CHAPTER II

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“The literature in any field forms the foundations upon which all future work will be built.”

Water R. Borg

The review of related literature is the one of the most important steps in the research design. A review of the related literature gives the investigation an understanding of the previous work that has been done. It develops in the investigator an insight he needs to convert his tentative research problem to a specific and concise one. It provides the investigator, with an opportunity for understanding the methods, measures, subjects and approaches employed by others. This in turn will lead to significant improvement of his research design.

A perusal of literature provides us with an insight into the various complexities, perspectives and creative concepts in a field in which the study may be undertaken. It leads to establish cause and effect and helps us to analysis various inputs and places them in structural order. This helps to establish certain Hurst Lines, basis so that important conclusion can be drawn there from, where in involves suggestions and areas for further investigations, study and analysis and if needed a hypothesis established. A review of literature also indicates areas of scout information and helps to eliminate duplication. All this lead to involving a frame work for which ideas take shape and propel us towards the innovation.

The knowledge of related literature not only helps to make aware of the pit falls that have been experienced by the reviewer but it widens the investigator outlook, knowledge, insight and experience with regard to the subject. A review of literature means view of the problems undertaken by his own contribution, towards increasing the pre active with its objective before starting his investigation.
VARIOUS SOURCES OF INFORMATION:

Primary Source:
In primary sources of information, the author reports his own work directly. In the field of education the primary sources of information are available in the form of educational literature of following types:

- Educational Journals
- Research articles, book, monographs, dissertations or thesis

Secondary Sources:
Author complies and summaries the finding of work done by other and gives interpretation of these findings. The secondary sources are available in the form of:

- Bibliographical and directories
- Bibliographical references.
- Encyclopedias of education
- Quotation sources
- Education abstracts.

Best (1986) writes that research for reference material is a time consuming but fruitful activity. A familiarity with literature in any problem area help to discover what is already known what others have attempted to find out, which methods implemented have been promising or disappointing and which problem remains to be solved.

Review of the related literature implies locating, reading, evaluating reports of research as well as reports of casual observation and opinions that are related to the individual’s planned research project, it gives the scholar an undertaking of the previous work that has been done, it enables to know what other have done and what still remains to be done in the area. It provides us with an opportunity of gaining insight into the methods, measure subjects and approaches employed by other research workers.

According to Berg (1983) “The review of related literature in any field forms the foundation upon which all the future work will be built.”
According to Good’s Dictionary: “Review is the re-examination of material previously presented or suited.”

The component physician must keep consistently abreast of the latest discoveries in the field of medicine. The successful lawyer must be able to readily locate information pertinent to the case at hand obviously the careful student of education, the research worker and investigator should become familiar with the location and use of sources of education information.

This section gives evidence of the investigator’s knowledge of the field. A brief summary, indicting areas of agreement or disagreement in finding or gaps in existing knowledge are included. The author finds an opportunity to justify his own endeavor and emphasize new, worthwhile elements of his study. The review of related literature gives the researcher an understanding of the research methodology which refers to the way the study is to be conducted. It helps the researcher to know about the tools and instruments which proved to be useful and promising in the previous studies. The advantage of the related literature is also to provide insight into the statistical methods through which validity of results is to be established.

The present research has divided the related literature into three sections:
1. Studies related to mental health.
2. Studies related to Emotional maturity.
3. Studies related to family environment.

2.1 MENTAL HEALTH

2.1.1 (A) Studies in India

Sinha (1978) studied mental health in university students. The sample consisted of 259 male and 118 female students of Kurukshetra University and 293 male engineering students. Thematic Apperception Test and the Crown and Crisp Middlesex hospital questionnaire were used to collect the data. The boys and girls of university do not
differ on emotional security. Emotionally insecure group suffered from neurotic symptoms and syndromes in a greater degree than emotionally secure group. Those with secure emotional health ascribed positive characteristic to the central figure in the stories. Emotional insecurity was more prominent among children from agricultural community. The democratic permissive and rational home atmosphere assessed by the recognition and acceptance of opinion of the children was a potent factor behind emotional security. Stressful situations and emotional insecurity were concomitant variables. Jealous and quarrelsome neighborhood developed emotional insecurity among individuals.

Veereshwar (1979) studied the mental health and adjustment problems of college going girls. A sample of 406 girls in the age group of 18-20 years was taken from the undergraduate students. There was a significant difference in the area of family adjustment between urban and rural girls. Family problems were more unsatisfactory for rural girls. The percentage of cases requiring help was very low for both the groups. The scores of urban and rural girls in the area of education showed a significant difference. The college or educational area was a problem for rural girls more than for urban girls. The social area held problems for both urban and rural girls. The difference between the two was significant i.e. the percentage of rural girls showing unsatisfactory adjustment in social area was higher. Personal emotional problems were shown less by urban girls than by rural girls and the difference was significant. The difference in adjustment of urban and rural girls was not significant in the area of health. Both groups showed quite satisfactory health adjustment.

An ICMR (1984) study conducted at Bangalore, Delhi, and Lucknow and Walt air during 1981-93 showed that 1835 children and adolescents were referred to child guidance clinics. Boys have more mental health than girls. Kumar et al. (1986) invented the Mithila mental health status which was known as MMHSI and it should be managed two different quality groups. The scores on the five sub scales of MMHSI were compared for high EI and low EI groups. The result revealed important difference in Mental Health Status of the two groups which was said before, which were indicating better mental health of highly emotionally intelligent adolescents. High EI group have better Mental Health on non similarity dimension.
**Srivastava, Rai & Rai (1987)** studied the mental health of post graduate students. Results indicated that there was no significant difference between male and female students on mental health.


**Anand (1989)** studied mental health of high school students. The mental health of class X students in the age group 14-15 years age was investigated. A sample of 262 high school students (169 boys and 93 girls) participated in the study. A Likert-type mental health scale developed by the investigator was used. Correlation and chi square were used for data analysis. The mental health of adolescents, their academic achievement and the educational and occupational status of parents were positively related.

**Manjuvani (1990)** conducted a study entitled “Influence of home and school environment on the mental health status of children” and found that home environment was a major significant contributor to the mental health and school environment contributed to liabilities and mental health index.

**Bhurwani (1991)** inquired into the nature of self-concept in the area of competence and its impact on mental health and academic achievement. The sample consisted of 432 first year science and commerce honors girls from seven good institutions with an English medium background and age between 18 to 20 years. The tools used included a self-concept inventory constructed and standardized by the investigator, higher secondary marks in two common subjects were taken as a measure of the academic achievement of students. Students who perceived they to be high component were relatively free from mental ill health symptoms. A trend could be noticed to suggest that high ideal self-concept was conducive to mental health. Discrepancy between real and ideal self-concept was found to be associated with mental ill health. Academic achievement was positively associated with perceived intellectual competence.
but not with scores of other areas of self-competence. However ideal self-concept regarding their competence did not seem to affect the academic achievement scores. Discrepancies between real and ideal self-concept did not affect the academic achievement of commerce group; but in the science group these two were positively related. Student who revealed mental ill health symptoms were poor in academic achievement.

**Khaleque et al (1992)** found that the mental health scores of subjects who were satisfied with their job where significantly higher than those not satisfied.

**Manju (1994)** conducted a study on a sample of 1000 school going adolescent gives and found that there was a significance effect on mental health and sense of humor on the total adjustment. Emotional adjustment, social adjustments were significantly related to mental health.

**Jagdish & Yadav (1997)** the home or family experiences also pay important role in determining the health status of children .It has been found that home privation is negatively related to mental health among high school students. Teachers are the general school climate pay importance role in determine the level of mental health of students.

**Nathanael & S. A. Sharma (1998)** conducted a study on mental health and motivational as research students in India.

**Pani (1998)** the stress is extremely Relate with mental health of a child. It was examined.

**Taak (1999)** conducted the study on factors influencing mental health she took a sample of 500 students of Ludhiana District. She found that there is no significant differences mental health of boys and girls of same age group.

**Singh, Parmjit (2000)** studied the congenial and uncongenial environment of adolescent and its relationship with the mental health. The adolescents in poor environment posses’ moderate or unsound mental health. There is no significant difference existing in mental health of govt. and private senior secondary schools.
Nanda (2001) conducted a comparative study on the mental health of SC, ST, first generational learners and general category’s adolescents and found that categories in descending order according to mental health were general, SC, ST and FGL group. FGL group was also found to be poorer in mental-health status in urban as well as rural schools. That there was a slight negative association between quest and general well-being, while also indicating a strong positive association between quest and inner peace.

Shakunthala (2001) studied the adjustment of secondary school teachers in relation to their teaching competency, emotional maturity and mental health and found that there was a high, positive and significant correlation between teachers’ adjustment and mental health. There was a high, positive and significant correlation between gender, adjustment, teaching competency, emotional maturity, mental health among teachers. There was a high, positive and significant correlation among emotional maturity, adjustment, teaching competency, mental health among teachers. There was no significant difference in emotional maturity of secondary school male and female teachers. There was a significant difference in mental health of teachers working in government and private secondary schools. There was a significant relationship between adjustment and mental health of teachers working in government and private secondary schools. There was a significant difference in age adjustment and mental health of secondary school male and female teachers. There was a significant difference in age, adjustment and mental health of teachers working in government and private secondary. There was a significant difference mental health of secondary school male and female teachers. There was a significant difference mental health of teachers working in government and private secondary schools.

Surinder pal (2001) conducted a comparative study of mental health and academic Achievement of English, Hindi and Punjabi medium students. The factors contributing the mental health of student were studied. There exist a positive relationship between the mental health and achievement.

Grewal, H.K (2002) “A study of teacher effectiveness in relation to mental health” and found that there is significant of relationship between effectiveness in relationship between
effectiveness of teachers working in urban and rural areas. There was significant existed effectiveness various dimension of mental health of teachers.

**Rita (2002)** studied the mental health of student teachers in relation to their attitude towards teaching. The relationship between the mental health and attitude towards teaching profession was found positive.

**Chahal et al. (2003)** investigated the contribution of variables like adjustment, personality, social support and family environment on the well-being of adolescents. A total of 480 adolescents (240 males and 240 females) with age range of 13-14 years were included in the study. The tests were PGI well-being scale, California psychological inventory, child and adolescent social support scale, adjustment inventory and family environment scale. Pearson product moment correlations were computed to find out the relationship pattern among the variables and stepwise multiple regression analysis was applied to check the contribution of each independent variable towards the dependent variable. For females, family cohesion, intellectual cultural orientation, achievement orientation, socialization and classmates’ supports, adjustment and sociability were significantly important contributors of well-being. For males, family conflicts, organization, adjustment as classmates’ support emerged as important contributors of well-being.

**Kasinath (2003)** studied interactive effect of mental health, school adjustment and socio economic status on academic achievement with the objective to find out the difference among students who were well adjusted and mal-adjusted to school environment differ in their academic achievement by taking a sample of 102 boys and 98 girls with the age range of 15-16 years and found that mental health had significant determinant effect on achievement in school subjects; students having better social and emotional adjustment attain good academic scores.

**Singh, P (2004)** revealed in her study on topic Impact of anxiety on mental health found that there exists significant of students of high school respect to locate however mental health scores
shows no significant difference with respect to locate. There exists no significant gender difference among students of high school with respect to anxiety as well as mental health.

**Ticoo, Sangeeta (2004)** the present investigation was undertaken to study the relationship between sense of deprivation and mental health. The sample of the study comprised of 600 boys studying in 10th standard in senior secondary school of Jammu city. The result of the study revealed negative significant relationship between sense of deprivation and mental health indicate that sense of deprivation deteriorates mental health.

**Sheenam (2005)** in his research on the study of mental health in relation to family environment and gender of school going adolescents concluded that there exist significant relationships between mental health of school going adolescent and family environment.

**Simran (2005)** conducted a research on “Study of parental behavior in relation to mental health of xii grade students” and found that there exists a positive correlation between accepted parental relation and mental health of students and negative correlation between rejected parental relation and mental health of students.

**Singh, S (2005)** impact of scientific attitude on mental health of adolescents and found that there is no significant relationship between scientific attitudes and mental health among adolescents.

**Sharma (2006)** in her study compared all the six dimensions of mental health between male and female adolescents. No significant difference was found in emotional stability, over-all adjustment, autonomy, and security-insecurity, self-concept, and intelligence measures of mental health between male and females adolescents as well as between those belonging to urban and rural areas.

**Sidhu, R. K. (2006)** impact of parental encouragement on mental health of adolescents and concluded that there exists significant relation between mental health and parental encouragement.
Tickoo, S. (2006) the present investigation was undertaken to study the relationship between introversion-extraversion and mental health. The sample of the study comprised of 600 boys studying in 10\textsuperscript{th} standard in high and higher secondary school of Jammu city. The results of study revealed that extraversion tendency enhances mental health where as introversion tendency deteriorates mental health.

Aggarwal (2007) found significant correlation between emotional stability, overall Adjustment, and academic achievement, intelligence measures of mental health and social maturity of adolescents. Findings indicated no significant correlation between autonomy, security-insecurity, self-concept measure of mental health and social maturity of adolescents.

Singh (2007) decide the value of Mental Health Status of high and low emotionally intelligent adolescents for find out the values of a sample of 400 adolescents. In which there are 200 male and remaining 200 are female. That was taken from different schools and colleges of Varanasi. Emotional Intelligence (EI) Scale was administrated to the total Sample and there were two extreme groups of high EI and low EI of adolescents’ age were formed on the basis of scores of EI scale which was use Q1 and Q3 as their cutting points.

Srivdhya, V. (2007) Mental Health and Adjustment problems of students of Novodhaya, central and state schools, department of human development college of rural home science. It can give us the answers of the study on mental health and adjustments problems and influencing factors are presented as mental health of students. most number of students has normal mental health which are 45.4 percentage while we get minimum percentage are 6.6 percent of good quality of mental health and more than 2/5th had poor mental health. This tendency was common among the students who were studying under all three educational systems. The student of different educational system did not differ considerably by the levels of components of mental health. The mental health of the students of different educational systems is not altering by change of the school. Most of problems occur in all areas of adjustments between 2-41 percent student face more problem in social psychological relation and the future. But, students face fewer problems in the area of Courtship. Students of different Educational Systems didn't differ on adjustment problems. Religion, personal or domestic factors doesn't
affect the adjustment problems. The most of problems students faced the lower was the mental health.

Asthana (2008) show the Mental Health of Working and non-working Women. The present study conducted on 160 school students says that there is no quality of effective of SES on mental health of high school students.

Gupta(2008) study the connectivity of social and emotional learning with mental health promotion and positive developed the treatments for mental disorders has grown during the last two decades(period of 10 years) have mix up the State of Mental Health promotion will positively affect child and adolescent development will outcomes. the report explains the relation between Mental Health and promotion of social and emotional learning(SEL). They given five strategies for connection of mental health and SEL included 1. Implementing supportive public policies 2.Developing safe, caring & supportive environments 3.Given direct instruction for students on skill and strategy 4.Creating infrastructure for community action. 5. Co-coordinating with community agency, schools, families and students to create a common vision, language and co-ordinate service.

Singh (2008) study of mental health behavior as a function of SES and residence. A simple of 200 college student are taken from which 100 student were taken from urban area of the Patna district and student from rural area of same district. The analyzed the result with help of T- test and administrated mental health battery (MHB) and SES scale .it was found that there is negative impact upon the development of mental health behavior. So, rural urban region was not a significant determine of health behavior .the social- economic status of person has great impact on behavior and emotions of a person. It will influence his mental health behavior in long term.

Suri, Sushma and Rizvi, Saba (2008) among call center employees the aim of present study is to find out the stress and mental health of employees. A total number of 100 employees selected from the domestic and international call center. from domestic call center 50 employees in which female and male employees equal no for administered all the subject to scale used which are life
stress scale and health mental inventory scales, and the scare was analyzed with help of ANOVA and T-test result revealed that male employees from both the call center found on stress scoured.

**Nanda and Sidhu (2009)** Examined that no significant relationship exists between parental encouragement and mental health of with respect gender, among adolescence or school of rural area of Ludhiana.

**Usha P. and Rekha (2009)** "emotional competence and mental health as a predictor of academic achievement" the present study has been designed to investigable the emotional competence and mental health among the academic achievement from secondary school of Kerala student a sample of 530 student of Thrissur and Ernakulum of Kerala was selected on the basis of gender, type of management of school and locality in which they managed scale of emotional competency mental health status scale and achievement test in physics there will be significant relationship between sample. In the finding of study simply that emotional competency achievement in physics of secondary school of students, so they give more attention on emotional literacy and proper school climate create to develop emotional skills among students. Mentally healthy children accept their responsibility and make their own decision and set their goals and solve their problem according to different situation.

**Agarwal et al. (2010)** study the effect of type A type B. behavior pattern on mental health of adolescent it order to get result and objective of A and B were use to collect data. A sample of 100 adolescent selected randomly from different schools. 50 student for A and 50 for B and each group have equal male and female the result was analyzed by using 2×2 ANOVA. in the result it was find out that type B student have better mental health then type A and male student better then female.

**Basu (2010)** evaluated the heath condition of college teachers and investigate the impact of gender and marital status on their mental health from region of Rohikland. A sample of 150 collage teachers was selected on random sampling technique. To assess the mental health of the college teacher Jagdish and Shrivasta was employed. Analysis of data using mean, SD and T-test
reveal the result that male teachers have better mental health than female teachers and marital status has no effect on teachers.

Khatri et al. (2010) studied some practices for ensuring mental health among students in higher education. Mental health problems were severe in students in higher education who were reporting depression, substance abuse, eating disorder and most commonly adapting to college life. Mental health being a critical factor in students’ academic success, giving it attention was very important in order to ensure the success of students. There was a need of emphasizing mental health through practices aimed at helping students before serious problems emerge.

Singh (2010) studied mental health in relation to spiritual intelligence, altruism, school environment and academic achievement of senior secondary students and found that male students had significantly higher level of academic achievement than female students; students residing in urban area had significantly higher academic achievement than students residing in rural area; academic achievement of students studying in aided schools was significantly higher than students studying in government schools; academic achievement of students studying in unaided schools was significantly higher than students studying in government school; academic achievement of students studying in aided schools was significantly higher than students studying in unaided schools.

Dixit and Sharma (2011) examined effect of family climate on mental health and anxiety of adolescents and found that through normative survey method on a selected sample of 106 students of different secondary schools belonging to different socio-economic strata of the society. Results and findings revealed that there was a significant difference in the scores of mental health and anxiety between students with favorable family climate and unfavorable family climate.

N.S., Pharamendrappa and C. Betrur (2011) concluded in his study that since an affective aspect of an individual, the attitudinal change can take place by the changing environment at home, school in the society. The parents should be made aware of mental health and emotional intelligence of their children through better rapport with school. The –pre and –in service teacher
training programmed should have provisions for cultivating sound mental health and emotional intelligence, so that they would become mentally, emotionally healthy people.

Shivane (2011) in his study on family environment and mental health of rural and urban secondary students found that the significant difference was noted in terms of expressiveness, conflict, acceptance and caring, independence, active recreational orientation, organization and control except cohesiveness. The significant difference was noted in terms of emotional stability, over-all adjustment, autonomy, security- insecurity, self-concept, intelligence.

Singh (2011) conducted a study 400 students of XI and XII classes in the Gurgaon district of Haryana. A positive and significant correlation was found between emotional maturity and mental health which indicates that with the increase in mental health scores there will be increase in emotional maturity.

Quadri and Shrisath(2011) conducting a study in a Jalna district of Maharashtra about 150 child labor students and 150 regular school going students and it was found that a positive relationship between mental health and emotional maturity among child labor and other students.

Kumara, Roy, Thakur and Sultana (2012) there were found out mental health status and adjustments related problems of students. In which the result shows that boys had greater emotionally stable rather than girls.

Akhtar, Aalyia (2013) the present study is an attempt to study the impact on the mental health of adolescents and it’s was observed that girls have significant impact on the mental health of girls who was under 10th grades.

Singh, Dr. Gurmit & D. Sanam (2013) The present study was conducted to predict the Mental Health of Adolescents on the basis of Emotional Maturity and Parent Child Relationship. The sample comprised of 200 9th class adolescents (100 boys and 100 girls) from Government Secondary Schools of Ludhiana City. The finding the prediction of Mental Health of Adolescents
on the basis of Emotional Maturity and Parent Child Relationship is significantly higher as compared to their separate predictions.

**Deoli, C.P. & Dimri, jaya (2014)** in this study they examine the mental health of 11th and 12th class boy and girls those are belonging to different Socio-Economic state. In the result it will be shown that equal Mental Health and high or low Socio-Economic status.

**Dhill Dr. Agnese and Sharma Ritu (2014)** in this study were conducted to examine the Eve-Teasing. What they affect on the girls Mental Health to their Self Esteem. There is no difference should be found between Government and private schools on mental health of girls.

**Gill et al. (2014)** in her study optimistic and pessimistic in relation to mental health of children which are randomly selected from Patiala City. In the results it was cleared that there is no difference in optimistic or pessimistic attitude between boys and girls.

**Kaur, Manjit and Vij Dr. Mona (2014)** in her study the Role of School Environment in the Preservation and Promotion of Mental Health of Students. The objective of this study is to study and compare the school environment (impact and relationship) of government and private secondary school students. The findings of the study revealed there is a relation between school environment and academic and mental health.

**Shahnawaz Fatima (2014)** in the study it was structured with the aim of Assessing and find out comparative study of Mental Health Status of Physical and Non-physical Education between 50 students 25 are PE and 25 are NPE. The T-Test used age of the subject was 17 to 24 year PE students was undergone through B.P., B. Sc & B.Com. In the result it was found out that 0.05 level of confidence was exit between NPE and PE. Physical education (PE) students have better mental health.

**Shrivastava & Verma, Kavita (2014)** it relate with Mental Study of Health between differences in Gender's of higher Secondary School Students of Chhattisgarh State. In the results it shows girls have higher Mental Health and its dimensions.
Subramanyam, Vani and Gowri, Padma (2014) Socio-economic status of students has profound influence on their mental health. Social and economic status closely related with mental health of a child. Keeping in view the social status and mental health of a child is unique responsibility of a teacher, parents and social institutions to promote the wholesome scholastic development of the students. The study by Pani (1998) revealed that stress is extremely related to mental health. In a study by Shrivastava & Verma,

Kavita (2014) this study is to investigate the gender differences in mental health of higher secondary school students of Chhattisgarh state. Findings indicate that girls scored significantly higher than their counterparts on mental health and its dimension.

Kaur, Gulwinder (2015) the present study is an attempted to investigate the relationship between mental health and emotional intelligence of adolescents. For this purpose, a sample of 800 adolescents (400 boys and 400 girls) studying in various secondary schools of Punjab had been selected and the standardized tools for mental health and emotional intelligence were employed on them. The study revealed that (i) significant relationship exists between measures of mental health and emotional intelligence of adolescents ;(ii) a significant relationship exists between mental health and measures of emotional intelligence of adolescents; (iii) a significant difference exists in the mental health of adolescents at different levels of emotional intelligence; (iv) a significant difference exists between the mental health of male and female adolescents; (v) no significant difference exists between the mental health of adolescents belonging to urban and rural areas; (vi) a significant difference exists between the mental health of adolescents studying in government and private schools.

Naik, Parmod, B. Prasanta and Suradha, Aniket (2015) the main objective of the topic is to compare mental health among rural and urban adolescent students of Chhattisgarh. A sample size of 200 secondary adolescent students was selected and taken up for the study. General Health Questionnaires-28 (GHQ-28), developed by Goldberg and Hillier in 1979 used for the study. It is found that there are significant differences among rural and urban students.
2.1.2 (B) Studies in Abroad

Becker (1974) in his study on the relationship between parent child ferocity and child’s mental development found that the individual is better adjusted in all levels of life if the child’s family climate is satisfactory.

Banreti (1975) studied about the Academic university level students about the Relationship attitudinal, situational and Mental Health related a factor was examined.

Petersen (1977), studied there sets of variables achievement history, schools environment and mental health. The longitudinal study of seven years predictors for first grader was measured against same student in the seventh and eighth grades. Mental health was assessed by teacher to give rating according to class adaptation and psychiatric level of students. Achievement history identified by ability on standardized reading and intelligence test. Semester grades obtain on bases of total family income, mother's level of education and educational expectation of their children. Five hundred seventy-one student from a poor black community participated in study. Both 7th and 8th grades all students were given the lower test of basic skills. Finding of study was first grade ability and achievement measures were best predictor of achievement test of 7th and 8th grades. The relationship between mental health and family characteristics of middle class school going adolescents. The sample consisted of randomly selected 400 School going children of age group 13 to 17 years. Today’s families are automatic, parents to be mostly decision maker. The mentally un-healthy group children had higher family tension than the health group. The family structure was not related to the mental health of children.

Sarker (1979) studied the relationship between mental health and some family characteristics of middle class school going adolescents. The sample consisted of randomly selected 400 school going children (212 boys and 188 girls) of age group 13 to 17 years. Families today had mostly either autonomic (which means parents to be mostly independent) or mother dominant (mother to be the decision maker mostly) family structure. The mentally unhealthy group of children had higher family tension than the health group. The children from families with syncretism division of functions had better mental health.
The family structure (excepting syncretism division of functions) was not related to the mental health of the children.

**Magotra (1982)** studied mental health as a correlate of intelligence, education, academic achievement and socio economic status. The tools used for collection of data were general intelligence cultural level questionnaire, socio-economic status questionnaire, health condition questionnaire and mental health inventory. In the intelligence test and socio economic questionnaire girls get higher position then the boys. Girls appeared in the better mental health and able to face more realities of life and around them. In boys it was found that they dominates with the feeling of depression and neurotic behavior but, on the other side in girls they were suffering from sense of insecurity and anxiety.

**Devi (1993)** studied creativity and academic achievement in relation to mental health of students of tribal and non-tribal high school. Only one mental health factor was found significant effect on creativity. The results show that Extrovert students had been more creative than introverts' students. The rest of the factors of mental health i.e., insecurity, inferiority, psychotics, neuroticism, state-anxiety, trait-anxiety and adjustment as single main variables did not show significant difference on creativity of the students. Sex as a single main variable showed significant differences on academic achievement of students when analyzed with insecurity, psychotics, extraversion, state anxiety, trait anxiety and adjustment factors of mental health in different factorial designs. In the all cases it was shown that female students had higher academic achievement than male students. However, sex as a single main variable did not show significant difference on academic achievement when taken with inferiority and neuroticism factors of mental health. The correlation, coefficients showed that insecurity was not significantly related with academic achievement for the total sample of the students or for the individual groups i.e., male tribal, female tribal, male non-tribal and female non-tribal students. Inferiority was significantly and negatively related with academic achievement for the total sample of the students as well as for non-tribal male students. But, it did not show significant relationship for tribal male, tribal female and non-tribal female students. Psychotics were significantly and negatively related with academic achievement of the total sample of the students as well as for female tribal students. However, the relationship was not significant for the other three groups.
Neuroticism was significantly and negatively related with academic achievement for the total sample of the students as well as for tribal male and non-tribal male students. Extraversion was significantly and positively related with academic achievement for the total sample of the students as well as for non-tribal female students. State anxiety was not significantly related with academic achievement for the total sample of the students as well as for individual groups. Trait anxiety was significantly and negatively related with academic achievement for the total sample of the students as well as for non-tribal male students. Adjustment was positively and significant related with academic achievement for the total sample of the students. In the end all the significant coefficients of correlation between academic achievement and various factors of mental health varied from negligible to low in magnitudes.

Bullock (1995) studied intellectual, achievement, and mental health evaluation of at-risk adolescents. A multidimensional project was conducted on an at-risk adolescent population (n=78) in a public school setting. The main focus of the project was on the identification of specific learning disabilities and attention deficit hyperactivity disorder as they relate it to the mental health problems and scholastic difficulties. Results indicated that 11.5% of these at-risk students had a Wechsler intelligence scale for children-III full scale IQ less than 70, indicative of a developmental handicap. Other remaining students, 39% met criteria for one or more specific learning disabilities, 30% met criteria for attention deficit hyperactivity disorder, and 13% of these at-risk students met criteria for Co morbid ADHD and LD. Those classified as ADHD also exhibited significantly greater levels of psychological distress. ADHD students warrant greater attention with regard to psychological problems.

Gushue (1996) studied adolescents’ mental health and psychological sense of Community. The primary purpose of the current study was to determine the nature of the relationship between adolescent mental health and psychological sense of community (PSC). The study of adolescent siblings over two years sought to determine the directional nature of this relationship. This study extended previous co-relational research examining the associations among PSC and mental health in adolescents, by examining these associations both contemporaneously (exiting at same time period) and longitudinally. The results from structural equation modeling indicated that, contemporaneously, PSC in adolescents’ mental health and psychological sense of Community
the school environment was associated with loneliness, subjective well-being, and self-esteem in adolescents. In the finding it was found that PSC was associated with self-esteem was an important new discovery in research on PSC and mental health in adolescents. Longitudinal results suggested that PSC and mental health were both predictors and outcomes of each other. In the end the mixed results were obtained for the analysis of developmental differences for these variables for older and younger sibling. The results were discussed in terms of their implications for program development within the school and community environments.

**Mortimer (1996)** conducted a longitudinal study to examine adolescents' mental health, academic achievement, and behavioral adjustment in relation to work intensity during high school. Data were collected from approximately 1,000 adolescents during a 4-year period, beginning in the subjects' freshman year of high school. Self-administered questionnaires were distributed each year; 93% participation was maintained over the 4-year period. Mental health variables measured included depressive affect, self-esteem, and mastery orientation; two indicators of school achievement were grade point average and time spent doing homework. Adolescents were considered employed if they were working at least once a week outside their home for pay at the time of each survey. Work intensity was measured by hours of employment per week. Analysis showed that 12th grade students who worked fewer than 20 hours per week had significantly higher grade point averages than students who did not work at all. Only in the senior year did students who worked long hours spend less time on homework. No evidence to support the claim that working long hours fosters smoking or school problem behavior was found. However, there was evidence that as work hours increased, alcohol use also rose. No significant relationships between hours of work, psychological outcomes, and indicators of school involvement were found.

**Greene (1997)** examined mental health among Mexican-American adolescents. The Adolescents of bicultural group who have strong connections with the American culture and the Mexican culture, proved to be the most successful academically and satisfied emotionally. Conversely, but students in the marginalized group, who have less connections to their culture, had the poorest school grades and the lowest self-esteem. Youngsters in the acculturated group, who reported high levels of Americanization combined with a weak ethnic identity, were the low engaged with
their school and showed the highest levels of substance use. On the other hand, mono-cultural students, those with strong ethnic identities and low levels of Americanization, felt very connected to their teachers and school although they have very much confident on their abilities to perform well academically. This group also reported the low amount of involvement with drugs or alcohol. The study also demonstrated that the positive aspects of biculturalism include protection from the effects of ethnic discrimination.

**Deo (1997)** study about the +2 standards students physical and mental students in relation to perceived type a behavior pattern (TABP) in self and in parents, stress, and perceived parental support. Students stress and perceived parental support from father were found to be negatively related with each other. The study found higher the stress encountered by the students and the poor physical and mental health. it was Perceived that parental support was positively related with physical and mental health status of the students and support from mother was found to be a significant positive main effect predictor of good physical and mental health, irrespective of the level of stress encountered by the students. After controlling the effect of TABP in students or in father, it was found to be a significant predictor of students’ physical health. TABP in students’ perceived, TABP in father, and stress were found as explaining significant amount of variance in physical health, whereas perceived parental support was found to be its significant negative associate and amount of variance found in it. Stress and support perceived from each of the parents were the only variables that accounted for significant amount of variance in mental health. Group of the tenth standard high academic performers perceived significantly the lowest level of TABP in father experienced the least amount of stress and had the best physical health in comparison with moderate and low academic performance when they were in standard XII. Students who exhibited high academic performance in XII standard felt the low amount of stress as compared to the groups of moderate and low performers.

**Mizell (1997)** studied structural and social psychological influences on the adolescent self-concept, adult achievement and their mental health of African-American males. Regression models were estimated to predict adolescent aspirations, self-esteem, adult educational attainment, their earnings and depression. The independent variables used in this investigation included the traditional structural variables such as poverty status, parental educational and
occupational achievement, family structure and region of origin, as well as social psychological variables such as self-esteem, educational aspirations and mastery. The predictive outcomes was expected with traditional structural, but social psychological variables (esteem and aspirations) measured in adolescence also had a significant effects. For those who were impoverished in adolescence, the negative effects of poverty were making worse by larger family sizes, central city residence, and low parental educational attainment, the adult mental health was affected by but socio-economic outcomes whose poverty status doesn’t interacted.

Jones (1998) investigated the relationship between the principles of variable of mental health, and the independent variables of spirituality, religion, and demographics variables (age, gender, education, physical health, and religious denomination and socio economic status). Results point out that there was a strong association between spirituality and religion-mental health-physical health. However, a series of multiple linear regression analyses indicated that there is a linear combination of spirituality, physical health, and age were the best predictors of mental health for African Americans. The outcomes were suggested that both spirituality and religion were strongly associated with mental health and this was a better predictor of mental health for African Americans. The fact that spirituality was a better predictor of mental health. The religiousness instrument utilized in this research focused on an individual's relationships with the Church and with God. The spirituality instrument measured the relationships just mentioned and additionally assessed an individual's perception of self in relations to others, and a sense of responsibility for one's fellowman. This conceptualization of spirituality was expansive and includes the concept of religion. Spirituality in this sense appears more closely aligned with the conceptual framework of community spirit which are the part of history of American African socio-cultural.

Burke (1999) studied health, mental health, and spirituality in chronically ill elders. The relationship of spirituality to health and mental health was not well understood or described. In this study, 131 community live chronically ill rural elders were interviewed in their homes by the author. Data were gathered specific to measures of health, mental health, role, and spirituality. Findings included the very significant correlation between mental health and closeness to God, the point of difference between religiosity and spirituality as they relate to mental health, and the
importance of spirituality while coping with pain in chronic illness. These findings suggest that spirituality was an important component in chronically ill elders coping with disease, disability, and pain.

Carlin (1999) studied the long-term relationship between homelessness, associated risk factors and the mental health of pre-adolescent children. Differences were found between the two versions. 81 children from families, who had experienced homelessness, were compared to 84 children from housed families who had never experienced homelessness. By the time of the data collection, 95% of the formerly homeless children were housed. Stressful child life events, which were initially conceptualized as control variables, were further examined given their strong relationship with child psychopathology. The children who had experienced past homelessness had greater numbers of events than children who had not. Maternal depressive symptoms, as assessed by the CES-D were related to children's mental health only when the maternal report was used, by suggesting a possible maternal reporting bias. There was a low concordance rate between child and maternal reports. Unfavorable to initial hypotheses, homelessness, and risk factors associated with it, there was only weak relationship of residence and education disruptions. The small and inconsistent associations were completely mediated by stressful life events in the past year. There was synergistically risk was contributed to child mental health outcomes.

Hill (2001) examined the relationships between parenting environment and children's mental health among the mothers and children of African-American and European American. Although many relationships were similar across ethnic groups, but there were ethnic differences in the relationships of maternal parenting efficacy and anxiety and between hostile control and conduct problems.

Payton et al. (2001) study about the “Social and Emotional Learning", which was a framework for promoting mental health and reducing risk behaviors in children and youth”. This study was describes the theoretical and empirical evidence for promoting and maintaining student emotional and social health. It includes different types of strategies for reducing the incidence of high-risk behaviors like drug, alcohol, and unsafe sex. The study identifies that Social-Emotional
Learning (SEL) was the one of the best ways to promote mental health and reducing risk behaviors in both children and youth.

**Sirohi (2001)** study about the different effects of, Hindu, Muslim and Christian religions adolescents’, student in psychological development, mental health and religiosity. In case of comparison between Hindu and Christian adolescent students the differential effect of religion on psychological development was visible only in case of factors H, J, O of CPQ, mental health and religiosity. Christian as compared to Hindu adolescent students was more uninhibited and bold, more vigorous and less individualistic, less self-assure and apprehensive. Also, it was found that Christian boys as compared to Hindu boys had poor mental health, but stronger faith in religion. The Muslim and Christian adolescent students significantly differ from one another on six factors (A, C, E, F, G and O) of CPQ and mental health. It may be concluded that differential effect of religion on their psychological development was evident at least in respect of these seven variables. With regard to how they differ it may be conclude that the Christian adolescent students as compared to their Muslim counterpart were found to be more intelligent, possessing lower degree of ego-strength, being less dominant and assertive, more sober and serious, possessing a stronger superego, more self-assured and less apprehensive. On mental health they had seen to be inferior to the Muslim boys.

**D'Amato (2004)** developed a theory of positive mental health. In his research, theories and definitions purporting to address mental health were discussed and a new theory of mental health was outlined. The newly developed theory was accounted for neglected areas in past research regarding context and degree when defining psychological health. From the new theory established that positive mental health was reflected in the accuracy of an individual's schemata, where components of internal and external environment were defined.

**Orellana (2004)** determined the effectiveness of the school-based mental health program and its relationship to academic achievement and indicated that the school-based mental health program can be effective in eliciting students’ academic achievement. The analysis of the aggregated database and the results showed statistical significance and positive correlation between the
school-based mental health program and the achievement of academic was based on the four indicators which are absences, suspensions, disciplinary actions, and grade point average.

Crews (2005) examined the relationship between the amount of extracurricular activities and the school performance and mental health of children and adolescents. In which the results was indicated one significant linear and curvilinear relationship between extracurricular activity participation and school performance of adolescents. As adolescents were involved in additional extracurricular activities, their school performance improved in a linear relationship, while median amounts of activity were related to the best grades was taken in a curvilinear relationship. Although these results were significant, but their practical meaningfulness was limited due to a weak linear relationship and moderate curvilinear relationship. But, significant relationships were not found between extracurricular activity participation and school performance of children or the mental health of children or adolescents.

Van (2006) examined the relationship of academic self-efficacy and ethnicity-related socialization to mental health outcomes in young people. The Co-relational analyses showed that exposure to parental information about proactive strategies for getting along with members of other ethnic groups was positively correlated with academic efficacy. Co-relational analyses revealed an inverse relationship between academic self-efficacy and conduct problems. Results also revealed an inverse correlation between efficacy and anxiety. The correlation between efficacy and depression was in the expected direction but was not statistically significant. Ethnic socialization scores also showed an inverse relationship to anxiety and conduct problems. Higher levels of academic efficacy predicted lower levels of state and trait anxiety for African-American males and European females, but it was associated with higher levels of anxiety for African-American females and European males. There was inverse relationship found out between academic efficacy and mental health outcomes with the help of research.

Young et al. (2007) wellness in the school, mental health systems and organizational influences previously and improving the counselor wellness which was focused by helping by giving advice to manage the stressful environments. More recently, the research was started to emphasize healthy work environments.
Allen et al. (2008) studied religiousness/spirituality and mental health among older male occupant. With the rapid growth in the older occupant population, emerging issues regarding physical and mental health require greater research and clinical attention. Nearly 70% of the occupant were send to jail for murder or sexual crimes. There were no racial/ethnic differences in reported religiousness/spirituality, demographic characteristics, or mental health. It was found an association between self-reported years of prison and experienced forgiveness. Three regression models examined whether occupants, self-reported or religiousness/spirituality influenced anxiety, depression, and desire for undesirable hurry death. Having a greater number of daily spiritual experiences and not feeling abandoned by god were associated with better emotional health.

Bhalerao et al. (2008) studied the correlation between mental health and background variables. 170 rural females age between 11-26years from 5 villages of Prabhani district were studied by administrating self-esteem inventory, general knowledge awareness, mental health scale and social competence developed by AICRP-CD component. Almost all the rural area females have medium level of self-esteem, social competence while higher percentage was 95.29% of them had medium level of mental health on the opposition of nature with 72.35% of them had low level of general knowledge. The self-esteem and general knowledge of rural females found to have significant positive correlation with their mental health while there has no significant correlation been found between socio economic status and social competence.

Perumal (2008) studied about the mental health status and locus of control. The sample for the study constituted a representative group of approximately 450 students of eight standard of Kerala state elected on the basis of out of proportion stratified sampling technique. Mental health status scale of Prasanna et al. (1981) and Lotus of control scale (L-E Scale) were used to collect the data. In the Results it was shown that there was no significant difference in any gender group and Location of residence group with respect to mental health status. There was found a significant difference in the correlation between mental health status, locus of control and achievement in English.
Warwick et al. (2008) study about the mental health and emotional well-being among younger students for their further education. Over the last 25 years there has been an increase was reported in the behavioral and emotional problems among young people. Moreover, students in higher education (HE) were having symptoms of mental ill health as compared with age-matched controls. Some students in further education (FE) were likely to experience similar difficulties, especially in the increasing number may come from backgrounds that may put them more vulnerable to mental health problems. The aim of this exploratory study was to identify physiology of students. A survey of FE colleges in England and five case studies of individual FE colleges providing specialized mental-health support services to students were revealed some evidence of promising and good practice, but this did not appear to be widespread. Given the current range of college settings, no single approach to improving mental health among students was likely to be the answer. But, respondents highlighted a number of factors that influence the provision of support services for students, awareness among professionals of the links between students, their mental health and their achievement at college, their policies and guidance that address mental health & building leadership at senior and middle manager levels and so opportunities or staff for provisions of professional development.

Bahman et al. (2009) investigated about the mental health and life satisfaction of students of Iranian and Indian Universities. The samples were selected at random i.e. 50 individuals from each group. In General Health Questionnaire 12 items was used to collect data (GHQ-12) and life satisfaction scale and, t-test was used to analyze data and the results indicated that there were meaningful differences of general health questionnaire between two groups and in the results it was shown that there were meaningful differences between two groups in life satisfaction scale. The results of mental health questionnaire showed that A.M.U. students’ scores of mental health questionnaire were less than S.B.U. and also their mental health situation and life satisfaction scale was better than S.B.U. students, furthermore, A.M.U. students were more satisfied from their life than S.B.U. students. The findings suggest that there should be need of more researches about students’ mental health and life satisfaction especially cross-cultural studies.

Naik and Francis (2010) studied about the creativity in relation to mental health. The population of study was all the class IX students reading in different school of Sundargarh
District. The sampling size of 150 students in which equal no of boys and girls were selected for the study. Result of the study revealed that there was no significant relationship should be found between high creativity and low creativity of students with their mental health.

Morgan, et al. (Feb, 2012) found that relationship with both mother and father predicted mental health problems which was increasingly poor relationships and mental health problems was associated. Positive items derived from the Parental Bonding Instrument predicted reduced risk of mental health problems.

**2.2 EMOTIONAL MATURITY**

2.2.1 (A) Studies in India

Lal, K. (1968) made a comparative study of emotional maturity of mentally superior and average adolescents and reported that superior group was emotionally more stable, having few tensions and conflicts. While emotional stability increased with again in the average group. Both groups were ruled by immediate need for gratification but the superior group showed a more with drawing type of behavior. Both groups were almost similar in their relationship with others society.

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. Differences were also observed by residence of the children. However, Jethwani (1986) found that pupils with high intelligence and those with low intelligence had no significant difference between their mean frustration scores.

Arya A (1984) conducted a study for emotional maturity and value of superior children in family. The objectives of the study were to found relationship between intelligence and emotional maturity of boys and girls separately. Second objective was to find out relationship between intelligence and values of boys and girls. The study find that superior boys and girls do well on the emotional maturity tests, superior intelligence showed high relationship with emotional maturity.
Sarabjit Kaur (1984) in her thesis 'Effect of intelligence and her emotional maturity on academic achievement of graduate level students concluded that there is somewhat significant differences exist among science and arts students with respect to intelligence and emotional maturity.

Larsen and Juhasz (1985) reported that positive attitude towards parenting was associated with high level of social emotional maturity and with knowledge of child development.

Tyagi (1985) pointed out that emotional maturity was positively correlated to personal, social and overall adjustment and female subjects scored higher on emotional and overall maturity.

Rehana (1986) has conducted “A study with objectives to find out the difference among three group viz maternally deprived, parentally deprived and non- parentally deprived” has observed that socio- psychological factors revealed that both parentally deprived groups were emotionally less compare to the non- parental group.

Mishra (1987) conducted a study on the hostel life of university students and found that hostellers were emotionally more mature as compared to non-hostellers.

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

Gupta, Poonam (1989) studied the emotional maturity and achievement in co-curricular activities. Found that girls were more sober and well behaved as compared to boys of the age. The characteristic behaviors of the girls were shy, reserved and more sober as compared to boys. Boys behaved more openly and were more interested in bold activities.

Chaudhary and Bajaj, (1993) compared the emotional maturity adolescents staying at home and at orphanage and concluded adolescents staying with parents at home had high level of emotional maturity as compared with their counterparts staying at orphanage.
Prakash (1993) studied emotional maturity and adjustment of rural and urban students of different socio-economic status and found that there was significant difference between emotional maturity of the entire male and female students while this group was not significantly different in adjustment. Significant difference was found in the field of emotional instability and leadership, health, home and economic adjustment. There was significant difference between emotional maturity of male and female students of rural and urban area but there was no significant difference in its fields, like, emotional instability, maladjustment and split personality. There was no significant difference between the adjustment of male and female students of rural and urban area but there was significant difference in its fields, like, health and economics. Both groups were significantly different in adjustment while there was no difference in social, emotional and home adjustment. There was no significant difference between the means of total aspects of emotional maturity and no significant difference was found in total means of adjustment. There was significant difference between emotional maturity of male and female students of high and low socio-economic status. Similarly significant difference was found in adjustment and its fields separately. There was significant difference between emotional maturity and adjustment of male and female students of urban area having high and low socio-economic status separately.

Kaur, P. (1994) conducted a comparative study of emotional maturity, adjustment patterns and personality patterns of Physical Education teachers. She found that Physical Education teachers differ significantly from General Education teachers as far as their emotional maturity is concerned.

Kaur, J. (1995) conducted a study on the impact of attitudes of violence and non-violence on the levels of emotional maturity and adjustment patterns of college going students. She found that most of the college going girls is more emotionally stable as compared to college going boy students. She also summarized that 'emotional maturity is the ability to govern disturbing emotions’.

Arya, A. (1997) studied the emotional maturity and values of superior children in family and found that superior boys and girls did well on the emotional maturity test.
Chauhan and Sharma, (1997) conducted a study to measure the feeling of insecurity, emotional maturity, creative thinking and vocational interests of the girl child laborers. They concluded that there is no significant difference in the emotional maturity of girl child laborers and the normal ones.

Narang Indu (1997) conducted a study of correlation between socio-economic statuses of emotional maturity of adolescents and found that exists significant relationship between socio-economic status and emotional maturity of adolescents.

Adhikari, G.S. (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 teachers and females teachers were higher than those of the student.

Landau, E. (1998) related giftedness to child's intelligence and found that even the highest intelligence cannot reach its full realization if it lacks emotional maturity.

Sangeeta, (1998) viewed that emotional maturity is a stage, which is achieved after a long period and it is very essential in human life. A person will be called emotionally mature when he is able to display his emotions in an appropriate degree with reasonable control.

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

Jasbir (2000) studied emotional maturity in relation to environment factors found significant relationship between emotional maturity and school, home and psychological.
Judith (2000) concluded in his study that adolescents in well differentiated family systems were characterized by higher levels of psychosocial maturity and emotional independence and males' adjustment remains lower than females in poorly differentiated family systems.

Kaur, S. (2000) found significant relationship between emotional maturity, school, home and psychological environment. Girls were found to be more emotionally mature than boys. Rural students were found to be more emotionally mature than urban students.

Mukherjee, J. (2000) pointed out that emotionally mature people are mentally healthy, well adjusted and high on emotional intelligence.

Kaur, M. (2001) A study of emotional maturity of adolescents in relation to Intelligence, academic achievement and environment catalysts. It was found that there is positive significant correlation between general intelligence and emotional maturity. It was found that the students having high I.Q level have high emotional maturity and the vice-versa. It was also found that the high I.Q level students have good academic achievement. This high emotional maturity has positive correlation with Intelligence, academic achievement and environmental catalyst.

Mohan, (2002) in his speech, discussed emotional maturity as related to mental health and adjustment of teachers and concluded that the development of healthy emotions in both male and female teachers can lead to effective performance in teaching.

Gakhar, S. C. (2003) conducted a study and concluded that there was a significant difference in the emotional maturity of hostellers and dasscholars.

Gakhar S. C. (2003) “Emotional maturity of students at secondary stage: self concept and academic achievement”. This paper probes into the relationship between emotional maturity and self concept on academic achievement of students at secondary stage. Conducted on a sample of 200 students of secondary stage, the study reveals that (i) there is significant difference in the emotional maturity of students of government and private schools; (ii) there is significant difference in the emotional maturity of students who are in hostels and day scholars; and (iii) there is significant difference in the emotional maturity of children of working and non-working
mothers and the academic achievement on self concept. It was found a significant negative correlation is found between self-concept and emotional maturity. It was also found negative correlation between academic achievement and emotional maturity. There is significant difference in the emotional maturity of boys and girls. It is revealed that there is significant difference in the emotional maturity of students belonging to urban and rural areas and emotional maturity of students of rural areas is more as their mean scores on emotional maturity inventory is less. There is significant difference in the emotional maturity of students who study in government and private schools. Further emotional maturity of students of private schools is more as compared to their counterparts due to low mean score on emotional maturity scale. It also shows that there is insignificant difference in the emotional maturity of students who live in hostels and those who are day scholars. The 157 study also reveals that there is insignificant difference in the emotional maturity of children of working and non-working mothers.

**Thakur (2003)** found that there exists a significant relationship between emotional maturity and home environment among the senior secondary school student of Ludhiana district.

**Sangeeta (2004)** studied emotional maturity is a stage which is achieved after a long period and is very essential in human life. A person will be called emotional mature when he is able to display his emotional in an appropriate degree with reasonable control.

**Prabjot (2004)** studied emotional maturity in relation to family environment and gender if school going adolescents and concluded that family environment plays a critical role in emotional maturity.

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

**Lekhi, V. (2005)** A study of Emotional Maturity of Adolescents in relation to Cognitive and Non-Cognitive variables. In her study on a sample of 939 adolescents of XI class studying in Sr. Secondary schools of Punjab state found significant correlation between intelligence and emotional maturity. It means that when the I.Q level of the students is more then they show high class of emotional maturity and their behavior reflects a balanced personality.
**Bansibihari and Surwade (2006)** the effect of emotional maturity in teacher effectiveness. The objectives of the study were: (i) to find out the emotional maturity of teachers; (ii) to identify the emotionality mature/stable and the emotionally immature/unstable teachers; (iii) to find out the effectiveness of teachers; (iv) to compare teaching effectiveness of emotionally mature group with that of emotionally immature group. The sample consisted of 355 secondary teachers (180 male and 175 female) belonging to secondary schools for Navapur and Dhule cities of North Maharashtra. Emotional maturity was measured with the help of emotional maturity scale by Mahesh Bhargava and Yaghvir Singh (1990) and teacher effectiveness was measured by teachers effectiveness scale by Pramod Kumar and Mutha. Mean, standard deviation and t-test were employed for finding results. The results were: (i) female teachers are emotionally more mature/stable than male teachers who are found to be emotionally immature/unstable. (ii) The teaching of emotionally mature teachers is more effective than those of emotionally immature teachers, whose teaching is found to be of average grade. (iii) There is no sex difference in emotionally mature group with respect to teacher effectiveness.

**Geeta and Vijaylaxmi (2006)** the analyzed and interpreted findings of the study have led to the following conclusions. Adolescents with high emotional maturity have significantly higher stress and self-confidence than those with lower emotional maturity. Sex of the adolescents has not influenced their stress and self-confidence. Having more number of siblings has influenced positively the self-confidence of adolescents when compared to those having less number of siblings, varying educational level of adolescents fathers has significantly influenced the stress experience of their adolescents children, income of family has no significant impact on the stress and self-confidence of adolescents.

**Vyas, Charu (2008)** studies that boys and girls in either co-educational or uni- sex education environment whether the presence of both sex and single sex affects. The development of the emotional maturity and anxiety in adolescence. In order to find its answer, a study was conducted on girls and boys studying in class XI in the school of Muzzaffarnager. No significant difference was found in emotional maturity and anxiety of boys and girls coming from co-education and uni- sex education school.
Pam (2009) conducted a study on emotional maturity in adolescents’ lags, even though they may reason as well as adults.

Sinha, Samita (2009) The study of her reveals that non backward boys are for better and well adjustment emotionally and educationally to language learning situation (Both 1st and 2nd) have higher academic achievement than scheduled caste and scheduled tribe boys. This difference was particularly seen in rural area in comparison to urban area.

Manchanda, Dimple (2010) conducted a study on “Emotional Maturity of high school students studying in co-educational school” and found that the boys and girls of both type of school were extremely unstable.

Nanda and Chawla (2010) impact of age and family type on emotional maturity of urban adolescent girls and concluded type of family has definite impact on emotional maturity.

Jadhav, N.S. (2011) the relationship between Home Environment and Emotional Maturity of college students of Belgaum District in Karnataka has been dealt with in this paper. The sample included 200 students selected by were adopted for data analysis. There was a positive and significant relationship between Home the random sampling technique; of them 120 were boys and 80 were girls. The Home Environment Scale and Emotional Maturity Scale were used for data collection. The Pearson’s correlation coefficient technique Environment and Emotional Maturity among the boys and girls, including those of rural background, private college students with low socioeconomic status, and students of more than 20 years age. It was found that there is no positive and significant relationship between Home Environment and Emotional Maturity among the urban students studying in Government College belonging to high socioeconomic status, and students less than 20 years old.

Jyotsana and Sujata (2012) the present study was conducted to investigate the necessity of Emotional Maturity and its relationship with Self esteem and Need pattern. A sample consisting of 200 college students (100Male and 100 Female) age between 18 to 25 years was taken.
Emotional Maturity, Self esteem, Need pattern were assessed with the help of Emotional Maturity Scale, Self esteem Scale, Need pattern Scale. No significant differences were found in terms of gender on the dimensions of emotional maturity, self esteem, need pattern yet significant inter-correlations were found between many dimensions of emotional maturity, self esteem, need pattern.

Saima and Sharma, Neeru (2012) examined role of gender and various personal and familial variables in emotional maturity of adolescents, concluded that boys have significantly higher emotional maturity than girls, indicating that gender plays a role in the emotional maturation of adolescents. From the results it can be concluded among boys and girls that their education level qualification of mother and father and occupation of father have significant effect on their emotional maturity.

Saini, Rita (2012) carrier maturity of adolescents in relation to their emotional maturity the results revealed a negative relationship between carrier maturity and emotional maturity. It was also found that male adolescents were better than female adolescents and urban adolescents were better than rural adolescents with regard their carrier maturity and emotional maturity.

Puar, Surjit (2014) the present study has been designed to investigate the relationship and contribution of Emotional maturity in the academic achievement of high school students along with other variables like general mental ability, social maturity and anxiety and also to see the sex & regional differences on the basis of their emotional maturity. The study was conducted over a sample of 400 (200 boys and 200 girls) high school students studying in X class in 8 different schools (4 urban and 4 rural) of Punjab affiliated to CBSE, New Delhi. Singh & Bhargava's Emotional maturity scale, Ahuja's group test of intelligence, Rao's Social maturity scale and Sharma's general anxiety scale for children, were employed to measure students' Emotional maturity, general mental ability, social maturity and anxiety and the aggregate score of the selected students in the board examinations was taken to show their level of academic achievement. The results reported that emotional maturity played no significant role in the academic achievement of high school students in a given set of variables. No significant
differences were observed between boys and girls as well as rural and urban students on the basis of their emotional maturity.

**Ratna, Sandeep** The objective of the present study is to examine the level of emotional maturity level amongst student teacher admitted for B. Ed course. Emotional development is one of the major aspects of human growth and development. Emotion like anger, fear, love, etc plays a great role in the development of a child’s personality. This single sided development leads to formation of negative traits like anxiety, stress, tension, hatred and jealousy. These negative traits are the main reasons for the imbalances and mal-adjustment of the emotions of a person. Hence being a teacher it is most important to maintain emotional balance to deal with the children at school. For the purpose of studying emotional maturity level of student teacher, two institute offering B.Ed. courses from Kohima district of Nagaland have been taken under consideration. Necessary measures need to be taken for enhancing level of emotional maturity being suggested.

**Rose, Vanita and Khokhar (2014)** the present study was conducted to examine empirically the main effect of type of school, locale and gender on emotional maturity and self concept. A sample of 120 secondary students was selected randomly from high schools of Rohtak and Sonipat district and were administered of Emotional Maturity Scale (EMS) by Singh and Bhargava, (1991) and Self Concept Scale (SCS, Ahluwalia, 2002).The data was analyzed by ‘t’ test and coefficient of correlation. The results revealed that the emotional maturity and self concept of secondary school students is found to be significantly correlated and the main effect of locale and gender was found to be associated with emotional maturity.

**Kaur, and Kaur (2015)** conducted a study, “Emotional Maturity and parent-child interaction among adolescents students.” The study reveals that adolescents of government and private schools show almost same level of emotional maturity and emotional maturity of adolescents is positively correlated with parent-child interaction of adolescents.

**Shirsath B. Rajesh** examined a study of mental health and emotional maturity among child labor students and other adolescents. The results indicate that there is gender wise difference on
emotional maturity. Female students more emotionally matured than male students. There is very poor mental health among child labor than the regular students. There is no gender effect on mental health. Both are equal range on mental health. There is no relation between emotional health and mental maturity.

2.2.2 Studies in Abroad

Davis et al. (1985) found that the personality patterns of talented students were socially well adjusted emotionally matured, more dominant, assertive and independent while low achievers and backward students were dependent, attention seeking, emotionally unstable and unsocial in nature.

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

Dean and Bruton B. T. (1989) examined the relationship of emotional maturity with alienation and social background factors and reported inverse relationships between alienation and emotional maturity.

Shields (1994) conducted a study, “the role of Emotional Maturity, beliefs and values in gender development and revealed that gender plays an integral role in emotional development. Fathers are influential in the development of sons emotional responding because they are viewed by boys as appropriate models for gender typed behavior.”

Wallerstein et al. (2000) reported that despite many adjustment difficulties, adolescent show many positive changes such as impressive development of emotional maturity.
David J. Landry and Jacqueline E. Darroch (2002) in his research topic ‘Journal Summary on Emotional Education’ says the, environmental factors do affect the physical and emotional maturity of child.

Landry, D.J .and Darroh J.E. (2002) in his research on “General summary on emotional education says environment factors do affect the physical and emotional maturity of a child.”

Cori young (2003) states that if child has emotional maturity security only then he/she can enter in a area of positive expression and he/she will learn to locale others with whom they can safely their feeling, their real selves.

Murryay (2003) stated that to determine the level of your emotional maturity your behavior to the symptoms of emotional immaturity and the characteristics of emotional maturity.

Ronald E. Mc Nairs (2004) in his research on 'learning pace of school children in regard to emotional maturity' found that students with a higher level of dedication, commitment, desire and emotional maturity ca make effective learning and learn as much as they want.

Angela, Kelly (2005) in GHA Program regarding 'mental and emotional maturity1 says that adolescents are the best candidates to identify a student's potential for research in these areas and further says that adolescent needs special care in this age because emotions are really high and they become sad due to small conflicts.

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

Peter, Lichtenberg (2005) conducted a study on 'emotional 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 ageing as well as personality and emotional maturity across Life span in his research work.
Terry Levy and Michael Ollans (2005) support corrective attachment therapy by attachment disorder, experts say that parent’s attachment history definitely affect current level of emotional maturity. Milliken also did research on a similar therapy in 2000. He said that children, who are over pampered, lack in independence.

Suneet Haugol and Vijaya Laxmi A. Aminb Lavi (2007) studied a self-concept, emotional maturity and achievement motivation of the adolescents of employed mothers and homemakers. It is revealed from the results that both the groups though differ significantly from each other in most of the variables. Their scored of self-concept, emotional maturity and achievement motivation are very important.

2.3 FAMILY ENVIRONMENT

2.3.1 (A) Studies in India

Jagannathan (1986) conducted a study on family environment and academic achievement and revealed that high family environment groups achieve greater success than middle and low family environment groups.

Shah (1991) found that boy’s favorable home climate was better adjusted in school than those from a poor & unfavorable home climate. In this case of girls in urban area family climate has been found to be positively related to school adjustment. In rural areas the opposite result were found.

Shrivastava (1991) made a study on effect of family environment on students achievements and revealed that families of high achievers were more structured and exercised more control than of low achievers.

Sudhir and Lalhirimi (1998) stated that relationship between sexes, SES parental educational status and parental occupation on parent child interaction and academic achievement in 88 boys
and 112 girls form 5 Secondary School in Mizoram State of India. They found that parent of high professional group had high parent child interaction.

**Yadav & Patel (1999)** found that favorable home environment plays significant role in creativity.

**Purang & Sharma (2000)** found that values are not innate but acquired. It is the family environment which influences our value system.

**Dayal (2001)** in her study impact of family environment on study habits concluded that study are positively and significantly related with various dimensions of family environment and the total family environment.

**Khosla (2002)** revealed positive and significant relationship between well being and family environment of adolescent. Finding also indicated no significant different in relationship of well-being and family environment among boys and girls.

**Meenakshi and Saurashtra (2003)** “Adolescent family factors and depression: A study of prediction relationship”. The purpose of the study was to identify some factors as the predictor of depression among adolescents. The sample of the study consisted of 526 students of 8th, 9th and 10th standard studying in various schools of Rajkot city. Tools like Personal Data Sheet, Achenbach’s Child Behavior Checklist, Sherry and Sinha’s Family Relationship Inventory and an Indian adaptation of Moos and Moos family Environment Scale by Joshi and Vyas were administered to randomly selected students. Results were arrived at by the statistical technique of multiple regression analysis. Results indicated that out of 21 selected independent variables six variables came out to be significant predictors of depression among adolescents. These six factors are parental avoidance, cohesion, moral religious emphasis, and control, educational qualification of father and educational qualification of mother.
Singh Amita (2003) reported the correlation of family environment and academic achievement. Is .86 which shows that both the variables are highly correlated so there is significant positive relationship between family environment and academic achievement?

Vineeta (2004) found that cohesive family environment, expressive school environment and high self-esteem results in high interest in co-curricular activities.

Kaur and Jaswal (2005) examined the relationship between strategic emotional intelligent and family climate of 200 Punjabi female adolescents. Significant and positive relationship was found between high performers for strategic emotional intelligence and family climate. Negative correlation was observed for six dimensions of family climate among competent level of strategic emotional intelligence whereas eight dimensions of family were found to be negatively correlate with developing level of strategic emotional intelligence.

Mohanraj and Latha (2005) conducted a study on family environment in relation to adjustment and academic achievement. Results revealed that family environment appeared to influence home adjustment as well as academic performance. Family environment would be positively related to healthy eating, physical activity and good academic achievements.

Rani, Mohanraj and Latha (2005) conducted a study on “Perceived family environment in relation to adjustment and academic achievement.” The study indicated that family factors play an important role in adolescents’ adjustment and academic performance.

Chopra & Kalita (2006) found that type of family is a proxy exposure to psychological risk. Concluded that there is significant difference in emotional and social adjustment of children belonging to single parent and interact parent families.

Lakshmi and Arora (2006) examined the relationship between adolescents perceptions of parental behavior and need for achievement on a sample of students from lower socioeconomic background. The results showed that the need for achievement was positively related to parental acceptance and encouragement and negatively to psychological control.
Kumar (2007) used longitudinal data from 517 adolescents to examine whether the associations of negative stressful events with symptoms of depression and conduct disorder were modified by adolescents’ reports of parental warmth and harsh discipline. The central questions were (a) Does a positive relationship with just one parent moderate the association of stress with symptoms? And (b) does a positive relationship with two parents afford more protection from stress? The results indicated that adolescents who reported relatively warm parenting by both mothers and fathers had a smaller association of stressful events with symptoms of depression as compared to other adolescents. Further, those adolescents who reported relatively harsher discipline by both parents had a higher association of stress with depressive symptoms as compared with other adolescents. Generally, there was some support for the parental-agreement hypothesis but not for the one-good-parent hypothesis.

Ahmed and Nigam (2009) studied that academic achievement and motivation is significantly related to favorable and unfavorable family environment of higher secondary students.

Deepshikha and Bhanot (2011) conducted a study on role of family environment on socio-emotional adjustment of adolescent girls in rural areas of eastern Uttar Pradesh and concluded that all the family environment factors, viz. cohesion, expressiveness conflict, acceptance and caring, independence, active-recreational orientation, organization and control together showed significant role in socio-emotional adjustment of adolescent girls.

Mona (2011) the findings revealed that academic group students had higher carrier maturity, self-concept and perceived better family environment as compared to their vocational counter parts. Girls in the sample possessed greater carrier maturity and self concept as compared to boys whereas boys perceived healthy environment of the family as compared to girl.

Shivane (2011) studied the family environment and mental health of the tribal and urban secondary students and results revealed that there is no significant difference between tribal students and urban students in term of family environment and mental health components.
Ahmad and Nigam (2012) academic achievement motivation as related to home environment, the result suggested that academic achievement motivation is significantly related to favorable and unfavorable home environment of higher secondary students. This shows that favorable and unfavorable home environment affects academic achievement motivation of higher secondary students.

Bhattacharyya, Banbishkha and Deb Sibnath (2012) the study intended to capture family environment of 11th and 12th standard adolescent boys and girls of Kolkata city in addition to parental care and support services. A group of 370 adolescents (182 boys and 188 girls) from six schools were covered in the study and the data were collected by a Semi-structured Questionnaire. The study was carried out in 2011. About two –third (72%) adolescent boys and three-fifths (60.6%) adolescent girls perceived family environment to be congenial. In this regard, statistically significant difference was found between adolescent boys and girls (p<.05). Less than half of the adolescent irrespective of gender, felt comfortable to share their personal problems with parents while the remaining 65.3% shared the same with friends and peer group members. Majority of the adolescents (96.7% boys and 94.7% girls) reported receiving basic care from the parents. Adolescent girls (76.6%) received whatever they wished to have from the parents than their counterparts i.e., boys (56.6%), which was significant at 0.001 level of significance. At the same time, girl experienced more parental interference in their personal matters (26.0%) and more academic pressure (53.2%) than the boys (17% and 39.0% respectively) (p<.05; p,.001). Lack of understanding between intra-parental relationship (34.4%), different value system (24.8%) and financial crisis (20.8%) were the prime causes of disturbed family environment as perceived by the adolescents.

Mishra and Bamba (2012) conducted a study on impact of family environment on academic achievement of secondary school students in science subject and concluded that school performance of secondary school children have significant and positive relationship with children’s perception of over family environment and its four dimensions viz. achievement orientation, cognitive stimulation, recreational orientation and home structure. It was also found that achievement orientation and cognitive
stimulation dimensions of family environment have relatively higher relationship with school performance in comparison to their dimension.

**Pathak and Bajpai (2012)** have made a study on family environment as a predictor of achievement motivation and revealed that cohesion, conflict acceptance and caring relationship dimensions and organization areas of family climate are significantly and positively correlated to achievement motivation.

**Sawhney and kaur (2012)** conducted a study on impact of family environment on emotional maturity and self-concept of adolescents and concluded that rural girls and boys have higher self-concept and emotional maturity then urban girls and boys. Controls, protectiveness, conformity, reward, deprivation of privileges, nurturance of family environment have impact on self-concept and emotional maturity.

**Singh and Bhatia (2012)** conducted a study on self esteem of secondary school students in relation to their family environment and concluded that the relationship between self esteem of school children and their family environment is positive and significant. Again there exists significant difference between the self esteem of students belonging to high and low family interaction group. The impact of socio economic status on the self esteem is found to be insignificant. It can be concluded that family interactions or environment influenced the self esteem of secondary school students.

**Rani (2013)** studied relationship between home environment and study habit of senior secondary school students and found that there was no significant difference of home environment between boys and girls studying in science stream of senior secondary school.

**Singh (2013)** in his study on impact of family environment on academic of secondary school science students concluded that there is significant and positive relationship with children’s perception of overall family environment.

**Sharma and Sharma (2013)** conducted a study on relationship of self-concept with family environment of the students at senior secondary school level and concluded that there is
significant relationship between the self-concept and family environment of senior secondary school students.

**Akhtar, Aaliya and Saxena, Shailbala (2014)** the present study is an attempt to examine the role of home environment in developing adolescents’ self esteem. The data were collected by multiphasic sampling method. In the first phase 600 adolescents (300 boys and 300 girls) in the age range of 14-18 years belonging to nuclear families was selected and administered the self developed home environment scale. After that the respondents were categorized into two groups i.e. the participants with favourable and unfavourable home environment on the basis of their mean and standard deviation on the said scale and they were the final research subjects for the study. In the last phase the final sample of 281 subjects (152 favourable home environments and 129 unfavourable home environments) were administered Self Esteem Inventory developed by Prasad and Thakur. Data were analyzed using Z test, chi square and coefficient of correlation. The results revealed that there is a significant role of home environment in developing an adolescent’s self esteem.

**Kamble (2014)** in his study on impact of family environment on academic performance revealed that good quality of family environment has more significant positive effect on high level of scholastic achievement in children. On the other hand, unhealthy family environment affects negatively to the academic performance of students.

2.3.2 (B) Studies in Abroad

**McMillan and Hiltasonsmith (1982)** stated that the happier the parents and the more positive the home climate, the more beneficial is the effect on growing children. The best adjusted children are those who grow in happy home where adolescents and parents spend pleasurable time together.

**Fors Strom & Rosenboum (1985)** describe that one of the most important influences upon the adolescent is the emotional climate of the family. Some families evidence a prevailing mood of
gaiety, joy, optimism and happiness. Other family reflects a climate of fear depression, cynicism and hostility, which has negative effect on children.

**Kraus (1987)** Concluded a study entitled 'social environment as an element of education' & concluded that the greatest role in character formation was played by family environment although local and school environment were also important.

**Pidihi (1989)** concluded that the relationship of home environment and socio psychological atmosphere at home had significant effect on mental development. Usually, mothers more than fathers contributed significantly to the mental development of children. In disadvantaged homes, children experienced more parental rejection and withdraw and less parent child adjustment.

**Baliozamini (1995)** found that the family environment & independence given to children help them by allowing them to make a decision is significantly related to children in academic intrinsic motivation.

**Koutsoulis (1995)** indicated that home is very important for the high school students. Family processes were found to influence home environment more than the socio-economic status, especially for the females. Home was found to influence student's academic self-concept and attitudes towards school.

**Zho and Haufand (1996)** reported that mother's executions & family social economic status have large effects over student's educational aspiration. Mother's exception has greater influents than family social-economic status on educational aspiration.

**Devis (1999)** Studied difference in achievement between student from single parent home and those from two parents homes.

**Olsson et al. (1999)** found that adolescents with long-lasting depressive symptoms had more limited social integration and were not satisfied with it. They also evaluated their family climate and attachment network as being more inadequate thus showing a very negative view of their family climate.
Sears (1999) found the meaningful relationship between the qualities of family environment and peer relationship as well as significant difference between the contribution of family members (mother, father, siblings) to children's social & Emotional development.

Whitney (1999) studied the effect of childhood sexual abuse and family environment on present and future possible selves (self-concept) and found that family environment appears to contribute to the well being in present as well as future life of the child.

Mau & Bikos (2000) examined the relative importance of school, family, personal/psychological, race and sex variables in predicting educational and vocational aspirations. A nationally representative sample of 10th-grade students was followed through two years beyond their high school. Results suggested that sex and race significantly predicted educational and vocational aspirations of students. Compared with other groups, Asian American had the greatest increase in educational aspirations. Female students, on the average, had higher educational and vocational aspirations.

Nakao et al. (2000) have made a study about the effects of family environment on personal traits. This study carried out with 150 children and 13 characteristics relating to behaviors have been determined as follows: personal traits covering some characteristics as being active, talkativeness, being social, social skills, complying with the rules, aggressiveness, emotional control, anxiety, cognitive intelligence. Characteristics relating to the family have been determined as to include the participation of mother and parents in raising the children, styles of raising the children, relations between the spouses, number of the siblings, status in the course of birth and socioeconomic status. As a result they have found out that introverted children with high level of cognitive intelligence are influenced more by the family environment compared to extroverted children with low intelligence.

Moson (2001) pointed to the prime significance of family influence of character development. The child's character maturity appeared to be directly related to degree of consistency, family mutual approval experienced within the family.
Robert, Janet Marie (2001) in the investigation found that attachment to parent, family conflict and separation-individuation during late adolescence are key component that determine the psychological adjustment of the emergent adults.

Jewell and Stark (2003) studied the family environment of adolescents with conduct disorder or depression and found that family environment influences adolescent’s psychological adjustment and problem solving strategies as well as self-confidence and ability to set clear goals.

Marjoribanks (2003) examined the extent of students from different family background who were likely to enroll in Australian universities. Data was collected from 3,843 females and 3,324 male. Australian youth as a part of longitudinal study. Logistic regression and regression surface analyses indicated that (a) family background and adolescents’ academic achievement were related strongly to Australian young adults’ likelihood of enrolling in university,(b) adolescents’ educational aspirations mediated, in part relationships between family background, adolescents, achievement and the likelihood of enrolling in university,(c) there were family background differences in the linear and curvilinear nature of the relationships among adolescents achievement, aspirations and young adults’ educational attainment.

Plunkett (2003) examined the relationship between gender, acculturation, parenting and adolescents’ academic outcome in Mexican-origin immigrant families. Self-report survey data were collected from adolescents attending three high schools in Los Angeles. Correlation and multiple regression analyses were conducted on the 273 adolescents (M=15.5) whose parents were both born in Mexico. Girls reported higher academic motivation and educational aspirations. Substantial support was found for the positive relationship between mothers’ and fathers’ behaviors (ability to help, monitoring, support and adolescents’ academic motivation. Substantial support was found for the relationship between mothers’ and fathers’ educational level, language spoken at home and educational aspirations. Home environment had direct impact upon the academic outcomes of Mexican adolescents.

Seginer (2003) tested a four-step model consisting of family background, perceived parental support and demandingness, educational aspirations and academic achievement. The model was
estimated on data collected from 8th-graders (N=686) growing up in two cultural setting: transition to modernity (Israeli Arabs) and Western (Israeli Jews). LISREL analyses performed separately for the four ethnicity-by-gender groups showed good fit of the model and supported the predicted differences in the links between the latent variables across ethnicity and gender. Specifically, family background had direct and indirect effects on the academic achievement of Arab but not of Jewish adolescents. The indirect family background academic achievement path showed gender differences only for the Arab adolescents via educational aspiration for girls and parental demandingness for boys; and parental demandingness was directly related to academic achievement of Arab boys and Jewish adolescents.

**Henry et al. (2004)** in a study on 214 high school students showed direct positive relationship of adolescent reports of parental substance use and their parental support with adolescent reports of substance use and indirect relationship for school, gender of the adolescent, family hardiness, family coherence and parental substance use to perceived parental support to adolescent substance use.

**Linda (2004)** concluded that contact and social relations that children receive from parents are affected by family type. The investigator found that children single parent families tended to exhibit less social and emotional adjustment.

**Madu & Matla (2004)** investigated the perceived family environmental factors that could correlate with adolescent suicidal behaviors in the Limpopo Province of South Africa. Logistic regression analysis showed that conflict in a family was a significant correlate for suicidal behaviors. Family independence, family cohesion and family organization were also indicated as significant correlates for suicidal threats. However, family independence and organization correlated negatively with suicidal threat.

**Slesnick and Prestopnik (2004)** in their study presented the findings of parents and runaway adolescents reports on several behavioral dimensions. Adolescents perceived a more negative family environmental than did their parents and parents rated their youth as having more externalizing problems than did the youth themselves. Findings were consonant with prior research showing a relationship between parental and child problems.
Aratic et al. (2005) found that number of siblings, father’s education and occupations and family income had significant positive influence on family environment of adolescents.

Aufseeser et al. (2006) conducted a study on the family environment and well-being of adolescent and concluded that both overall family system functioning and parental behaviors are positively related to adolescent well being.

Lee et al. (2006) examined the unique dimensions of perceptions of school and family contributing to depression and suicide ideation. In Hong Kong adolescents in two studies. Suicide ideation was found to be significantly associated with depression, test anxiety, academic self-concept and adolescents’ perceived parental dissatisfaction with academic performance. Low level of family cohesion and support and high levels of parent-adolescent conflict were positively related to depression and suicide ideation in both genders. Across both studies, depression mediated the associations between academic and family-related variables and suicide ideation. The finding of the study underscored the importance of both academic and family climate in understanding depression and suicide ideation among Hong Kong adolescents.

Powell (2006) conducted a study to determine whether family stress covered with family strength. A MANOVA of the strength measures indicated that these measures were greater for non-residential group home (RGH) families than residential group home (RGH) families as reported by both the parents and the adolescents. An ANOVA indicated that stress was greater for RGH families than non-RGH families. Additionally, a multiple regression analysis indicated that family stress varied with family strength as measured by family coping and family well-being but not as measured by family resources.

Herman et al. (2007) made a study on do family environment and negative cognitions of adolescents with depressive symptoms vary by ethnic group and concluded that family cohesion and supportive relationships between family members are positively associated with adolescent psychological adaptation and lower depression.
Nicholson (2007) indicated that individuals from intact families perceived to have better father-child relationship than those from separated/divorced families. In terms of the mother-child relationship, however, there was no difference between the two groups.

Roberts & Moss (2007) used archival data collected as part of the youth Empowerment Project, which surveyed various health and educational variables of 462 African-American adolescents. The study served to address three empirical equations: (1) is there a relationship between educational and family structure? (2) Is there a relationship between educational aspiration and sexual activity? And (3) is there a relationship between family structure and sexual activity? The results showed that there was a negative correlation between family structure and educational aspirations.

Shek (2007) studied Chinese secondary school students (N=365) who responded to instruments measuring their family environment, psychological well-being, school adjustment and problem behavior. Measures of the family environment include perceived parental and maternal parenting styles, family functioning, and conflict with father and mother. Results from variate and canonical correlation analysis showed that in general, adolescents’ perceptions of parenting styles family functioning and parent-adolescent conflict were significantly related to scores on measures of psychological well-being and family factors.

Ghazarian et al. (2008) investigated associations between families, parent-adolescent relationships and developmental outcomes for a sample of 97 Armenian adolescents in immigrant families. Results suggested that adolescents emphasizing family needs over their own were more likely to report conformity to parents’ wishes, respect for parental authority and disclosure to parents about activities. Families were also related to self-esteem in a positive manner and a negative association was found between families and self-derogation. Additionally, the results also suggested that families may have indirect associations with self-derogation via more collectivistic parent-adolescent relations.

Daulta (2008) conducted a study titled Impact of Home Environment on the Scholastic Achievement of Children's. The data revealed that boys of high home environment group
achieved significantly greater mean score than the boys falling in the group of low home environment. The impact of home environment has also been observed in the mean values of scholastic achievement of girls belonging to high, medium and low home environment groups. But the difference was not significant at 0.05 level of confidence. Results also showed that good quality of home environment had significant positive correlation with high level of scholastic achievement in boys than among girls. It was found that as the quality of home environment get deteriorated, the level of scholastic achievement also comparatively decline in boys.

Lisa N. Legrand (2008) parental smoking and adolescent problem behavior an adoption study of gender and specific effects. The study indicated that an environmentally medicated partway by which parental smoking increases risk specifically for substance use in adolescent off spring.

Grieve (2009) examined the influence of family, school and peers on the educational aspirations of 60 urban African American male high school students, attending two high school in the Midwest. Participants completed an in-class survey. The results of the study revealed that financial support and support from teachers, counselors and peers were the significant predictors of educational aspirations of urban African American male high school students.

Michelle L. Kelley (2009) conducted a study on “Family environment and parent child relationships as related to executive functioning in children.” The present study examined the associations between family environment, parenting practice and executive functions in normally developing children. 100 parents of children between the ages 5and 12 completed the Behavior Rating inventory of executive functions from the family environment scale and the parent child relationship inventory. Results suggest the important of positive family environment and parenting practices in the development of executive functions in normally developing children.

Cano and Elawar (2010) examined secondary school student’s complex inter-relationships between home environment variables (antecedents) as predictors of learning strategies and academic performance (consequences) and of epistemological beliefs (mediators) and tested the latter as mediators of the relationship between antecedents and consequences. The results of path analysis supported the fact the, better the family’s intellectual climate, the higher was the
students mature beliefs about learning and consequently, her deep and effective cognitive strategies and academic performance.

**Ibtesam (2010)** observed the effect of motivation, home environment and student characteristics on academic achievement. The study was conducted on 388 high school students (193 males and 195 females) from Abu Dhabi. A Liker type instrument that consisted of three parts (scales) was used to measure students’ level of motivation, parental influences and students characteristics, while academic achievement was measured using student’s GPA. It was found student’s mean level of motivation was less than the mean of parental influences and student’s characteristics. No gender differences were observed on the variables measured by the instruments. Correlations between each of motivation, family environment, student characteristics and academic achievement were small and practically not significant. Remarkably high correlation value was observed between motivation and student’s characteristics. The highest correlation value was observed between family environment and students characteristics.

**Muola (2010)** in his study on the relationship between academic achievement motivation and family environment among eight standard pupils found that there is a positive relationship between academic achievement motivation and family environment.

**Nicholas et al. (2010)** examined the association between multiple systems of influence (adolescent, family and community) and the educational aspirations of African-American adolescents in about a group of 130 socio economically and educationally disadvantaged urban African-American adolescents (mean age =16.76 years). The results indicated that both the adolescent and family system were related significantly to educational aspirations and explained significant proportion of the variance.

**Repinski and Shonk (2010)** examined the differential association of mothers’ and fathers’ warm/supportive and hostile behavior with adolescents’ school functioning and problem behavior and to consider both the direct and indirect processes where by parents behavior was related to those domains of adolescents’ adjustment. Participants were 76 two parent families with a 7th grade adolescent. Adolescents’ reports and parents’ reports of the study variables were
used in the statistical analyses. Models predicting problem behavior explained more variance than did those predicting school functioning. The results indicated that adolescents’ self-representations, in part, mediated the associations between parents behavior and adolescents adjustment. Results attested the importance of warm home environment as external and internal regulators of young adolescent’s behavior.

**Kalavana et al. (2011)** studied relationship of family environment and health risk behaviors in adolescents. Sample of the study comprised 799 adolescents from high school in Cyprus. Results revealed that there is positively association between family environment (cohesion and conflict), healthy and unhealthy eating, physical activity, smoking, alcohol consumption and insufficient sleep.

**Pegah (2013)** conducted a study on family environment and adolescent’s positive mental states viz. happiness optimism and hope. Found that adolescents from a warm and supportive family environment with high level of organization, cohesion and expressiveness as compared with adolescents from a stressful family environment, characterized by high conflict and control can adapt more positive mental sates.

**Summary of the Related Studies**

After reviewing the various researcher studies the following conclusion can be drawn:

(1) That mental health is very significant variable in human behavior.
(2) That mental health of a person has something to do with his success in various life pursuits.
(3) That mental health is related to many other psychological variables such as academic achievement, self confidence and social competencies etc.

Moreover, a significant conclusion which may be drawn from research studies in the field of mental health and variables like emotional maturity and family environment remains to be firmly established. Therefore it was planned that the present study should be undertaken.