachers of secondary school. Socio-economic status is no way affect the social intelligence of the teachers.
Narula (2007) investigated a study on social intelligence of teacher trainees in relation to adjustment and concluded a significant relationship between social intelligence and adjustment of male female teacher trainees.

Pandher (2007) conducted a study on impact of socio-economic status on the environmental awareness of senior secondary school students. The findings of the study showed that socio-economic status had the impact on environmental awareness of the male +2 students and no positive significant relationship was found between environmental awareness and socio-economic status of senior secondary school students with respect to local and sex.

Singh (2007) in his study on low creative and high creative boys and girls of class eleven studying in the senior secondary schools of Punjab state revealed insignificant difference in social intelligence between low creative and high creative adolescents. But significant difference was found in the social Intelligence of low creative boys and low girls adolescents.

Puri et al. (2008) in their study on emotional health of girl hostellers concluded that college going girls who are staying in hostels are a vulnerable group to various emotional problems which can interfere into their academics competence, adjustment and overall psychological development and suggested that hostellers are emotionally burdened and need to be liberated from such factors so that they can actualize their potentialities. It requires immediate attention and awareness should be inculcated among the mental health professionals, parents, teachers and hostel wardens for proper identification and timely support and treatment of emotional problems of girl hostellers.
Nikose (2010) social intelligence of prospective teachers. The aim of this investigation was to study the social intelligence of the student-teachers (pre-service) at primary level. For this purpose the sample of 150 male and female student-teachers of urban and rural elementary colleges (D.Ed. colleges) in Gondia district of Maharashtra state selected by applying random sampling method. The result indicates significant differences among the student-teachers, between male and female student-teachers as well as urban and rural shows that male student-teachers have high social intelligence than female student-teachers and rural student-teachers have high social intelligence than urban student-teachers.

Singh and Sahu (2010) effect of socio-economic status, gender and residence on alienation of adolescent students. The study was an attempt to explored alienation among adolescents in relation to their socio-economic status, sex and residential background. Sample for the study commenced of 100 adolescents students (50 males and 50 females) between the age group of 14 to 16 randomly selected from three different schools of Rohtak district of Haryana state.. Overall findings of the study in accordance with all main and interactive effect of all three independent variables i.e. socio-economic status, gender and residence on single dependence variable of the present study i.e. students alienation was found insignificant.

2.7 OVERVIEW

From the perusal of aforesaid review of literature pertaining to relationship among emotional maturity, social intelligence and socio-economic status of professional students along with other population groups, certain conclusions may be drawn:
• Professional courses such as medical, engineering, nursing, teacher training, management, law, musicians and dancers, put significant changes in personality pattern of professional students (Thacker et al., 2001; Ambili Kumar and Sebastian, 2006).

• Engineering students expressed a significantly higher feeling of security than agricultural students (Venkatammal and Rajanipius, 2001) whereas Sahoo and Mohapatra (2009) found that doctors and teachers explored maximum happiness as compared to engineers. Anxiety level and adjustment pattern of three groups of students were studied in terms of gender, socio-economic status, caste system etc. in some studies (Singh, 2003; Meenakshi Sundaram, 2004), with a varying degree of relationship.

• Post graduate medicos of high and low socio-economic status have significant interaction between sex and socio-economic status (Singh, 2003) But no significant relationship was found between academic achievement and socio-economic status of B.Ed. student teachers (Isabella, 2010).

• No significant difference was found between socio-economic status of male and female of B.Ed. students (Neetu, 2006). Females were found emotionally stronger than male in management profession (Tetwawadi, 2009). Whereas Marry and Samuel (2011) found significant difference between male and female student teachers. Female students face more difficulties as compared to male students (Roa and Kumari, 2006).

• Significant gender difference was found on social support and quality of life (Juneja et al. 2006). Further Balasubrahmanyam (2005) discussed prime motivators and demotivators of and the professional excellence
Emotional maturity has been studied in relation to a number of cognitive and non-cognitive attributes. It is reported that emotional maturity is a growing process along with age and experience (Singh and Mehrotra, 1989) and it is positively and significantly related with academic achievement (Sabapathy, 1986; Singaravelu, 2008) goal orientation (Timothy, 1995) intelligence (Anju, 2000; Kaur, 2005), self-esteem (Jupan et al., 2000) happiness, personality, individual differences (hill and Argyle, 2000). Self-concept (Gakhar, 2003; Hangal and Aminbhavi), adjustment, well-being (Dhawan, 2004; Dhillon et al., 2004; Misra, 2009; Kaur, 2010; Thahira and Hameed 2010) self confidence (Sharma and Katyal, 2005; Pastey and Aminbhavi, 2006).

Emotional maturity has also been related with attitude of parents (Ojha and Singh, 1988) and family environment, working status (Chaudhary and Bajaj, 1993; Kaur, 2003; Gakhar, 2003), school environment, size of family, parent education, birth order (Pannu, 1996; Muley et al., 2005), educational level (Jha, 1997), quality of home environment (Sambran, 1997); type of school (Arora, 1999), psychological and physical environment (Kaur, 2000), parent child-relationship (Kaur, 2001), social emotional climate of the school (Singh, 2006). Alongwith it is also related with academic stress anxiety (Dewan, 2003; Verma, 2004; Pastey and Aminbhai, 2006).

Disciplined students are emotionally and social more mature (Siddiqui, 1976), mothers’ emotional maturity is significantly correlated with children’s intelligence, home environment (Mittal and Bajaj, 2003; Lekhi, 2005) educational aspirations, mental health and personality characters (Kaur, 2009). Further emotional maturity and social intelligence are also affected by empathy, mood and negative emotions (George and Brief, 1996) adjustment (Grewal, 2003; Sandhu and Grewal, 2005).
• Socio-economic status has a positive effect on emotional maturity, especially the factors of parents education, family income (Dhami, 1974), status of family (Shukla and Misra, 1980), maternal employment (Ramachandran, 1981), locale, family type (Devi and Venkatramaiah, 1997) parental age, education, chronological age (Muley et al., 2003), occupation of parents (Nanda and Pannu, 2005), marital status (Singh, 2005), type of parenting peer relationship, socialization of children (Arora, 2008). In a similarity socio-economic status was found to have a significant effect on emotional problems (Duboos et al., 1995). It is also reported that socio-economic status also influence school performance (Gill and Sidhu, 1988; Dhawan, 1991).

• Emotional maturity is also studied in terms of certain demographic variables like age, gender, birth order, socio-economic status, home and school environment.

• It was found that boys are better is emotional and social development (Mohanti and Pani, 1980; Vora, 1980) males are better adjusted and emotional stable (Goswami et al., 1986; Harleen, 1988; Chauhan and Bhatnagar, 2003; Mushtaq and Kumari, 2003; Sheema, 2005) males had slightly higher emotional progression (Rani, 2008; Rathee and Salh, 2010).

• On the other hand some studies found that females are socially more mature (Purnaik, 1985) little warmer, more participating and more emotional (Khan, 1989). Women’s are careful emotional reader (Lafrance et al., 1992) and emotionally mature (Cutler, 1998; Date, 2006; Singh, 2006; Rani and Prabha, 2008; Tetwaqwadi, 2009).

• In some studies it has been found that there is no significant gender difference in emotional maturity (Qureshi, 1998; Kaur, 2001; Mahajan, 2001; Shinde, 2002;
Emotional maturity, socio-economic status, social intelligence have also been studied in relation to some other variables i.e. personality factors (Sharma, 1989) intelligence (Singh and Gosain, 1993), self-concept and academic motivation (Laxmi, 1997) vocational maturity (Vatsa, 2001), creativity (Sharma, 2004), occupational aspirations (Kaur and Kaur, 2005), self confidence (Kaur, 2006), anxiety (Kumar and Singh, 2006) adjustment (Narula, 2007) environmental awareness (Pandher, 2007), self-concept (Sontakke, 2009). These variables have also been studied in terms of family systems (Kaur, 2000) parental education and employment (Gnanadevan, 2007) and locale (Nikose, 2010).

In nutshell it may be stated in that emotional maturity vis-à-vis other cognitive and non-cognitive variables across different population groups including professional students has been extensively studied, though the empirical evidence does not provide a satisfactory answer to its occurrence and antecedents or consequences.

2.8 HYPOTHESES

Hence in the light of these observations following hypotheses were formulated:

1. The professional students will not differ significantly in their emotional maturity across different types of professional courses.

2. There will be no significant mean difference in emotional maturity of high and low socially intelligent professional students.
3. There will be no significant mean difference in emotional maturity of professional students having high and low social-economic status.

4. There will be no significant gender difference in Emotional Maturity of professional students across (i) High and low levels of social intelligence (ii) High and low levels of socio-economic status and (iii) Different courses of study namely engineering, medical, pharmacy, business administration and computer applications.