CHAPTER-2  
REVIEW OF RELATED LITERATURE

The Review of related literature is an essential part of the research process which involves the systematic identification, location, and analysis of documents containing information related to the research problem. The term is also used to describe the written component of a research plan or report that discusses the reviewed documents. The major purpose of reviewing the literature is to determine what has already been done that relates to the present topic. This knowledge not only prevents from unintentionally duplicating another person’s research. The literature review provides the researcher with an opportunity to identify any gaps that may exist in the body of literature and to provide a rationale for how the proposed study may contribute to the existing body of knowledge. It also gives an insight to place the current area of research within a logical frame. Previous studies can provide the rationale for developing research questions and stating the research hypothesis; justify the significance of the current study. It is also regarded as instrumental in the process of research design and helps in discovering research strategies and data collection approaches. Being familiar with previous research also facilitates interpretation of results of the present study.

The variables which have been studied in the present research are –

**Independent Variable:**
1. Gender : Male (M) and Female (F)
2. Type of Course: General and Professional
3. Working Status of Mothers: Working and Non-Working

**Dependent Variable:**
1. Self-efficacy
2. Psychological wellbeing
3. Study Habit
These variables of the present study have been studied by various researchers in different parts of the world. But this field of research gets attention recently in India. Here an attempt has been made to present a brief review of some studies which appear to be relevant with the present topic of investigation. The literature of last 24 (twenty four) years has been reviewed (1994 to 2017).

Depending on the nature of the independent and dependent variables of the present research, this chapter gives a review of these researches on the basis of the following headings:-

- STUDIES RELATED TO SELF-EFFICACY ON BASIS OF GENDER, TYPE OF COURSE AND WORKING STATUS OF MOTHERS.

- STUDIES RELATED TO PSYCHOLOGICAL WELL-BEING ON BASIS OF GENDER, TYPE OF COURSE AND WORKING STATUS OF MOTHERS.

- STUDIES RELATED TO STUDY HABIT ON BASIS OF GENDER, TYPE OF COURSE AND WORKING STATUS OF MOTHERS.

- STUDIES SHOWING INTERRELATIONS BETWEEN SELF-EFFICACY, PSYCHOLOGICAL WELL-BEING AND STUDY HABIT.
Studies Related to Self-Efficacy on Basis of Gender, Type of Course and Working Status of Mothers:

Sadia Afrin (2016) conducted a study to investigate the relation among depression, loneliness and self-efficacy of adolescents of working and non-working mothers whether mother’s occupation has any effects on adolescent’s depression, loneliness and self-efficacy. The study assessed whether depression, loneliness and self-efficacy of adolescents differ by gender or not. The participants of the relevant study are 100 adolescents of working mothers where 50 are male and 50 are female and 100 adolescents of non-working mothers where 50 are male and 50 are female between the age group of 15 to 18 years selected purposively by convenience sampling technique. To collect the data, researcher used Bangla Version of the Revised UCLA Loneliness Scale by Russell and Dan. The Depression Scale suggested by Rahman and Uddin was used and adopted Bengali Version by Ilyas et al. of Sherer’s General Self-Efficacy Scale. Descriptive and correlation statistical techniques are employed to depict the quantitative data. Results show that children of working mother are more depressed and lonely and less self-efficient than the children of non-working mother.

Juan Francisco Aguirre Chavez, Francisco Munoz Beltran, Alejandro Chavez Guerrero, Maria del Carmen Zueck Enriquez, Jesus Jasso Reyes (2014) conducted a study to compare female and male college students’ academic self-efficacy. The overall sample consisted of 1,995 participants, 862 women and 1,133 men, all freshman students at the Universidad Autónoma de Chihuahua (Autonomous University of Chihuahua). The average age is 18.18 years (SD= 0.68). This quantitative study has a survey-type, descriptive design. Differences found between men and women regarding their perceived self-efficacy, suggest that any effort to improve perceived self-efficacy must take gender into consideration.
Urfi Khalid Husain (2014) conducted a study to find out gender difference in self-efficacy and academic motivation of undergraduate students. Data was collected through random sampling method and 135 participants from various Business Schools in Karachi during summer semester 2012-2013 were selected. To assess motivation questionnaire developed by Vallerand’s (1989) Achievement Motivational Scale (AMS) was used and General Self-Efficacy Scale (GSE; Ralf Schwarzer, and Mattias Jerusalem, 1995) was administered to assess self-efficacy and t-test was applied through Statistical Package for Social Sciences, version 17. Findings showed no gender difference in academic motivation and self-efficacy.

A study carried out by Shkullaku, (2013) explored gender differences in Self-Efficacy among Albanian students from two major universities in Tirana, Albania. The data was collected from 180 students (102 females and 78 males) selected from first, second and third level studies. Both universities and participants were selected randomly. A questionnaire was used to measure Self-Efficacy and the Grade Point Average GPA of the first semester to measure the academic performance of the participants. T-test was used to compare male and female participants in Self-Efficacy. The results of the study showed that there was a significant difference between males and females in Self-Efficacy.

YA Tenaw (2013) investigated the level of students’ self-efficacy and gender difference in self-efficacy among the 100 second year students in Analytical Chemistry I (ACI) at Debre Markos College of Teacher Education (DMCTE). The self-efficacy survey data were gathered by Likert scale questionnaire. By using inferential statistics (t-test), gender difference of self-efficacy was investigated. The analysis of the data indicated that students’ level of self-efficacy is medium (50.08), and there is no significant difference in their self-efficacy between sexes.
Sawari, Mansor (2013) designed a study to investigate three main objectives. First, it examines the level of general self-efficacy among secondary students. Second, it explores whether there is a statistically significant difference in the level of general self-efficacy between male and female school students. Third, is there any correlation-ship between general self-efficacy and gender. A total of 489 students sampled from four schools participated in the survey, employing a 10-item questionnaire measuring General Self-efficacy (GSE). The items were pilot-tested before being administered to the respondents. The data was analyzed quantitatively using descriptive statistics, independent-samples t-tests and Pearson's product-moment correlation tests. The result showed that the majority of students experience a moderate level of general self-efficacy. Regarding the comparison level of general self-efficacy between male and female, the findings of the study show that there are no significant differences for both gender. In additions, with regards to the correlations between general self-efficacy and gender, the study revealed that there is very weak correlation to negligible.

Nicole Mills (2007) conducted a study to examine the influence of self-efficacy and other motivational self-beliefs on the achievement of college intermediate French students ($N = 303$). Self-efficacy for self-regulation was a stronger predictor of intermediate French language achievement than were self-efficacy to obtain grades in French, French anxiety in reading and listening, and French learning self-concept. Students who perceived themselves as capable of using effective meta cognitive strategies to monitor their academic work time effectively were more apt to experience academic success in intermediate French. Female students reported greater self-efficacy for self-regulation, interest, value, and enjoyment in learning about both the French language and culture than did male students, despite the fact that men and women had similar achievement.
Aurora P. Jackson, Richard Scheines (2005) conducted a study using data from a sample of 178 single black mothers and their young children. This study examined the links between and among low-wage employment, mothers’ self-efficacy beliefs, depressive symptoms, and a constellation of parenting behaviours in the preschool years to children’s cognitive and behavioural functioning in the early-elementary school years. In general, the results support a model whereby the influence of mothers’ employment on maternal parenting and child outcomes is largely indirect and mediated by perceived self-efficacy. Employment was related directly to higher self-efficacy, which in turn was associated with decreased depressive symptoms. Depressive symptoms were associated with the quality of the mother-non-resident father relationship and the latter with the frequency of non-resident fathers’ contacts with their children. More contact between non-resident fathers and their children predicted more adequate maternal parenting, which in turn was associated directly with the children’s subsequent behavioural and cognitive functioning in early elementary school. These results are discussed in the context of social cognitive theory and the 1996 welfare reform law.

STUDIES RELATED TO PSYCHOLOGICAL WELL-BEING ON
BASIS OF GENDER, TYPE OF COURSE AND WORKING STATUS
OF MOTHERS:

Salleh, Mustaffa (2016) conducted a study to determine whether male and female differ with regard to aspects of psychological well-being among flood victims. This study is based on a quantitative approach using cross-sectional survey. The research sample consisted of 300 flood victims who were moved to shelters in the state of Kelantan. Research tools used was Ryff’s psychological well-being scale developed by Ryff (1989). The results showed that there was no significant difference between male and female in psychological well-being (t = 1.194, P > 0.05). Besides that, no gender differences were found in term of all the dimensions in psychological well-
being (autonomy, environmental mastery, positive relations with others, self-acceptance, and personal growth) among flood victims.

- Dr Zulfiqar Ullah Siddiqui and Prof. Mohd Ilyas Khan (2016) conducted a study where significant difference was found between the mean scores of professional and non-professional courses students on the overall scores obtained on psychological well-being scale. The mean score of professional courses students was found higher in comparison to non-professional courses students with regards to psychological well-being which means professional courses students have better psychological wellbeing than non-professional courses students.

- Waghmare (2016) conducted a study to investigate the impact of gender and location of the college students on psychological well being. The sample for the study comprised of 100 college students from Jalna city. The scale was used for data collection psychological well being scale by Bholge and Prakash (1995). Results reverend no significant difference between male and female, Urban and Rural college students on psychological well being.

- Nurul Aaina Binti Salleh and Che Su Binti Mustaffa (2016) conducted a study to determine whether male and female differ with regard to aspects of psychological well-being among flood victims. This study is based on a quantitative approach using cross-sectional survey. The research sample consisted of 300 flood victims who were moved to shelters in the state of Kelantan. Research tools used was Ryff’s psychological well-being scale developed by Ryff (1989). The results showed that there was no significant difference between male and female in psychological well-being. Besides that, no gender differences were found in term of all the dimensions in psychological well-being (autonomy, environmental mastery, positive relations with others, self-acceptance, and personal growth) among flood victims. It implies that there was no dissimilarity in terms of perception toward psychological well-being for those male and female respondents.
Irfana Shah and Fozia Aamir Siddiqui (2015) conducted a study to measure the gender difference of psychological well being among University students. Sample of the present study comprised 140 university students, divided into two groups, i.e. 70 male students and 70 female students, Age range of the participant is 18 to 22 years, and the mean age of the participants is 20.5, for the measurement of psychological well being; The Ryff Scale of Psychological well being (1998) was used. For the analysis of scores obtained on The Ryff Scale of psychological well being, statistical methods of mean, SD, and t-test were computed with the help of SPSS version 22. Results of the study revealed that there was no significant gender difference of Psychological well being on over all subscales of Psychological well being among University students except on Personal growth, there was significant mean difference, girls university students received greater scores, and on purpose in life, self acceptance, and on positive relation with others, boys participants received a relatively greater scores than girls participants.

Sana Akhter (2015) investigated to study psychology well –being of gender Difference. The random sampling Method was used in this study. The total sample consisted 100 students. 50 of male and 50 of female of 10th standard students selected from the Jamshedpur city. Ryff’s scales of psychological well-being scale developed by Carol Ryff (1989) was used to measure the psychological well-being and was analyzed by ‘t’ test verify the hypothesis. Results showed significant gender differences in the levels on psychological well-being. It means male and female students are difference in psychological well-being.

Silvia Mendolia (2014) investigated how maternal working hours are related to various outcomes in children aged 11 to 15 using a sample of mothers and adolescents in the British Household Panel Survey. Research that examines the effects of maternal employment on children has been motivated by the
rapid increase of female participation rates in the labour market and increased shares of children living in female-headed or single-mother households. The existing literature on this issue is very limited, mostly based on American data, and provides conflicting results. Fixed effects have been used in the present analysis to control for characteristics of children and families that do not vary over time. The results suggest that full-time maternal employment (as opposed to part-time) has little or no effect on the propensity of adolescents to smoke, their life satisfaction, self-esteem, or intention to leave school at 16. These results are stable and consistent across various specifications of the model and different socio-economic status.

- Jeannie A. Perez (2012) conducted a cross-sectional, non-experimental quantitative study aimed to determine gender differences in various aspects of psychological well-being among Filipino college students. A total of 588 college students from various schools in the Philippines participated in this project (males= 110; females = 478). The participants completed eight scales measuring different aspects of psychological well-being. Gender differences were found in terms of daily spiritual experience, father relationship, peer relationship, autonomy, positive relations with others, and purpose in life. No gender differences were found in the aspects of positive affect, negative affect, mother relationship, teacher relationship, environmental mastery, personal growth, and self-acceptance.

- Dhar, Sen and Basu (2010) explored the relationship between Identity Consistency (IC) and General Well-Being (GWB) of the college students of Kolkata. The sample comprised of 65 (33 males, 32 females) college students. As non significant difference have been found between males and females in any of the variables involved (i.e. IC and GWB), the two groups have been pooled together for further analyzes. Further statistical analyzes were done using correlation coefficient and linear regression. Results indicated that, IC has a significant positive correlation with GWB. Also, it was found that IC acts as a significant contributory variable for GWB.
An extensive literature by Sumanta Mukherjee (2010) has analyzed the effect of a mother’s employment on cognitive outcomes of her children. However, the role of maternal employment in a child’s non-cognitive development has received comparatively scant attention. In this paper, data on a panel of children aged four through fifteen are analyzed to explore the effect of maternal employment on a child’s mental health outcomes. Using ordinary least squares and fixed effects estimates, it was found that mothers who spend more time at home have children with fewer emotional problems; they score lower on the behavioural problems index; they are also less likely to be frequently unhappy or depressed. In addition, children with mothers spending more time at home are less likely to hurt someone, steal something, or skip school.

Uzma Ijaz (2008) conducted a study to find out the relationship between quality of sleep and happiness among the Punjab University students. A sample of 100 students (50 females, 50 males) from different departments of University of the Punjab, Lahore, was taken for the research purpose through non probability convenient sampling technique. The result showed significant positive relationship between quality of sleep and happiness. It was concluded from the research findings that good quality of sleep increases the level of happiness whereas happiness does not depend on duration (quantity) of sleep. Independent sample t-test showed that there is no statistically significant difference in males and females in term of their level of happiness.

Brett Roothman (2003) conducted a study to determine whether men and women differ with regard to aspects of psychological well-being. For the purpose of this study, a meta-analysis was performed on data from a trans-university project, involving a multicultural availability sample of 378. The participants each completed 13 scales that measure psychological well-being.
in affective, physical, cognitive, spiritual, self and social aspects. Statistically significant gender differences with small to medium practical effects were found. Men scored higher on physical self-concept, automatic thoughts (positive), constructive thinking, cognitive flexibility, total self-concept, and fortitude. Women scored higher on the expression of affect, somatic symptoms, and religious well-being. No significant gender differences were found on sense of coherence, satisfaction with life, affect balance, emotional intelligence, self-efficacy, and the social components of self-concept and of fortitude. The results are in line with gender stereotypes and traditional socialisation practices and possibly reflect the impact of longstanding social inequity between men and women.

- Muni (1995) observed that adolescent of employed mothers had a positive physical, intellectual and educational self-concept and were better adjusted than the children of housewives.

- STUDIES RELATED TO STUDY HABIT ON BASIS OF GENDER, TYPE OF COURSE AND WORKING STATUS OF MOTHERS:

- Dr. Smritikana Mitra Ghosh (2017) conducted a study to find out whether the study habits of school students of working mothers differ significantly from those of non-working mothers. The sample of the study consisted of 200 school students (100 school students of working mothers & 100 school students of non-working mothers) studying in class Xth of Ranchi town. Study Habit Inventory constructed by Hassan (2003) of P.G. Department of Psychology, Ranchi University, Ranchi was administered to the selected sample to assess their study habits. The data so collected was analyzed statistically by employing mean, SD and t-test. The study revealed that there were significant differences between the adolescent students of working and non-working mothers. Adolescents of working mothers had significantly better study habits than adolescents of non-working mothers. Further, the
study revealed that female students had significantly better study habit than male students.

- Younis Illahi Bhat and Dr. Hemant Khandai (2016) conducted a study to determine the academic achievement and study habits of male and female college students of district Pulwama (J and k). The sample for the study was 410 including 193 male and 217 female college students which was further divided into different groups of rural-urban dichotomy. For this purpose, descriptive survey method was used. The college students were in the age group of 19 - 21 years. The sample has been selected on the basis of random sampling technique. Palsane and Sharma Study Habits Inventory (PSSHI) and Aggregate marks percentage obtained by the sample subjects in their first and second year examinations were collected from the official records of the colleges. The average of these percentages for each sample subject was used as measure of the academic achievement. The result of the study highlights that the female college students have high academic achievement as compared to male college students. On the other hand, it has been found that study habits of college female students are slightly higher than the male students.

- Namita Tomar and Prof. Kalpana Gupta (2016) conducted a study to see gender differences in the study habits of high and low achievers. Data were collected from 240 school students out of which 120 were males and 120 females. To assess academic achievements, last year exam percentage were considered and for assessing study habits a self structured questionnaire has been used. Data were analyzed with the use of statistical tests i.e. mean, t test, chi square etc. Results revealed that gender differences were found in the study habits of high and low achievers like more number of females take short breaks during study, devote more time in self study, follow time table more than males.
Zulfiqar Ullah Siddiqui (2014) showed that students studying in professional courses are more likely to possess spiritual intelligence, achievement motivation and grittier behaviour as compared to the students of non-professional courses and also found that professional courses students’ behaviour is consistent because they are career oriented.

Dr. Chandana Aditya and Prof. Radha Ghosh (2014) aimed to explore reading habits of secondary school students of working and non-working mothers. The sample included total 45 students of secondary groups comprising working and non-working mothers. The study implies that although there is no significant difference in total study habits between students of working mother and students of non-working mothers. However, from the study it is evident that maternal employment has significant effect on some areas of study habits like Home Environment & Planning (0.01 level), Preparation for Examination (0.05 level) and Habits and Attitudes (0.01 level). The higher mean score shows that Home environment & Planning of students of non-working mothers are better than the students of working mothers. In same way, it is evident that Preparation for Examination of students of working mothers is better than the students of non-working mothers. It is also evident from the means that Habits and Attitudes of students of non-working mothers are better than the students of working mothers.

Mashayekhi (2014) conducted a descriptive correlation study where 220 undergraduate students of Islamic Azad University Jiroft Branch were randomly selected and studied from both College of Humanities and Agriculture. Instruments included demographic information on checklist and study habits questionnaire (PSSHI). Data collected and analyzed by statistical software SPSS v.21, T-test and Pearson correlation. The results showed that 89% of students have relatively desirable study habits; between the two variables, study habits and academic achievement there was a positive correlation.
Dr. Ahmad Tahir Adamu Koki and Umaru Abdullahi (2014) investigated gender differences in study habit skills of undergraduate students in Yobe state University, Damaturu, Yobe state. The study sought to determine whether gender differences in study habit skills exist among undergraduate students in Yobe State University. A survey method was adopted for the study. Simple random technique was used to select the sample of the study. Pearson’s Product Moment Correlation was used to test the hypotheses. The sample was 200 undergraduate students in the four Faculties of the University. Undergraduate students’ Study Habit Skills and Examination Taking Technique (SHETTE) questionnaire was modified and adopted for the study. The undergraduate students were found to have significant gender differences in study habit skills.

ASL Sowmya and Dr. E. Manjuvani (2013) aimed to study whether the achievement motivation of children of employed mothers differ significantly from children of non-employed mothers. The study further compared the achievement motivation of children of employed and non-employed mothers on the basis of gender. The total sample for the study comprised 200 students selected randomly from 8th, 9th and 10th classes of different schools of Tirupati, Andhra Pradesh. The final sample consisted of 100 children of employed mothers and 100 children of non-employed mothers with equal distribution of 50 boys of employed mothers, 50 girls of employed mothers, 50 boys of non-employed mothers and 50 girls of non-employed mothers. Deo-Mohan Achievement Motivation Scale (DAMS) developed by Deo and Mohan was administered to the selected sample to assess their achievement motivation. The obtained data were analyzed by mean, SD and t-test. Analysis of the results revealed that children of employed mothers had higher achievement motivation compared to the children of non-employed mothers. Further findings indicated that adolescent girls scored higher on achievement motivation compared to adolescent boys.
Ajay Kumar Attri (2013) conducted a study to find out overall and component wise significant differences in the study habits of senior secondary school students of working and nonworking mothers having rural background. The sample of the study consisted of 60 secondary school students (30 senior secondary school students of working mothers, 30 senior secondary school students of non-working mothers) of the age group 16 to 18 years belonging to rural background were selected randomly from five different senior secondary schools of district Mandi, Himachal Pradesh. Study Habit Inventory constructed by Mukhopadhyaya, M & Sansanwal, D.N. was administered to the selected sample to assess their study habits. The data so collected was analyzed statistically by employing mean, SD and t-test. The study revealed that there were insignificant differences between the rural senior secondary students of working mother and nonworking mother on the measure of overall, comprehension, concentration, task, orientation, study, interaction, drilling, support, recording and language components of study habits.

A study carried out by Shkullaku, (2013) explored gender differences in Self-Efficacy and academic performance among Albanian students from two major universities in Tirana, Albania. The data was collected from 180 students (102 females and 78 males) selected from first, second and third level studies. Both universities and participants were selected randomly. A questionnaire was used to measure Self-Efficacy and the Grade Point Average GPA of the first semester to measure the academic performance of the participants. T-test was used to compare male and female participants in Self-Efficacy and academic performance. The results of the study showed that there was a significant difference between males and females in Self-Efficacy. There was no difference between males and females in academic performance.

YA Tenaw (2013) investigated gender difference in self-efficacy and achievement. The sample consisted of 100 students. The self-efficacy survey
data were gathered by Likert scale questionnaire. Findings of the study revealed that there is no significant difference in their self-efficacy between sexes; but there is a statistically significant difference in achievement between sexes.

Mehraj Ud Din Sheikh and Qamar Jahan (2012) aimed to find out whether the study habits of higher secondary school students of working mothers (WM) differ significantly from those of non-working mothers (NWM). The study further compared the study habits of higher secondary school students of working and non-working mothers on the basis of gender. The sample of the study consisted of 100 secondary school students (25 male students of working mothers, 25 female students of working mothers, 25 male students of non-working mothers & 25 female students of non-working mothers) of the age group 16 to 18 years belonging to different localities selected randomly from different educational institutions of district Pulwama, Jammu & Kashmir. Study Habit Inventory constructed by Mukhopadhyaya, M & Sansanwal, D.N was administered to the selected sample to assess their study habits and Self constructed General Information Questionnaire was used to elicit information regarding the subjects age, sex, family type, single parent or both parent, mother whether working or non-working, kind of work, number of working hours, educated/uneducated etc. The data so collected was analyzed statistically by employing mean, SD and t-test. The study revealed there were insignificant differences between the adolescent students of WM and NWM on the measure of comprehension, study sets, interaction, drilling, recording and language dimensions of study habits but significant differences were found between the students of working and non-working mothers on the measures of concentration, task orientation and supports. Regarding the total study habits the higher secondary school students of working mothers had significantly better study habits than those having non-working mothers. Further the study revealed that female students of WM had significantly better study habits fallowed by male students of WM, female students of NWM and male students of NWM.
The study by Almani et al. (2012) attempted to find out the effects of mothers’ work on the early growth, training and performance of children. 1200 mothers and 800 teachers was purposely selected from different areas of Pakistan. It was found that the trend of mothers’ employment is increasing day by day. The children of mothers staying at home and working do not have any significant difference. Children’s view about mothers’ employment is found positive. There is no significant difference between children of employed and non-employed mothers. The attachment between employed mothers and children is decreasing.

Adhav and Sumedha Champatrao (2011) conducted a study and found that professional college students are highly motivated in their achievements than nonprofessional college students.

Grace A. Fayambo (2010) investigated the differences between secondary school male and female students’ interest in schooling, study habit and attitude towards substance abuse. The participants were 210 secondary school students randomly selected from four secondary schools in Barbados with ages ranging from 14 to 18 years (M = 15.11, SD=1.09). The instruments used were: Students’ Study Habit Scale (SSHS), Students’ Interest in Schooling Scale (SISS) and Attitudes towards Substance Abuse Scale (ATSAS). Data were analysed using frequency counts, percentages and independent t-test. The results showed significant differences in students’ study habits, interests in schooling and attitudes toward substance abuse with females having higher means. Based on these findings, suggestions were made to motivate students’ interest in schooling, improve their study habits especially the male students and prevent students’ involvement in substance abuse for inclusive and quality education for all.

M.V.R. Raju and T. Khaja Rahamtulla (2007) intended to examine the adjustment problems of school students from urban and rural schools of Visakhapatnam district. Adjustment is a process by which a living organism maintains a balance between the needs and the circumstances. 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 the various government and private schools 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 instruction present in the school, and the type of management of the school. Parental education and occupation of the school children also significantly influenced adjustment.

- Saini (2005) conducted a study and found that the family environments of adolescent children of working and non-working mothers were significantly different. In respect of academic achievement also children of working mothers were much better than the adolescent children for non-working mothers.

- Singit (2003) conducted a study and found that academic achievement and achievement motivation were positively correlated; children of both parents working group had better academic achievement; there was no difference in the achievement motivation of children due to parents working; academic achievement of students was not affected by parents’ education; and parents’ education did not affect achievement motivation of students.

- Goswami (2000) conducted a study and it was found that children of working mothers were more achievement oriented than the children of non-working mothers. Comparison of boys and girls of both working mothers showed that boys of working mothers and nonworking mothers showed that boys of working mothers were most achievement oriented than all other groups. Results revealed that there was no significant difference in anxiety
among the groups but the girls of the working mothers found to be more anxious than the rest of the groups.

- McLanahan and Sandefur (1994) also found that mothers who had to work longer hours at low-paying jobs had less time to be involved in their children's daily lives, especially related to their schooling. Having a parent take the time to read to a child or help with homework can be an immeasurable advantage; mothers who worked long hours tended to be overwhelmed with their parenting responsibilities and could offer less academic support to their children.

- **STUDIES SHOWING INTERRELATIONS BETWEEN SELF-EFFICACY, PSYCHOLOGICAL WELL-BEING AND STUDY HABIT:**

  - Jennifer D. Culver (2016) conducted a study to examine the longitudinal causal relationship among Korean students’ past academic performance, self-efficacy beliefs, and academic achievement. The study used an autoregressive cross-lagged model to assess the casual ordering of self-efficacy beliefs and academic achievement in a representative sample of 1177 Korean students over a five-year period from the 8 to 12th grades. Results indicated that the academic performance of students from the first semester of the 8th grade positively predicted self-efficacy beliefs for the second semester of the 8th grade and that self-efficacy beliefs from the second semester of the 8th grade positively predicted the academic achievement of students for the first semester of the 9th grade; this pattern evidenced through to the 12th grade. A reciprocal relationship between self-efficacy beliefs and academic achievement was seen, such that the effect of past academic performance on self-efficacy beliefs was larger than the effect of self-efficacy beliefs on academic achievement. These findings point to the importance of integrating the reciprocal model into practice and utilizing interventions delivered by educators, school counsellors, and
school psychologists that target both self-efficacy and academic achievement.

- Shamsul Siddiqui (2015) carried out a research to study the impact of Self-efficacy on Psychological Well-being among undergraduate students. The sample consisted of 100 (50 Male and 50 Female) students selected from the Aligarh Muslim University, Aligarh. In order to collect the requisite data, General Self-Efficacy Scale (S. Sud, Schwarzer and Jerusalem, 1995) and Psychological Well-being (Carol Ryff, 1989) was used to study the mentioned problem Simple Linear Regression was used analysis impact the self efficacy on psychological well being among undergraduate students. The findings of the present study show that, correlation between Self-efficacy and Psychological Well-being among Male students was found $R = 0.596$ and actual contribution of predictor variable to criterion variable was found to be 35.6% whereas among Female students correlation between Self-efficacy and Psychological Well-being was found $R = 0.551$ and actual contribution of predictor variable to criterion variable was found to be 30.4%. Further t-test was applied between Self-efficacy as well as Psychological Well-being of both groups, where it was found that there was insignificant difference between Self-efficacy of Male and Female students but a significant difference was found between Psychological well-being of both groups.

- Yaman Koseoglu (2015) conducted a study to investigate upon the issues of motivational inclinations, cognitive and meta-cognitive approaches and resource management abilities of university students are considered in predicting academic achievement. First-year university students filled in the Motivated Strategies Learning Questionnaire, completed the Implicit Theories of Intelligence Scale, answered the Achievement Goal Inventory Scale, and self-reported their grade point averages. A multivariate analysis of co-variance (MANCOVA) indicated that students with low self-efficacy were inclined to believe that intelligence is inherent and cannot be changed. It also indicated that students with high self-efficacy preferred mastery goals,
which entailed challenges and new knowledge, as well as performance goals that comprised good grades and surpassing others. Additionally, a hierarchical multiple regression analysis revealed that effort-regulation, self-efficacy, and help-seeking explained 21% of the variance in GPA. It was also found that the relationship between self-efficacy and GPA was partially mediated by effort-regulation. Additionally, on account of the fact that students with self-efficacy were able to analyze and control their impulses and thrive in the face of challenge, they excelled academically. Inferences of these findings for educators who may prefer to focus on the objective of increasing academic achievement by strengthening self-efficacy and effort-regulation are also discussed.

Maria Cristina J. Santos et al (2014) conducted a study to determine the relationship of general self-efficacy and subjective well-being among Filipino college students in both private and public institutions. It was hypothesized in this study that general self-efficacy and life satisfaction has a positive relationship. Two measures, namely, the General Self-Efficacy Scale (GSES) and Satisfaction with Life Scale (SWLS) were administered to 969 college students in different schools in the Philippines. This study employed a descriptive-predictive design to measure the degree of correlation between variables. Results of the study showed that general self-efficacy and subjective well-being has a positive relationship. Participants with higher levels of general self-efficacy reported higher levels of subjective well-being. Research results indicated that age, gender and socio-economic status (based on enrolment in public or private institution) had an important impact on general self-efficacy and subjective well-being. Implications for schools, educators, counselling interventions and parents were also discussed.

Bushra Akram, Lubna Ghazanfar (2014) conducted a study to explore the relationship of self-efficacy and the academic performance in terms of CGPA of the students of University of Gujrat. For this purpose an
indigenous scale was designed on the basis of theoretical model of Bandura’s four sources of self efficacy (Mastery experiences, vicarious experiences, Verbal/social persuasion and Physiological and emotional states). The local scale was named as Academic Self Efficacy Scale (ASES). Initially 65 items were presented to expert for construct validity. The selected 40 items were administered in pilot study on 50 students to refine the scale. The statistical analysis showed good internal consistency (0.81) and 28 items confirmed the above mentioned model by loading on four factors. For field study a sample of 193 students was selected by using simple random sampling technique from 3rd semester of the faculties of Social and Basic Sciences. The data was analyzed by using SPSS 16.0 V. The findings indicated a significant positive relationship between self-efficacy and academic performance of the students.

Maria de Fatima Goulao (2014) examined the relationship between the academic self-efficacy of an adult learners group in an online learning context with their actual performance. The study aims to evaluate the relationship between self-concept of a group of students in online context and their academic achievement. Data were collected from 63 students of both genders, with average age of 42 years old, selected from the first years of their undergraduate studies. The study analyzed their performance in academic course specifies. An adapted questionnaire was used to measure self-efficacy (α=.908). The data was analyzed using descriptive and inferential statistics. The Pearson correlation coefficient was used to see the relationship between self-efficacy and academic performance. The analysis of the data indicated that students’ level of self-efficacy is high (average=45) and a significant relationship exists between self-efficacy and academic achievement.

Urfi Khalid Husain (2014) argued that Self-efficacy is an important determinant of student’s motivation. This research determine the relationship between academic motivation and Self-efficacy of the student at the undergraduate level. Data was collected through random sampling method
and 135 participants from various Business Schools in Karachi during summer semester 2012-2013 were selected. To assess motivation questionnaire developed by Valderand’s (1989) Achievement Motivational Scale (AMS) was used and General Self-Efficacy Scale (GSE; Ralf Schwarzer, and Mattias Jerusalem, 1995) was administered to assess self-efficacy. To find the association between self-efficacy and academic motivation, Pearson Product Moment Correlation was applied. The result suggests that there is a significant correlation between self-efficacy and motivation.

- A study was carried out by Shkullaku (2013) to explore the relationship between Self-Efficacy and academic performance among Albanian students from two major universities in Tirana, Albania. The data was collected from 180 students (102 females and 78 males) selected from first, second and third level studies. Both universities and participants were selected randomly. A questionnaire was used to measure Self-Efficacy and the Grade Point Average GPA of the first semester to measure the academic performance of the participants. The Pearson correlation coefficient was used to see the relationship between Self-Efficacy and academic performance. A significant relationship was found between the students’ Self-Efficacy and academic performance.

- YA Tenaw (2013) conducted a study to examine relationship between self-efficacy and achievement for second year students in the fall of 2012 in Analytical Chemistry I (ACI) at Debre Markos College of Teacher Education (DMCTE). The self-efficacy survey and the ACI achievement test were completed by 100 students. The self-efficacy survey data were gathered by Likert scale questionnaire. Pearson correlation was used to see the relationship between self-efficacy and achievement. The analysis of the data indicated that a significant relationship exists between self-efficacy and achievement.
Annick Maujean and Penelope Davis (2013) conducted a study to explore the association between self-efficacy and the three components of well-being (life satisfaction, positive affect, and negative affect) in stroke survivors. A convenience sample of 80 (40 males, 40 females) stroke survivors were recruited for this study (mean age=62.77, SD=11.24; range=31-83). Self-report measures of cognitive functioning, self-efficacy, life satisfaction, positive and negative affect, physical functioning, and social desirability were administered. Hierarchical multiple regressions and mediation analyses were performed to examine whether self-efficacy made a unique contribution to well-being after taking into account significant demographic factors, physical functioning, and perceptions of actual performance. Results showed that self-efficacy in psychosocial functioning was related to all components of well-being, even when relevant demographic variables and level of physical functioning were controlled. Further analysis revealed that this relationship persisted when a proxy for actual performance in daily tasks was entered as a possible mediator. In contrast, self-efficacy in activities of daily living was only related to positive affect and was not associated with negative affect nor was it related to life satisfaction once physical functioning and relevant demographic variables were controlled.

Tamara Turashvili (2013) conducted a study in Georgia. The objectives of the studies were to test hypothesis, that because of social, political and economic conditions, and frequent reforms in educational system of Georgia, the majority of the students have high level of depression, low level of well-being that is reflected on their academic performance. Within the framework of the research 252 students from wide variety of disciplines, of mean age 21 were surveyed. The study methods are Ryff well-being inventory which consists of series of statements reflecting the six areas of psychological well-being, combination with Coping Inventory for Stressful Situation (CISS), from Endler & Parker and, Kucher Adolescent depression scale (KADS-6). The Results of the study show, that majority of
students have middle level of well-being, do not have depression and average self-evaluated academic performance. The research also revealed that the students, who have medium or high level of academic performance, have high index of well-being, purpose of life and personal growth on scale. Also, those students who carry task oriented coping strategy, have high index of well-being, and personal growth on the scale. But the students, who carry avoidance coping strategy, have high level of depression.

Lilian K.Y. Li (2012) aimed to study the relationship between social science students' attitude towards research methods and statistics, self-efficacy, effort and academic achievement. Self-administered questionnaire was chosen as the primary data collection method and a sample of 153 students from Department of Applied Social Studies in the City University of Hong Kong were invited to complete the survey. After analyzing the data collected, Pearson’s correlation coefficient reflected that there was a positive correlation between all the four variables – attitude towards research methods and statistics, self-efficacy, effort and academic achievement. Also, a multiple regression analysis was conducted to estimate the prediction power of attitude and self-efficacy on effort. The result showed that both attitude and self-efficacy could significantly predict effort. However, when another multiple regression analysis was conducted to estimate the prediction power of attitude, self-efficacy and effort on academic achievement, it was found that effort failed to predict academic achievement. Thus effort could only be regarded as an indirect factor but not a necessary factor in bridging the relationship between attitude, self-efficacy and academic achievement.

Ali Mostafai et al (2012) conducted a study to investigate the relationship between self-efficacy and its subscales with general health compare general health in university students. Research method was descriptive correlation study. In so doing, 321 university students were randomly selected. Measurement devices were Goldberg's general health questionnaire and General Self-Efficacy Scale. Data was analyzed by Pearson's correlation
coefficient and Regression. Results showed that self-efficacy has a positive correlation with general health and social functions; and have a negative correlation with somatic symptoms, anxiety and sleep disorder, and depression symptoms.

- Amrai (2011) conducted a study to investigate the relation between self-efficacy and academic achievement in high school students. In this study, 250 students in the academic year 2010/2011 were selected by means of multistage cluster sampling and completed self-efficacy scale. To measure achievement score grade point average in classes was used. To analyze data correlation coefficient and regression analysis was used. Analysis of data revealed that self-evaluation, self-directing and self-regulation are correlated with academic achievement. Among all variables entered in the equation model only self-evaluation and self-regulation entered the regression model explaining 10 percent variance of academic achievement. According to the results, self-efficacy is a considerable factor in academic achievement.

- Mallihe Nikkar (2011) investigated the relationship between psychological wellbeing, academic performance and demographic variable. For do in this study, 500 students from Payam-e-Noor University of Shiraz were asked to complete the psychological wellbeing questionnaire. The result of study revealed: psychological related positively to academic performance. ANOVA analyzed that it differs in sex, course study and marital status. There are significant differences in self esteem, positive relation and mastery environmental with psychology wellbeing.

- N.L.N.Jayanthi (2010) intended to find out the significant difference in the level of Study Involvement of Higher Secondary School students with respect to certain variables and the nature of relationship existing between Study Involvement and Achievement in English. The Study Involvement Tool, constructed and standardized by Asha Bhatnagar (1982) and the Achievement Test in English constructed and validated by the investigator
have been administered to a random sample of 950 students studying in different higher secondary schools of Cuddalore educational district on the basis of their sex, location of the school, and the educational status of the parents. The present study reveals that there exists a significant relationship between the study involvement of the students and the achievement in English, which is really encouraging from the academic point of view.

- Shelley-Ann Williams et al (2010) examined the prediction of psychological outcomes (conceptualized as psychological well-being and engagement) by general self-efficacy (GSE) and work context (conceptualized as job demands and job resources). The role of GSE as a moderator between work context and psychological outcomes was also examined in a cross-sectional survey of a sample of public sector employees ($N = 459$: males = 151, females = 273, and age ranging between 25 and 55). Multiple regression analyses showed that job demands and resources and GSE significantly predict both psychological well-being (positive affect, negative affect and satisfaction with life) and engagement (vigour and dedication). GSE moderated the relationship between work context and psychological outcomes. Work contexts characterised by a preponderance of job resources appear to facilitate both satisfaction with life and dedication.

- Samuel O. Salami (2010) examined how emotional intelligence, self-efficacy, and psychological well-being contribute to students’ behaviours and attitudes. Two hundred and forty-two students from a college of education in Kwara State, Nigeria responded to a set of questionnaires consisting of measures of emotional intelligence (EI), self-efficacy, psychological well-being (i.e. happiness, life satisfaction and depression) and students’ behaviours and attitudes Hierarchical regression analyses conducted for each dependent variable showed that emotional intelligence, self-efficacy, happiness and life satisfaction over and above depression predicted students’ behaviours and attitudes. This research indicates the need
to emphasise positive psychology in improving the positive elements in students proactively rather than retroactively trying to solve problems that emerge in order to improve the quality of higher education.

- Sandeep Singh and Mansi (2009) conducted a study on a sample 250 students having age range from 18 to 25. Four questionnaires were administered namely P.G.I. Health Questionnaire, Optimistic-Pessimistic Attitude, Self–Efficacy Scale, Locus of Control. It has been observed in the findings that positive Self-efficacy, optimistic attitude and Locus of Control affect the well being in a meaningful way. Psychological well-being is the subjective feeling of contentment, happiness, and satisfaction with life’s experiences. It may be maintained in adverse circumstances and conversely may be lost in favourable situation.

- Adedeji Tella, Adevinka Tella and Olufemi Adeniyi (2009) conducted a study with 500 students comprising 300 boys and 200 girls selected from 25 secondary schools on self efficacy as a predictor of academic achievement of junior secondary school students. It was found that self efficacy relatively contribute significantly to the prediction of academic achievement.

- Adeyemo (2008) investigated emotional intelligence, religiosity and self-efficacy as predictors of psychological well-being among secondary school adolescents. The study made use of stratified random sampling in selecting 292 adolescents from ten (10) secondary schools in Ogbomoso, Oyo State, Nigeria. The sample age ranged between 13 -20 years. Four instruments were used, namely: General Self-Efficacy Scale, Well-being Manifestation Measurement Scale; The Wong and Law Emotional Intelligence Scale (WLEIS); and Religiosity Scale. Data analysis involved the use of multiple regression and Pearson Product Moment correlation. The results indicated that the three independent variables as a block were effective in predicting psychological well-being of adolescents. On the basis of the finding, it was suggested that teachers should endeavour to teach rudiments of emotional intelligence to the students while school counsellors and psychologists
should develop programmes to foster emotional intelligence and self-efficacy.

- Rabia Ismail (2008) conducted a study to investigate the relationship between Self-efficacy and work motivation of public sector teachers. It was hypothesized that there is a relationship between self efficacy and work motivation of public sector teachers. A sample of 80 teachers was selected from two universities and few government colleges. Teacher's Self-Efficacy scale by Ralf Schwarzer and Matthias Jerusalem 1981, Work Motivation scale (self constructed) and demographical questions were used for assessment. Pearson's product movement correlation was applied to assess the extent of relationship between self-efficacy and work motivation. Analysis revealed that there is a significant positive relationship between self-efficacy and work motivation of public sector teachers.

- Edgar Breso Esteve (2008) in a study found that self-efficacy leads to more engagement and subsequently to more learning and better achievement. Accordingly, the more self-efficacious, the more engaged, and especially the more they learn and the better they perform, the higher their self-efficacious in the future. This study showed that counselling activities were useful, and that other strategies can also be carried out in the class. For instance, helping students to maintain relatively high but accurate self-efficacy beliefs by means of accurate feedback and providing students with challenging academic tasks that most students can achieve with effort, or fostering the belief that competence or ability is a changeable, controllable aspect of development. These activities surely will promote students’ self-efficacy and consequently increase well-being and enhance their performance.

- La Sapienza (2003) aimed at identifying the personal characteristics and the developmental pathways conducive to successful adaptation from childhood to adulthood. The study examined the concurrent and longitudinal impact of self-efficacy beliefs on subjective well-being in adolescence, namely positive
thinking and happiness. Positive thinking has been operationalized as the latent dimension underlying life satisfaction, self-esteem and optimism. Happiness has been operationalized as the difference between positive and negative affects, as they are experienced in a variety of daily situations. In a group of 664 Italian adolescents, a structural model positing adolescents’ emotional and interpersonal self-efficacy beliefs as proximal and distal determinants of positive thinking and happiness has been tested. Findings showed adolescents’ self-efficacy beliefs to manage positive and negative emotions and interpersonal relationships contribute to promote positive expectations about the future, to maintain a high self-concept, to perceive a sense of satisfaction for the life and to experience more positive emotions.

✧ Renate Buliņa (2002) conducted a study with the goal to clarify how perfectionism is linked to general self-efficacy and subjective well-being. It was found that adaptive perfectionism is associated with higher self-efficacy, higher positive emotions and lower negative emotions. Maladaptive perfectionism is associated with lower self-efficacy, lower positive emotions and higher negative emotions. Perfectionism can positively affect the work performance, as well as the overall quality of life.

✧ John Lane and Andrew Lane (2001) conducted a research with 76 post graduate students enrolled on management programs to examine the predictive effectiveness of self efficacy in an academic setting. Findings from this study suggested that self efficacy has some utility in an academic setting.

✧ Anna, Chandler, Jansen, and Mero (2000) studied the success of women in both traditional and non-traditional new venture business and found that confidence in task skills predicted success in both domains.

✧ K. Daniels and C. Harris (2000) reviewed on work performance as a consequence of both psychological well-being and work stressors. There is evidence that some forms of psychological wellbeing are related to
subsequent in-role performance, although the evidence for a causal influence of work stressors on job performance is much weaker. There is also evidence for relationships between some job stressors or well-being and organizational citizenship behaviours. In general, research conducted at the individual level, indicates only weak or provisional relationships. A small number of recent studies indicate stronger associations between average levels of well-being in an organization and organizational performance. It is concluded that more detailed and specific models of well-being and work performance need to be developed. These models need to be tested using methods that can more easily detect subtle variations in well-being and work performance.

Stajkovic and Luthans (1998) identified 114 studies that used a task performance view of self-efficacy. They then analyzed the data on 21,616 subjects using a meta-analysis method, and concluded that enhanced self-efficacy predicts successful performance of tasks. Self-efficacy has been found to relate to improved work performance.