CHAPTER II

REVIEW OF RELATED LITERATURE
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“Practically all the human knowledge can be found in books and libraries. Unlike other animals must start a new with each generation, man builds upon the accumulated and recorded of the past”.

- J.W Best

The study of related literature implies locating, reading and evaluating reports of research as well as reports of casual observations and opinions that are related to the individuals planned research project.

Best (1963) has considered the survey of related literature as an important pre-requisite of actual planning and the execution of any research project. He has supported his view by putting forward the statement, “A familiarity with the literature in any problem areas helps the students to discover what is already known, what others have attempted to find out, what methods to attack have been promising and disappointing and what problems remain to be unsolved”.

A study of the writings of recognized authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and interesting. Since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation. Citing studies that show substantial agreement and those that seem to present conflicting conclusions helps to sharpen and define understanding of existing knowledge in the problem area, provides a background for the research project, and makes the reader aware of the status of the issue.
However it is not easy to review all the available literature but even then an attempt has been made by the investigator to present some of the findings of the researches related to present studies from the different resources.

**The review of related studies for present study is given as follows:**

- Studies on Emotional Maturity.
- Studies on Social Maturity.
- Studies on Children of Working and Non-Working Mothers.

**STUDIES ON EMOTIONAL MATURITY:**

*Wexler, G.J (1979)* studied the personality characteristics of innovative elementary teachers and found that they were more intelligent, emotionally stable, enthusiastic, tender minded, imaginative and emotionally controlled with the general population.

*Mann, S.S (1980)* while investigating into social maturity of students of colleges of Education, found that successful teachers were significantly more expressive, ready to cooperate, attentive to people, fast in learning, emotionally mature, abundant in emotional responses and effective in adjustment.

*Khan, S.R. (1980)* in his study found that tension was more among youth who hailed from urban areas than among those who hailed from rural areas.

*Vora, J.J. (1980)* has made an investigation into social maturity of B.Ed. students in the context of some psycho-socio correlates and found close and effective relationship between social maturity and emotional stability. The higher the emotional stability, the better was the social maturity.

*Sumbali, K. (1981)* in her study found that boys were more aggressive than girls. Aggressive students were less intelligent than normal.

*Prasad, S. (1982)* conducted a study on a sample of 132 college teachers, 175 undergraduates and postgraduates students and revealed that
anxiety, insecurity, self-satisfaction were the factors which influenced stability of self-concept.

Arya, A. (1984) revealed that boys and girls of superior intelligence did well on the emotional maturity tests. Superior intelligence showed high relationship with emotional maturity. Differences were also observed by residence of the children.

Latak (1985) studied the impact of parental attitude on social, emotional and educational adjustment of normal and handicapped students. He concluded that normal boys and handicapped girls showed better emotional adjustment than normal girls and handicapped boys.

Singh, K.K. (1985) concluded in his study on high and low intelligence boys and girls that sex linked personality traits of high intelligent males showed them to be scholastic, emotionally mature, conscientious, venturesome, tender mind and controlled. High intelligent girls were scholastic, controlled and shrewd. Low intelligent boys were outgoing, emotionally immature, shrewd, tense, experimenting, imaginative and apprehensive. Low intelligent girls were outgoing.

Tyagi, Seema (1985) conducted a study of relationship between achievement motivation, maturity and adjustment and found that achievement motivation was positively correlated to emotional and overall maturity in male students and negatively correlated in female students. Emotional maturity was found to be positively correlated to personal, social and overall adjustment. The female students found ten score comparatively higher on emotional, social and overall maturity.

Jethwani, P.M. (1986) conducted a study of frustration of school-going adolescents and found that pupils with high intelligence and those with low intelligence had no significant differences between their mean frustration scores.
Sabapathy, T. (1986) examined the relationship between the variables - anxiety, emotional maturity, social maturity, socio-economic status and academic achievement of X class students and found that emotional maturity was positively and significantly related to achievement in individual subjects and total academic achievement.

Adhikari, G.S. (1988) studied differences in emotional maturity between university students and teachers in India. 200 male and 200 female university student’s and 150 male and 150-female university teachers were administered a Hindi version of the Swamulyanka Prashnwali By R.R. Tripathi and Rastogi (1982). The emotional maturity scores of male teachers and female teachers were higher then those of students.

Arora, S., Chauhan, N.S. and Mathur, M. (1988) administered the sixteen personality factors Questionnaire to 40 male adolescents. Results of study indicated psychic retardation to be marked by a lack of emotional maturity and discipline, a loosely integrated personality and self-indulgence.

Manral, Bheema (1988) conducted a study on the impact of emotional maturity and prolonged deprivation on in-disciplined behaviour among university students in relation to their academic achievements and found that emotional maturity was related to in-disciplined behavior out of five dimensions of emotional maturity, emotional instability was related to behavior in classroom, student union activities and behavior in miscellaneous situations.

- The emotional maturity was related to home environment, economic satisfaction, rearing experiences, parental and emotional expressions.
- High deprived students differed from low deprived students on emotional maturity.
• High achieved differed from low achievers on emotional maturity.

Srivastava, N. (1988) in his study of aggression in adolescents in relation to their self-concept, achievement, motivation and performance found no significant correlation between self concept and aggression. However there was positive correlation between aggression and academic achievement.

Peretti, U. and O’ Cornes, P. (1989) interviewed 134, 17-36 years old strip teasers to determine the extent of high self-discrepancy between the perceived self and the ideal self affected their emotional stability. The interviewer also examined the possibility of low or high level of emotional stability based on the degree of discrepancy. Result showed a negative correlation between self-discrepancy and emotional stability.

Singh (1990) quoting Kaplan & Baron as they have elaborated the characteristics of an emotionally mature person says that he has the capacity to withstand or delay in satisfaction of needs. Emotionally mature person has the ability to tolerate a reasonable amount of frustration. He has belief in long term planning and is capable of delaying or reducing his expectations in terms of demand of situations. An emotionally mature child has the capacity to make effective adjustment with himself, members of his family and his peers in the school, society and culture. Maturity means not merely the capacity for such attitude and functioning but also the ability to enjoy them fully.

Singh, A. and Broota, A. (1992) in their study of socio-personal variables and examination anxiety, found that girls were more test anxious, worrisome, emotional than boys.

Dwivedi, K.N. (1993) examined aspects of emotional development relevant to group therapy with children and adolescents. It focused on emotional and cognitive development relevant to group therapy with children and adolescents.
Harris, Gregory John (1993) hypothesized that teacher emotional support helps pupils to reduce their tension and slightly increase pupil maturity.

According to Kaur, Jaswinder (1994) in a comparative study of emotional maturity and social maturity of obedient and disobedient high school students and found that as far as the nature and extent of obedience and disobedience is concerned; the level of emotional maturity does exert significant influence on the high school students. It shows that the level of emotional maturity of obedient students differ from the level of emotional maturity of disobedient students. This shows that obedient students have control over their emotions but disobedients do not have control over their emotions. This means that the extent of disobedience of high school students also affects their level of emotional maturity.

According to Kaur, Parmjit (1994) a comparative study of emotional maturity, adjustment pattern and personality pattern of physical education teachers and general education teachers and found that physical education teachers differ significantly from general education teachers as far as emotional maturity is concerned.

Bassan D.L.; Teglasi, H; and Schmitt, P.V. (1995) investigated the relationship between negative emotionality and internalized self regulatory structures. A deliberately biased sample of 120 children was selected on the basis of high, medium or low negative emotionally scores derived through factor analysis of items on relevant dimensions of the temperament. Multiple regression analysis indicated that higher negative emotionality was associated with lower self regulation with age, sex and gender.

According to Latonde, C.E. and Chandler, M.J. (1995) psychologists, sociologists and other scientists have long recognized the importance of emotional maturity to the individual in general and to adolescents in particular in spite of this recognition however, emotional
maturity as a factor of development of personality traits has not received adequate attention.

**Kaur, Jaswant (1995)** conducted a study on the impact of attitude of violence and non-violence on the level of emotional maturity and adjustment pattern of college going students. She found that most of college going girl students are emotionally stable as compared to college going boy students. She also summarized that “emotional maturity is the ability to govern disturbing emotions.” Emotional maturity is an acquisition of adaptive behavior that reduces, minimizes, escapes and avoids emotional disturbances in an individual.

**Chauhan and Sharma (1997)** conducted a study to measure the feeling of insecurity, emotional maturity, creative thinking and vocational interest of girl child laborers. They found that there is no significant difference in the emotional maturity of girl child laborers and normal one. In spite of that the girl child laborers scored less, which reflect, that they were relatively more mature. It may be because they shoulder the responsibilities of the families especially of their siblings.

**Tiwari (1997)** concluded in her study that adolescence is the age when an individual, becomes integrated into the society of adults. Traditionally, adolescence has been thought of as a period of storm and stress, a time of heightened emotional tension resulting from the physical and gradual changes that are taking place. All adolescents do not go through a period of exaggerated storm and stress. However, most of them experience emotional instability from time to time which is a logical consequence of the necessity of making adjustments to new patterns of behaviors and to show social expectations while adolescent emotions are often intense, uncontrolled and irrational. There is generally an improvement in emotional behavior with each passing year.
Sangeeta (1998) conducted a study entitled emotional maturity as related to personality and academic achievement of adolescents of Chandigarh and found that not all persons who are mature anatomically and physiologically are mature psychologically. The individual must possess all the characteristics to be emotionally mature. Generally the mature individuals are viewed as independent. He can arrive at his own conclusions and make his own decisions. He is not dependent upon the admonitions or security of elders. He is making contributions in the vocational world.

Kaur, J. (2000) conducted a study on emotional maturity in relation to environmental factors and found that there was a significant relationship between emotional maturity and environmental factors i.e. neighborhood, area of residence, S.E.S. and maturity levels among adolescents.

According to Sharma, Archana (2000) concluded in a study on scholastic and emotional maturity as correlates of attitudes of student teachers towards teaching profession and found that the factors of scholastic achievement and emotional maturity are significant predictors of attitude of student teachers towards teaching profession.

Kaur, M. (2001) conducted a study on a sample of 356 adolescents and revealed significant relationship between emotional maturity and intelligence. However, no significant relation was observed between emotional maturity and academic achievement. Further she found no significant difference in the emotional maturity of boys and girls, adolescents of urban and rural areas but she found significant difference in the emotional maturity of arts and science students.

Preeti (2001) in her study on emotional maturity and adjustment of male and female pupil teachers found that there was no difference between male and female pupil teachers on emotional maturity and adjustment variable.
Therefore, it is evident that both male and female pupil teachers have equal chances of becoming good teachers.

**Amandeep (2002)** conducted a study on emotional maturity in relation to risk taking behavior of adolescents and found that there was neither relationship between emotionally unstable and moderate risk-takers nor between emotionally unstable and high risk-takers.

**David J. Landry and Jacqueline E. Darroch (2002)** in their research topic “Journal Summary on emotional education” said that environmental factors and variations do affect the physical and emotional maturity of a child.

According to **Mukherjee, J. (2002)** pointed out that emotionally mature people are mentally healthy, well adjusted and high on emotional intelligence.

**Cori Young (2003)** in his research paper “child emotional care influences genetic expression” said that if a child has emotional security then he/she can enter in an area of positive expression and he/she will learn to locate others with whom they can safely share their feelings, their real selves.

**Gakhar, S.C. (2003)** conducted a study on a sample of 200 students of secondary stage. The study reveals that (i) there is significant difference in the emotional maturity of student of government and private schools, (ii) there is significant difference in the emotional maturity of students who are in hostels and day scholars; and (in) there is significant difference in emotional maturity of children of working and non-working mothers on academic achievement and self-concept.

**Indira Valluri (2003)** in a study entitled “effect of parent – child relationship on emotional maturity of senior secondary school students”. concluded that

- Gender differences do exist in emotional maturity of students.
• Parent – child relationship has a significant effect on emotional maturity of students.

Kaur, P. (2003) found in her study that emotional maturity was significantly related to teaching effectiveness. Emotional instability, emotional regression and social maladjustment have adverse effects on teaching effectiveness.

Trimble Susan (2003) in the study entitled works to improve students achievement found that for adolescent students under psychological factor emotional constraints and behavioral rigidity are quite significant.

John Templeton (2004) in his reports on “emotional maturity of children” found that children who have low emotional maturity have very complex attitudes and policies and are not very social.

Kumar, Atul (2004) in the study, “Impact of using teaching aids on academic achievement in relation to emotional maturity & rigidity of +1 student” concluded that:

• There exists no significant relationship between Academic achievement after using teaching aids in teaching of Chemistry and Emotional maturity of +1 student was rejected at specified level.

• The correlation between emotional maturity and rigidity of +1 student has been calculated to be 0.3541, which is not significant even at 0.5 level of confidence.

• There is no significant relationship between emotional maturity and rigidity of +1 students i.e. both were independent of each other.

Ronald E. McNairs (2004) in his research on “Learning pace of school children in regard to emotional maturity” found that students with a high level of dedication, commitment, desire and emotional maturity can make effective learning and learn as much as they want.
Angela Kelly (2005) in GHA program regarding “Mental and emotional maturity” found that adolescents are the best candidates to identify a student’s potential for research in these areas and further said that adolescents needs special care in this age because emotions are really high and they became sad due to small conflicts.

Darwin Nelson (2005) in his research related to “emotional intelligence and emotional maturity” said that if we want our children to be emotionally mature, we must focus on their early childhood education which affects certain level of social and emotional maturity.

Dhawan, Roopa (2005) in a comparative study of self – confidence and emotional maturity of high – school students of working and non – working mothers concluded that there is no difference in the emotional maturity of high school students of working and non – working mothers.

Kaur, Simranjeet (2005). In a study entitled “impact of emotional maturity on self – concept of adolescents.” found that

- Boys and girls do not differ in any dimension of emotional maturity except emotional unstability.

- In the students of govt. and private schools there exists a significant difference in the level of emotional unstability, social maladjustment, personality disintegration and lack of independence. There exists no significant difference in the level of emotional regression and total emotional maturity.

Peter Lichtenberg (2005) conducted a study on “emotionally maturity across life span” and found that only that man has ability to work with others who has emotional maturity and stability. He focused on aging as well as personality and emotional maturity across life span in his research work.

Terry Levy and Michael Ollans (2005) supported corrective attachment therapy and they found that parents’ attachment history definitely
affects current level of emotional maturity. Millikin also did research on a similar therapy in 2000 and found that the children who are over pampered lack in independence.

**Kaur, Manjeet (2006)** in a study entitled “impact of modernization on emotional maturity of adolescents” concluded that emotional maturity of boys and girls was not different and modernization and specifically parent – child relation effects the emotional maturity of students. However, there was no difference in the emotional maturity level of boys and girls due to parent – child relationship.

**STUDIES ON SOCIAL MATUREY:**

**Verma, G. and Verma, K. (1980)** conducted a study to clarify how the personality factors of emotional maturity and social maturity are related to attitude towards school authority. 140 adolescents from a large comprehensive school in London, England were divided into 3 age groups (mean age 12.6, 14.7, and 15.7 years) Each student took two personality tests (a) the emotional maturity test and (b) a semi projective test of social maturity which measure adolescents awareness of certain social issues and responses to them. Data analysis shows that difference in age groups means were not significant on either personality factors or attitude measures indicating that it is not an index of psychological maturity or of attitude towards authority. The correlations were positive and significant suggesting that mature pupils develop favorable attitude towards authority.

**Vora, J.I. (1980)** conducted a study on social maturity of students of colleges of education in the context of some psychological correlates. The major findings of the investigations were

i) The student teachers coming from the urban area were more mature socially than the student teachers from the rural area.
ii) The male student teachers were superior to the female student’s teachers in social maturity.

iii) Age had no relation with social maturity.

iv) The commerce graduates were by large, more socially mature than the arts and science graduates.

v) The higher the socio economic status, the better was the social maturity.

vi) The size of the family had no relation with social maturity of the student teachers.

vii) There was a close and effective relationship between social maturity and stability.

viii) Social maturity was not related to the trait of flexibility vs. rigidity.

Bell, L.G. and Bell, D.C. (1983) interviewed 99 families, each with a 15-17 years old girl who scored high or low on several psychological and social measures that reflect general maturity. Adolescents in the high scoring group of maturity came from families more likely to describe themselves as flexible, trusting in their interpersonal life style, cohesive, expressive of feelings, and self-sufficient. The high scoring adolescents were less likely to be triangulated into the marital relationship—either as a scapegoat or in a cross-generational coalition with one parent.

Saovaluk, T. (1983) put the objectives of the study as (i) to prepare a reliable and valid tool to measure social maturity, (ii) to study the social maturity of B.Ed. college students in the North-Central Region of Thailand, (iii) to study the social maturity of B.Ed college students coming from single-sex schools and mixed schools, to compare the social maturity of B.Ed. college students of different sexes, (v) to study the social maturity of B.Ed. college students of different age groups, (vi) to study the social maturity of B.Ed. college students in relation to the level of study, (vii) to study social maturity of
B.Ed. college students with regard to their socio-economic status, (viii) to study the social maturity of the college students in the context of selected personality traits, (ix) to study social maturity in relation to personal social adjustment, and (x) to study social maturity in relation to family adjustment.

Some of the findings were:

1. The B.Ed. college students with high SES background were found more socially matured than those coming from low socio-economic status strata.

2. The students having dominant personality traits were more socially matured than those of having submissive personality traits.

3. The students having high leadership personality trait were more socially matured than those of having low leadership personality trait.

4. The students having radicalism personality trait were more socially matured than those having conventionalist personality trait.

5. The students having low neuroticism were more socially matured than those having high neuroticism.

6. The students having high emotional maturity were more socially matured than those having low emotional stability.

7. The two groups of B.Ed. students having high suggestibility and low suggestibility trait did not differ on social maturity.

8. The students having good personal social adjustment were more socially matured than those having poor personal-social adjustment.

9. The students having good family adjustment were found to be more socially matured than those with poor family adjustment.

James, R.P. (1985) administered the Vineland Social Maturity Scale to 14 hearing-impaired and 28 normal hearing students (aged about 12 yrs) in
Nova Scotia. Responses by students and results of interviews with teachers and principals indicated that no impaired students were significantly more mature and that residential treatment of the deaf so further restarted their social maturity.

Larsen, J.J. and Juhasz, A.M. (1986) investigated the relationship between the combined effect of knowledge of child development and level of social-emotional maturity, and the extent to which this relationship affects adolescent attitudes toward parenting. The analysis of the data suggested that there were significant relationships among these variables. In general, the relationships indicated that Ss’ negative attitudes toward parenting were associated with lack of knowledge of the child development and low levels of social-emotional maturity, while Ss’ positive attitudes toward parenting were associated with knowledge of child development and high levels of social-emotional maturity. The joint impact of knowledge of child development and social-emotional maturity factors on attitudes towards parenting accounted for 51% of the variation among the variables.

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

White, K.M.; Speisman, J.C; Costos, D. and Smith, A. (1987) observed that individualization and attachment are separate but interdependent process whose development over the course of life span, has implications for the individual in relationship with others, both are essential to mature relationship.

children who have been retained in Kindergarten and 40 non retained controls matched on sex, birth date, socio-economic status (SES), 2nd language and beginning Kindergarten readiness scores. The 2 groups were compared at the end of 1st grade on 7 outcome measures. There were no differences between the retained and control Ss on teacher ratings of reading or math achievement, social maturity, learner self-concept, or attention, the only difference occurred on a reading test, where the retained group was 1 month ahead. Based on parent interview data, retained Ss were similar to Ss deemed at risk but not retained; expect that on average retained Ss had slightly more negative attitudes toward school.

**Brand, H.J. and Wetch, K. (1989)** studied the effectiveness of the Montessori preschool setting as opposed to the traditional setting and the home-staying setting with regard to cognitive and social emotional factors in school readiness. Multivariate analysis of variance of the scores of three groups indicated no significant differences for global cognitive development and social-emotional maturity between school going children and pre-school children who stayed at home. None of the variables of the Vineland Social Maturity scale differentiated between home staying and school going children.

It is possible that a child's social, emotional and cognitive skills can be developed by an accepting and supporting family atmosphere to levels similar to those of children who have the privilege to be exposed to formal pre-school education.

**Greenberger, E. (1989)** contended that some minimum level of autonomy and social responsibility is expected by society of individuals who have completed adolescence and examined whether psychosocial maturity is developmental and valued by adolescents, and they have investigated the sources of autonomy and social responsibility. In an earlier survey on 2,143.XI graders, the author found that 2 types of adolescent social relations are
associated with autonomy: more and better family relations and a higher level of involvement in school. In addition, there was a strong association between academic achievement and social responsibility. It is suggested that the family is the first and most important setting for the development of feelings about the self but that family involvement does not predict attitudes towards social responsibility.

Roy, G.S. and Chaudhary, P. (1993) investigated the relationship between personality maturity (PM) and risk taking behavior in 100 Indian postgraduate students, using H.W. Hapner's (1957) PM test and a Hindi version of N. Kogan and M.A. Wallach's (1964) choice-dilemma questionnaire. Findings indicate that high PM was associated with moderate risk taking and that middle and low PM were associated with moderate risk taking.

Gavazzi, S.S.; Goettler, D. Solomon, S.P. and Mckenry, P.C. (1995) examined the impact of family differentiation and peer differentiation levels on adolescent problematic behaviors and psycho social maturity in 63 families, each of whom had adolescent offspring (aged 11-19 yrs.). Differentiation levels were assessed in both the family and peer systems. Results reveal family differentiation to be the sole predictor of adolescent problematic behavior. Additional regression analysis indicated that peer differentiation was a significant predictor of psychosocial maturity along with the significant impact of adolescent gender and age. Family and peer interaction terms were not significant predictors of adolescent personal adjustment variable.

Phatak, P.; Ranganahan, H.N. and Deshpande, A. (1995) studied motor development, mental development and 15 environmental components as the independent variables and social maturity (SCM) as the dependent variable in a study of 89 infants assessed at 3, 6, 9, 12, 18, 24 and 30 months of age. Independent variables were studied for their contribution in the variables of social maturity. The components were grouped under development, child's life
of home parental characteristics, family characteristics and physical
environment. A child having educated parents, an elderly mother with
commitment for outside work, and a father occupied in work related to learning
or skills with managerial freedom was contributing positively to development
of social maturity.

**Emery, S.L. (1997)** examined the effects of educational placement on
academic achievement, social maturity, and motivation for students with mild
mental retardation was investigated. The experimental group included 24
students from 22 regular education classrooms and the control group included
29 students from 6 special education classrooms- Mean age was 10 years 7
months, with 21 girls and 32 boys included in the study. Students were-
administered the Kaufman Test of Educational Achievement (KTEA): the
Individual Achievement Responsibility Questionnaire (IARQ); and a modified
version of the Self-Efficacy Scale (SES). Classroom teachers completed the
Social Skills Rating System (SSRS) and a checklist reporting instructional
practices. No significant differences were found across groups on the
dependent measures. In a post hoc analysis, student’s data were placed into
subgroups of internal-external locus of control orientation and high-low levels
of self-efficacy. No significant differences were found on the dependent
variables of achievement and social behaviors. Across groups, students scored:
(a) in the upper range of mental retardation on the K-TEA, (b) within the
average range on both social skills and problem behaviors using the non­
handicapped norms of the SSRS, (c) external on locus of control orientation,
and (d) low in self-efficacy. Teachers in regular class .settings expressed high
expectations for achievement and behavior and reported using many
cooperative-group activities. Some teachers in special class settings held
relatively low expectations and reported using mostly teacher-directed
instruction.
Bactz, C.P. (1998) found the individual differences in children's sensitivity to criticism and challenge seeking and concurrent false belief understanding were studied in 42 children in their junior Kindergarten year (JK) and 29 children in their senior Kindergarten year (SK). A measure of social maturity as rated by the child's parents was also collected on 52 of these children in JK and SK. The students having social parents are more sensitive and have good social attitudes.

Sanders, N.M. (1999) investigated the effects of the early school entry and late school entry on subsequent student success. The research results indicated that the early entry children are achieving significantly higher in the area of math and are doing well in areas of readings and language. The teacher on the whole viewed the early entry children as being more delayed than their matched regular entry peers in the social maturity and leadership areas.

Although significant correlates were not revealed between concurrent false belief and challenge seeking and global social maturity measures, there was trend in the SK group which suggested a link between concurrent measures of false belief and sensitivity to criticism.

Sodhi, Preet Surinder (2000) in a study entitled, “social maturity as related to gender, anxiety and adjustment of the adolescents” concluded that:

- No significant difference was found between social maturity of male and female adolescents.
- The three dimensions of social maturity viz. personal adequacy, interpersonal adequacy and social adequacy of male and female adolescents cannot be predicted, on the basis of differences in gender.
- Adolescents pursuing humanities as well as science as streams of disciplines did not differ on social maturity.
• No significant difference between three dimensions of social maturity viz. personal adequacy, interpersonal adequacy and social adequacy of adolescents opting for humanities and science as streams of discipline.

• The anxiety and social maturity were negatively correlated with each other. The adolescents having high anxiety possessed low level of social maturity. The anxiety affects the social maturity of adolescents.

• Total adjustment was positively correlated to social maturity.

White, C. L. (2000) propose the construct of relationship maturity, giving emphasis to (1) attachment as a developmental process complementing individuation and (2) transactional aspects of human development occurring within its social contexts. Three levels (self-focused, role-focused, and individuated-connected) of relationship maturity have been identified. It is suggested that individuation and attachment are separate but interdependent process whose development, over the course of the life span, has implications for the individual’s relationships with others; both are essential to mature relationships.

Coster, D. T. (2001) examined the relationship between the variables—anxiety, emotional-social maturity, socio-economic status and academic achievement of the students. He found that emotional-social maturity was positively and significantly related to achievement in individual subjects and total academic achievement.

Kant, R. (2002) in a study concluded that anxiety levels and social maturity were negatively correlated with each other. The adolescents having high anxiety levels possessed low levels of social maturity. The females having high anxiety levels possessed low levels of social maturity than the high anxiety males.

Madan, B. (2003) in a study entitled “Self – concept in relation to social maturity of high school students of different socio – economic status”
concluded that self – concept and social maturity have a positive significant
correlation. The students’ having high self concept were more socially mature
than the students’ having low self – concept. The high socio – economic
students were more socially mature than the average and low socio – economic
– status students. The average socio – economic status students were more
socially mature than the low socio – economic – status students.

**Manisha (2004)** in a study entitled, “attitude of pupil teachers in relation to
social maturity and self confidence” revealed that

- The coefficient of correlation between social maturity score and attitude of
  pupil teachers towards teaching score was highly significant. So, the social
  maturity of a pupil teacher is a significant predictor or determiner of his/her
  attitude towards teaching.

- Multiple correlations of social maturity and self confidence when studied as
  a team with the attitude of pupil teachers towards teaching showed that the
  coefficients of multiple correlations were higher than the coefficient of
  correlations between attitude of pupil teachers towards teaching and
  individual variables.

**Rana (2004)** in a study of social maturity of adolescents in relation to the socio
– economic – stratus of the family revealed that socio – economic – status and
social maturity are positively correlated with each other. The adolescents from
average socio – economic – status families are more socially mature than the
adolescents of high and low socio – economic – status families.

**Kaur, Navdeep. (2005).** in a study entitled “impact of socio – economic –
status and parental education on social maturity of adolescents” concluded that,
parental education has a significant effect on the social maturity of adolescents.
The adolescents having graduate parents were more socially mature than the
low educated parents. The children of well educated parents and of high and
average socio-economic status were more socially mature than the low socio-economic status students or the children of parents who were not well educated.

Sharma, N. (2006) in a study on social maturity in relation to adjustment and mental health of pupil teachers concluded that social maturity and adjustment are positively correlated. The mental health and social maturity of adolescents are also positively correlated with each other. The well adjusted pupil teachers were more socially mature than the others.

STUDIES ON CHILDREN OF WORKING AND NON-WORKING MOTHERS:

Essig and Morgan (1975) on comparing 500 daughters of working and non-working mothers found that the girls whose mothers did not work were better adjusted in the area of family life and expressed strong feelings of love towards their mothers. In contrast, there was a noticeable lack of love, understanding and interest between many of the working mothers and their daughters.

Rouman (1976) found in his study that both male and female adolescents with working mothers lacked self-reliance and social skills and had tendencies to withdraw.

Singhal (1978) selected working women in selected villages of Delhi and found that joint families provide favorable conditions for woman to go out for work because the household duties and child care responsibilities are shared very often by other female members in the house, but the age of the child is an important factor. Women who have children less than the age of five years and working away from home for 7-9 hours or more have to bear a heavy strain of double responsibilities. In weaker families the child care responsibility is a big problem.
Longia (1979) used a different approach and studied the problem of husbands of working women. He emphasized the advantages of joint family over nuclear families and felt that middle class nuclear families had to sacrifice household work at the alter of monetary gain. They said about their survival and maintenance of their standard of living depends on their joint income. However, on the other hand in high income groups, husbands of working wives were not satisfied and felt that the mothers could not spend sufficient time with their children leading to their neglect and delinquent behavior.

Miller (1982) conducted studies on Kindergarten children of working mothers and of non-working mothers. He supported the conclusion that parental roles were less traditional and stereo-typed on the part of the daughters. Self-esteem was not related with maternal employment.

Another study by Nye (1982) quoted by Sunita (1989) dealing with adolescents as opposed to elementary school children indicated that the relationship between these children and their parents was better when the mother did not work outside the home at all or was employed full time. The basic feelings of acceptance and understanding in the parent and child relationship are probably more important variables than the mother's employment as far as emotional climate is concerned.

Chakravarthy (1983) in her study on women farm labours has pointed out that in rural areas there is no proper recognition and appreciation of the role performance of women. The rural women's mind should be freed from a sense of inferiority so that they may develop a pride in their work. They are to be given more time for the care of their children and for personal cleanliness and sanitation of the house and environment.

Ferdinand (1985) made a study on the works of children of working mothers and compared the school grades for good behavior, diligence, attention, speaking, essay writing, spelling and arithmetic of three groups of
second grades; 353 with non-working mothers and 122 with mothers working full time. All grades decreased regularly as the mother's working time increased.

Calncy and Smitter (1987) quoted by Sunita (1989) indicated that elementary school children from homes, where mothers were employed full time outside the home, have more serious problems than others. The reasons for the mother's employment outside the house may be important here. It is possible that many of these mothers were in broken homes and were the sole support of the family.

Query and Kuruvilla (1988) did not find a significant difference in the performance of the male and female adolescent whose mothers were not employed. But there was, however, a difference between males and females when the mother would be in a professional occupation with daughters performing significantly better than sons.

Sharma (1988) found that the self-concept level of the children of working mothers was higher than that of the children of non-working mothers. The children of non-working mothers were also found to be more excited, anxious, tender hearted, sensitive, dependent and more protected.

Bhattacharya (1990) says psychologists, educators and sociologists all agree that family is the most significant single influence in the development of the child. It is the major environmental influence and remains throughout life, the most persuasive of influence. In an increasing number of families both parents are employed outside home. Research has not answered the question of whether or not the mother's place is in the home.

Cheeseman (1992) discussed the trend towards dual career, family patterns and ways in which women have balanced their working and family lives. He further considered how many families decided issues of finance, child care and domestic duties, the husband wife relationship, friends and leisure and
personal issues. He suggested that balancing work and family worlds require a continuous journey of learning, shifting and adjusting.

Panda et. al. (1995) found that daughters of working mothers were extroverted, independent, confident, emotionally stable and less anxious, but more aggressive than the daughters of non-working mothers.

Muni and Panigrahira (1998) studies revealed that children of working mothers were better adjusted in the classroom setting than those of non-working mothers. Maternal employment was not a burden; rather it was an asset for children, they found.

Sharma (1996) as quoted by Kaur, Rajdeep (1999) studied women working as telephone operators and analyzed their views regarding favorable effects of employment on different aspects of life as illustrated below:-

<table>
<thead>
<tr>
<th>Favorable effects of employment on</th>
<th>% age of Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Standard of living</td>
<td>98</td>
</tr>
<tr>
<td>b) Recreation</td>
<td>78</td>
</tr>
<tr>
<td>c) Independence</td>
<td>51</td>
</tr>
<tr>
<td>d) Education of their children</td>
<td>48</td>
</tr>
<tr>
<td>e) Respect and status in family</td>
<td>30</td>
</tr>
<tr>
<td>f) Social contacts</td>
<td>5</td>
</tr>
</tbody>
</table>

Kaur, Rajdeep (1999) in her study on school-going children of working and non-working mothers found that the children of working mothers are better adjusted than the children of non-working mothers. Also, the tendency of risk taking is more in case of children of working mothers as compared to children of non-working mothers.

Kaur, Prabhjot (2000) in her study concluded that the children of working mothers were more motivated to achieve than the children of non-working mothers. Also, there was a significant difference in the feeling of
security and parental encouragement of the children of working and non-working mothers.

**Arya, Kalpana and Kistwaria, J. (2002)** in their study found that the involvement of adolescent daughters in household activities of employed homemakers was more than corresponding non-employed homemakers. A majority of the adolescent daughters of non-employed mothers were performing well in their studies. The daughters of non-employed mothers devoted more time in their studies in comparison to the corresponding group. A higher percentage of the adolescent daughters of employed mothers were not participating in co-curricular activities than that of other respondents.

**Marchenara (2004)** findings suggested that parents in dual earner families appeared to successful in structuring children lives to provide them with daily peer and family activities. Children in dual-earner families were more likely, on an average to spend tune with parents who showed positive feeling while being with them.

**Sarita (2006)** conducted a study to identify differences in psycho-social problems of adolescent children of working and non-working mothers. A sample of 415 students (121 adolescents with working mothers and 294 adolescents with non-working mothers) was drawn randomly from 8 government and private schools of Chandigarh. Intensity of psycho-social problems was found to be lesser in the adolescents of working mothers as compared to those with non-working mothers.