



CHAPTER –II

REVIEW OF

LITERATURE

Chapter -2

Review Of Literature

2.1 Introduction:

A literature review is the effective evaluation of selected documents on a research topic. A review any form an essential part of the research process or may constitute a research project in itself.

In the context of a research thesis the literature review is acritical synthesis of previous research. The evaluation of the literature leads logically to the research question and hypotheses.

In the context of a dissertation, the literature review provides a background to the study being proposed. The background may consider one or more of the following aspects depending on the research question being posed:

- Theoretical background –past, present and future.
- Clinical practice –previous or contemporary.
- Methodology and / or research methods .
- Previous findings.
- Rationale and/ or relevance of the current study.

In a broader context Hart (1998) lists the following purposes of a review:

1. Distinguishing what has been done from what needs to be done;
2. Discovering important variables relevant to the topics;
3. Synthesizing and gaining a new perspective;
4. Identifying relationships between ideas and practice;
5. Establishing the context of the topic or problem.
6. Rationalizing the significance of the problem;
7. Enhancing and acquiring the subject vocabulary;
8. Understanding the structure of the subjects;
9. Relating ideas and theory to applications;
10. Identifying methodologies and techniques that have been used;
11. Placing the research in a historical context to show familiarity with state-of – the – art developments.

2.2. Review of the related literature:

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 Liker-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.

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 neighbourhood developed emotional insecurity among individuals.

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 syncretic division of functions had better mental health.

Bhopat (1993) studied inferiority, feeling of security-insecurity, achievement motivation and academic achievement of orphan students living in orphanages as compared to normal students. Orphan students were showing low level of security than normal students. Orphan female students were showing insecurity than normal female students. Both orphan and normal students did not differ with respect to feeling of security-insecurity. Orphan male students were showing insecurity than orphan female students. Both normal male and normal female students did not differ with respect to feeling of security-insecurity. Both orphan and normal students of grade VIII did not differ with respect to feeling of security-insecurity. Both orphan and normal students of grade IX did not differ with respect to feeling of security-insecurity. Orphan students of grade x were showing low level of security. Orphan students of grades VIII to X did not differ with respect to feeling of security-insecurity. Normal students of grades VIII to X did not differ with respect to feeling of security-insecurity. Both orphan and normal students of ages 12 to 18+ did not differ with respect to feeling of security-insecurity. Orphan students of age 12 & 13 were feeling insecure. Normal students of age 12 to 18+ did not differ with respect to feeling of security-insecurity. The groups of orphan and normal male and female were similar in academic achievement. The orphan students of grade x were higher than

normal students of grade X in academic achievement. The orphan students of grade X were higher than orphan students of grade IX in academic achievement. The orphan and normal students of ages 12, 13, 14, 15, 17, & 18+ were similar in academic achievement. The orphan students of age 16 years were higher than the normal students of the same age in academic achievement. The orphan students of all ages were similar in academic achievement. The normal students of ages 12 to 18+ years were similar in academic achievement.

.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.

Magotra (1982) studied mental health as a correlate of intelligence, education, academic achievement and socio economic status. For the collection of data the tools used were general intelligence (Joshi), cultural level questionnaire, socio-economic status questionnaire, health condition questionnaire and mental health inventory. Girls scored higher in the intelligence test and in the socio economic questionnaire than boys. Girls appeared to possess better mental health, were capable of facing the realities around them were in a position to tide over the mental disequilibrium. The mental health of boys and girls appeared to be considerably influenced by the two factors, namely, intelligence, and physical health. The mental life of boys was dominated by the feelings of depression and neurotic behaviour. On the other hand, girls were found to be suffering from a sense of insecurity and anxiety.

Reynolds et al. (1983) studied emotional stability of gifted children as estimated by chronic anxiety levels. The study evaluated the emotional stability of 465 children (grades 2 through 12) in special education programs for the gifted compared to that of 329 children attending regular classroom programs. Two anxiety scales the revised children's manifest anxiety scale and the trait scale of the state-trait anxiety inventory for children were used in the study. The gifted sample consistently displayed lower levels of anxiety than their non-gifted peers. It was concluded that, if heightened anxiety levels were indicators of emotional difficulties, the gifted sample demonstrates a higher level of general emotional mental health than their non-gifted

peers.structure (excepting syncretic division of functions) was not related to the mental health of the children.

Greene (1997) examined mental health among Mexican-American adolescents. Adolescents in the bicultural group, who reported strong connections to the American culture (Americanization) and the Mexican culture (ethnic identity), proved to be the most successful academically and the most satisfied emotionally. Conversely, students in the marginalized group, who reported minimal connections to either 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 least engaged in school and showed the highest levels of substance use. However, they indicated that they felt the most competent academically. On the other hand, mono-cultural students--those with strong ethnic identities and low levels of Americanization--felt very connected.

Bhan (1972) studied the deterioration in interest as a function of insecure mental health during and after the period of certain academic specialization. The sample was drawn from the students studying for M.A. or M. Sc. and from the persons who settled down in life after passing M. A. or M. Sc. Interests in outdoor and physical activities deteriorated in the case of in-course group due to insecurity of mental health. Interests in such fields like literary activities, welfare and humanitarian activities, outdoor and physical activities, gregarious and social activities deteriorated in the case of after course group due to insecurity of mental health. Interest fields which were not found to deteriorate in the case of in course group due to insecurity of mental health were scientific interest, literary interest, gregarious interest and domestic interest. Interest fields which were not found to deteriorate in the case of after course group due to insecurity of mental health were scientific interest and domestic interest. Security--insecurity was a stable characteristic of personality and was caused by long-standing factors which affected from early childhood.

Banreti (1975) studied attitudinal, situational and mental health correlates of academic achievement at the undergraduate university level. The relationship between levels of academic achievement of first-year university students and various attitudinal, situational and mental health factors was examined.

Petersen (1977) studied achievement history, school environment, and mental health as longitudinal predictors of achievement. In this seven year longitudinal study predictors of achievement for first graders were measured against actual school achievement of the same students in the seventh and eighth grades. Three sets of variables were obtained in the first grade. Achievement history, family environment, and mental health were used as measures. Mental health was assessed by teacher ratings of classroom adaptation and psychiatric symptoms of the students. Achievement history was identified by early school achievement and ability on standardized reading and intelligence tests. Semester grades were used to obtain

information on total family income, mother's level of education and educational expectations for their children. Also, students were identified according to their sibling order. Five hundred seventy-one students from a poor black community participated in the study. In both seventh and eighth grades, all students were given the Iowa tests of basic skills. A finding of this study was that first grade ability and achievement measures were the best predictors of achievement test scores at seventh and eighth grades. In addition, school variables were found to be the second most powerful group of variables with mental health variables hardly predicting later achievement at all.

Atherton (1978) studied the relationship between autonomy and rationality in education. The relationship between knowledge and effective and autonomous thoughts and actions were explored with special regard to implications for educational curriculums and teaching. An educational program that concentrates on rationality without reference to creative autonomy, it was stressed, will impoverish the thinking process.

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 honours 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 themselves 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.

Kamau (1992) studied burn-out, locus of control and mental health of teachers in the eastern province of Kenya. Male teacher were emotionally overextended, exhausted, internally, controlled, anxious, callous towards students and personally accomplished but less capable of establishing constructive relationship; however they were more capable of coping with stress the female teachers. Urban teachers were less emotionally overextended, less satisfied, more internally controlled, anxious, and had a low level of mental health. Government school teachers, trained, married, and with internal control were more concerned with well-

being were less anxious, less emotionally overextended and more component than their counterpart

Kulshreshtha (1993) examined relationship of educational achievement of adolescents with intelligence, adjustment and achievement motivation. The critical ration (CR) of intelligence of male and female students was significant. The CR of means of all the groups was not significant at any level except the mean of arts and female students. The CR of achievement motivation of science and female students, and male and female students were not significant. The CR of educational achievement of all the groups was significant except male and female students. There was significant positive correlation among educational achievement and adjustment, educational achievement and intelligence, achievement motivation and intelligence, adjustment and intelligence in all the groups. There was significant negative correlation between achievement motivation and adjustment in all the groups. There was significant negative correlation between the educational achievement and achievement motivation of male and female students of arts. There was negative correlation between the educational achievement and achievement motivation of male and female students of science. CR of means of achievement motivation, adjustment and educational achievement of male and female students were not significant. Only the CR of means of intelligence was significant. CR of means of intelligence, achievement motivation, intelligence and educational achievement of students of science and arts were significant. Only the CR of means of adjustment was not significant. Adjustment significantly affected educational achievement of students of higher and lower and general and lower group when intelligence was controlled while the male and female students of higher and general group did not affected. Adjustment and intelligence significantly affected educational achievement of male and female students of higher and lower, and general and higher groups when achievement motivation was controlled while the male and female students of lower and general groups did not affect significantly.

Bullock (1995) studied intellectual, achievement, and mental health evaluation of at-risk adolescents. A multidimensional clinical assessment project was conducted on an at-risk adolescent population (n=78) in a public school setting. The focus of the project was on the identification of specific learning disabilities (LD) and attention deficit hyperactivity disorder (ADHD) as they relate to 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. Of the remaining students, 39% met criteria for one or more specific LD, 30% met criteria for ADHD, and 13% of these at-risk students met criteria for Comorbid ADHD and LD. Those classified as ADHD also exhibited significantly greater levels of psychological distress, evidenced by Minnesota multi-phasic personality inventory-A scale elevations, compared to the non-ADHD students, suggesting that even among their at-risk peers, ADHD students warrant greater attention with regard to psychological problems.

Wederich (1995) examined social support, locus of control, well-being, stress, and strain and found that subjects with higher well-being have less stress and strain than subjects with lower well-being. The research study revealed that mental health problems and low mental health was common at job. Strain was the major cause for poor mental health. Anxiety, depression, tension, worries, work environment, socio economic status, urbanization and social environment directly influence mental health.

Mortimer (1996) conducted a longitudinal study to examine adolescents' mental health, academic achievement, and behavioural 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.

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 (loneliness, happiness, subjective well-being, and self-esteem) and psychological sense of community (PSC). Specifically, 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 and longitudinally. The results from structural equation modelling indicated that, contemporaneously, PSC in the school environment was associated with loneliness, subjective well-being, and self-esteem in adolescents. The finding 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. Mixed results were obtained for the analysis of developmental differences for these variables for older and younger sibling dyads.

The results were discussed in terms of their implications for program development within the school and community environments.

Sharma I.(1998) A study on school adjustment problems rural high school students in relation to sex and socio-economics status.Boys and girls do not differ significantly in their mean scores of school adjustment in terms of studies subject,classroom school mates, school teachers and self. But boys and girls differ significantly.High socio-economic status group of students is better adjusted than average and low socio-economic status in terms of studies subject,classwork,school environment.

Seth (1970) Made a survey on the adjustment problems of 500 female adolescents of Lucknow city.Adolescents had problems because there is lag between physical and social development.Emotional changes occurred in that period.Difficulty to attain philosophy of life.Individual factors were age,religion,socio-economics status(SES) and sibling position.

Gehlawat(2009)conducted a study of find out adjustment among high school children in relation to their genders. The objective] of the study compare the emotional or social and educational adjustment of class 10th students with respect to their gendersThe researcher employed `descriptive survey method for the present study.In this study adjustment is independent variable where as the gender served as the independent variableAdjustment inventory for school students (AISS) by A.K.P Sinhaand R.P Singh.No significant difference was found in the emotional adjustment of boys and girl of class 10th .There was no significant difference in the social adjustment of boys and girls of class 10th.No significant difference was found in the educational adjustment of class 10th.The boys and girls of class 10th don't differ significantly with respect to their total adjustment

Hussain(2008): conducting the study to examine the level of academics stress and overall adjustment among public and government high school students and also to see relation between the two variables (academic stress and for that purpose 100 students of class 9th were selected randomly from two different schools out of which 50 were taken from public and the remaining one were taken from government school.sinha and sinha scale for measuring academic stress was used to see the magnitude of stress and sinha and singh adjustment inventory for school students was used to examine level of adjustment among the students .Results indicated that magnitude of academic stress was significantly higher among the public school students where asgovernment school students were significantly better in terms of their level of adjustment.However , inverse but significant relationship between academic stress and adjustment were found for both the group of students and for each type of school.

Prajapati(2012)conducted a study to examine the adjustment pattern of s higher secondary school boys and girls.Equal number of boys and girls were selected from *thesecondary and higher secondary schools* of Ahmedabad.The adjustment areas were measured by the high school in constructed by singh and sengupta. The collected was analyzed by ‘t’test.The results showed that the secondary school going boys are more adjusted in social area than secondary school girls.Secondary school girls are more adjusted in educational area than higher secondary girls.

Raju and Rahamtullah(2007) conducted a study to examine the adjustment problems of school students from urban and rural schools of Visakhapatnam district. The variables included for the study apart from adjustment(family,social,academic,financial,and emotional)are age,gender,class. Type of school etc. the study was conducted on a sample of 461 students (197 boys ,264 girls) randomly selected from urban and rural areas of Visakhapatnam district ,Andhra Pradesh. A standardized questionnaire developed by Jain (1972) was adopted for this study. The data was analyzed to examine the influence of individual factors on adjustment variables. The major findings of the study have shown that adjustment of school children is primarily dependent on the school variables like the class in which they are studying ,the medium of instructions present in the school, and the type of management of the school. Parental education and occupation of the school children also significantly influenced adjustment.

Bartolini (1985) studied problems of adjustment to school. Data suggested that knowing the types of behavior to expect as well as the problems of adjustment constitutes a first step in developing home and school strategies to help reduce stress and provide a smooth transition and school policies should be examined and evaluated in terms of the effects they have on children's adjustment.

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.

Overview and Emerging Trends:

On reviewing the literature related to the present study it was found that many researches were done in the field of mental health of gender, anxiety, academic achievement. Since on this topic a very few research studies had been done along with adjustment. More than two decades later researcher is trying to use it with modification in the present context of 2014 which is an age of high competition. Due to different types of the demographic variables could add to the content of knowledge.