Importance of Related Studies:

The study of related literature in research is of immense importance because it stimulates and encourages the investigator to delve deep into various aspects of the problem. The investigator is substantially benefited by going through the experiences and conclusions of the others on the related field of study. Best (1983) considered the survey of related literature as an important pre-requisite to actual planning and execution of any research project. According to him a familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what methods of attack have been promising and disappointing and what problems remain to be solved. A review of related literature not only helps to clearly understand the problem and the complexities involved, it also provide guidance about the sanctity of the problem, its nature and scope and uses in real life situations. With such information available, the investigator should proceed to develop new perspectives in the already established areas or add some new dimensions to the vast world of knowledge.
Taking into consideration the above stated facts the investigator felt it necessary to make a review of literature related to the present investigation, for an examination of the relationships as below:

1. Ego-Identity and Socio-Economic Status.
2. Ego-Identity and Adjustment.
3. Ego-Identity and Self-Concept.

**REVIEW OF LITERATURE:**

**Ego-Identity and Socio-Economic Status:**

In a study by MedC (1940) in a California community it was noted that adolescents showed considerable awareness of the socio-economic status of their families. Since this period is crucial for identity formation, it is very likely that the awareness of economic status would affect the development of a positive identity.

Kaplan in (1973) a study of a sample of urban and country population found strong interaction between self-derogation (indicative of self concept) social position, sex, age, race and level of education. These effects were found more pronounced in less educated white females, more educated Black males and less educated white males.
Miskimins and Baker (1974) in their investigation of relationships between economic disadvantages and self-concept in an urban, adult, disadvantaged population sample did not find them any different from the general population but other self-concept problems like difficulties of relationship, cultural differences, rejection, caution and aloofness were witnessed.

Enright, Shukla, Diane and Davel (1978) worked on "Adolescent Ego-Centrism Socio-centrism and self consciousness". A standardized and objectively scored scale of Adolescent Ego Centrism Socio-Centrism (A.E.S.) and a self consciousness scale were given to 44 S's each in the 6th, 8th, 10th and 12th grades students. As expected, Adolescent Ego-centrism was found to be positively correlated with Self-consciousness.

Martin, Josh and Corolyna (1978) conducted a study titled "A longitudinal study of Ego Development" and they found significant relationship between Ego-Development and Socio-Economic Status.

Clark (1983) studied racial group concept and self esteem in Black children. His findings negated the belief that the blacks who internalize negative racial group attitude from the largest white society would inevitably possess negative self evaluation.
Kalhotra (1984) in her study *Development of Ego-Identity amongst pre and early Adolescents in relation to intelligence and Socio-Economic status* found the development of Ego-Identity in adolescents is positively correlated to Socio-Economic status.

Watkin (1986) in his study titled *Ego-Identity status of black and white Adolescents and their identification with Role Models* examined the relationship between Ego-Identity status, Socio-economic status, gender ethnicity and choice of role models from within or outside the family for 43 students. It was found that the independent variable of socio-economic status was not a significant determinant of Ego-Identity status.

Knight (1987) in his study, *Ego Identity development in late adolescent university students*, proved that the socio-economic status influence Ego-Identity. Both Socio-Economic Status and family functioning were found to have impact on ego-identity development was also influenced by environmental factors. The influence of these factors was more clearly visible for males compared to females.

Singla (1987) in her study *Development of Ego-Identity amongst Adolescents in relation to self concept and socio-economic status* found positive correlation between Ego-Identity and Socio-Economic status.
Poole (1988) in his study "Identity and Intimacy. A Measure of the processes involved in young adult development", revealed that more high income group subjects performed better than low income group, thereby indicating the role of economic status of the family on development of ego-identity.

Ego-Identity and Adjustment:
Studies relating to the relationship between the above two variables include those pertaining to anxiety also since it is a significant component of the final adjustment process. A person who is relatively free from anxiety and worry finds it easier to adjust to various life situations.

Lipsig (1967) in a study of Identity crisis in male adolescents found or sense of flux rather than a sense of continuity with regard to Identity and its relationship to adjustment.

Block (1969) also observed a positive relationship between unestablished Anxiety and Role Identity.

Ghosh, Chitra and Singhala (1973) administered the Bender Gestalt Test and the Anxiety Questionnaire of the Institute for personality and ability testing to 68 college students;
52 girls and 16 boys. They found high ego strength and low anxiety reaction amongst the students under study.

Tansey and Michael (1976) in their study "Religious commitment and Anxiety level as functioning of Ego Strength" found that there was a significantly strong, linear and inverse relationship between the measure of manifest anxiety and ego strength.

Roney (1979) in a study of college women found that Identity achievement was positively related to psychological adjustment.

Howard and Cubis (1980) in their studies of Ego Identity and some aspects of personal adjustment found that

(i) there was significant but negative correlation between Ego Identity and Anxiety (one of the variables of adjustment).

(ii) Different measures of adjustment i.e. manifest anxiety, manifest hostility and problem count were negatively correlated with Ego-Identity.

(iii) Ego Identity in college women was inversely related to manifestation of hostility and to the incidence of mother-daughter problems.
(iv) The findings also indicated that more comprehensive
the personality structure of a student, better is the
Ego-Identity and less anxiety does he manifest.

Sharma (1983) in her study of "Behavioural characteristic
in relation to Ego-Identity among Adolescents", found that
Adjustment with all the sub-areas (Home, Social, Emotional,
School and Health) of Adjustment significantly correlated
with Ego-Identity.

Shashi (1988) in her study of "Ego-Identity as related to
Adjustment and personality needs of youth at +2 stage" found
positive relationship between Ego-Identity and Adjustment.

Ego-Identity and Self-Concept:

Gorden (1959) in a study of "Identity diffusion in late
adolescence" found that lower identity diffusion correlated
with fairly high and stable sense of self. This study was
based on 46 college students within the age range 19 to
22 years.

Rasmussen (1964) carried an investigation on 1400 recruits
at a naval training centre. He found that a satisfactory
level of Ego-Identity was associated with a greater degree
of self acceptance. The findings of this study are relevant for the present investigation since self acceptance is an essential aspect of positive self-concept.

Walter (1964) in a study of 45 students within the age range 18 to 24 years on "Rejection of false information about oneself as an indicator of Ego-Identity" found a support for his hypothesis that high actual-ideal self concept discrepancy would be an indication of low Ego Identity and it would be related to an uncritical acceptance of a fake personality sketch.

Norman (1969) in a study of three hundred senior high school students found that Ego Identity, self concept and self acceptance had positive and significant inter-correlations. It was further concluded from the study that Ego Identity, self concept and self acceptance were related measures dealing with the level of maturity and Ego-Integration in adolescence.

Newman and Newman (1974) in a study of early adolescence found that an early adolescent was engaged in the process of self-evaluation within the context of his peer group. Either by his own choice or because of social rejection, he found himself unable to identify with any of the existing groups. He would create his own new groupings or would experience a sense of alienation from his peers.
Prager, Karen Jean (1976) conducted a study on "Relationship between Identity Status, Intimacy status, self-esteem and Psychological Androgyn in college women. The chisquare Analysis of results showed Identity status to be significantly related to sex role and self-concept.

Pomerantz (1978) worked on Ego-Identity, self esteem and physical satisfaction of Adolescents. Their findings showed no significant differences in them on Identity. Results of pairwise comparisons showed that 8th and 10th class females scored significantly lower than the males on self-esteem and significantly lower than all the males on physical self-satisfaction. Tenth grade females scored significantly lower than the twelveth grade females on self-esteem.

The results of Schief's and Roopman's (1978) study support the theory that a combination of masculine and feminine characteristics is beneficial for women in terms of both self concept and ego-development.

Robins (1980) in his study found that ego level adds to the prediction of self awareness above and beyond the prediction obtained by intelligence.

Sharma (1983) in her investigation, "A study of behaviourial characteristics in relation to Ego Identity among adolescent"
found positive relationship between Ego Identity and Self-Concept.

Poole (1988) in his study, "Identity and Intimacy: A measure of the processes involved in young adult development" found significant relationship between Identity and self-esteem.

Singla (1987) in her study "Development of Ego Identity amongst Adolescents in relation to self-concept and socio-economic status", found no significant correlation between Ego Identity and self-concept in the total sample under study.