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Industrialization followed by westernization resulted in global change in the outlook of people. To have comfortable and luxurious life resulted in demand for more pay packets and single man are not thereby able to meet the increased demands, lead to women also come out as a paid worker and earner. Working mother is not a new addition to the Indian sense. Women in the lower strata of the society have been working since long in factories or as unskilled labour. By coming out of their homes as a gainful employment, women have broken their traditional notion that men was provider on he would hunt and bring home the food, and women as the nurturer would stay at home and take care of the husband and the children but all that has changed now. Men are not taking up the house husband’s role with resentment or lack of option. But with proper understanding and is a mature and well thought decision taken by them.

Women employment rate has increased very rapidly over the last several years. Entry of women in the field of salaried jobs was a result of number of factor such as economic needs, spread of education among women, social and national reform movements attracted the attention of the people towards women empowerment, search of identity, freedom to women all over the world by recognizing equality as a fundamental right irrespective of sex, race etc. The education of women is not imperative for the benefit of women only but uplift of the society also. Today women from all corners started working in government, semi government or private salaried jobs.

The double responsibilities of today’s working mother have left her with comparatively lesser time with her children. The unattended children do not get proper directions to channelize their potentialities. A large number of delinquents, dropouts, runaways etc come from disturbed or neglected family backgrounds. The personality traits like discipline, sincerity, punctuality, emotional strength etc are laid in the unconscious mind of the child itself and are engraved there permanently. The tension due to the work stress at workplace is carried along with the home and
dumped at the helpless and innocent children. The children feel themselves refugee at their homes.

This is the pathetic aspect of working mother but there is another side of the coin also which is much pleasant and progressive. An educated working mother contact circle is larger than the educated non-working mother. Besides the four walls of the house and the limited number of relatives in case of non-working mother, working mothers come in direct or indirect contact with wide range of information, personalities, professionals etc around the world. A working mother thus may be found more capable to tackle the teenage turmoil of her children than a non-working mother who is not much aware of the progressively changing outside world. A working mother may be more capable of providing educational, social, vocational and emotional guidance to her children.

Educationists, psychologists and sociologists got interested in the field of children of working and non-working mothers, to find out the problems and benefits. Dyahadroy (2007) states maternal employment may not have any distinct negative impact on preschool children’s intellectual development. Some studies revealed that while the lack of mothers presence can impact a child negatively this impact is not as serve as what occurs if the mother does not work. Such factors include poverty, parental education and quality childcare (Booth, 2000). Children of working mothers do not suffer any differently from anxiety, antisocial behavior or stress related problems than those of non-working mothers, had fewer stereotyped gender-role attitudes and felt their mothers are more competent. Children of working mothers were also found to have a feeling of that they had control over their environment (Gershaw, 1988). The working mother encouraged their children to be more independent, self-sufficient and self-independent from an early age (Hock, 1980). Maternal employment did not influence the need for achievement motivation (Vaidya, 2000). Children of employed mothers exhibited significantly higher need for achievement, exhibition, autonomy, dominance, abasement, nurturance, heterosexuality and aggression (Antony, 1999). Children of working mothers exhibited significantly more ego dominance than children of non-working mothers (Khattar, 1990). They are less excitable, more disciplined, more assertive and more independent than the children of non-working
women (Taori, 1986). The children of non-working mothers were found to be more excited, anxious, tender-hearted, sensitive, dependent and more protected (Sharma, R.A., 1986). Study conducted by Singh (1996) found that subjects of working group of mothers generally seemed to be out going, open minded, emotionally more stable, bold, venture some, adaptive to change, independent in decision making and active, while students of non-working group of mothers were found more reserved, less out going, emotional, shy, conservative, withdrawing, traditional oriented and depending. Panda et al (1995) also reported that working mother’s daughters were more extroverted, independent, confident, emotionally stable and less aggressive and less anxious than daughters of non-working mothers. Work usually adds meaning to life this is especially true for women who enjoy their work. If a working mother is happy with her job to provide her child daily needs they may perform as a parent as well or better than a non-working mother.

As against to the above studies, some investigators found negative impact of maternal employment on children. Hoffman (1961) found that children of working mothers have lower intellectual performance than a matched group of children whose mother does not work. Study conducted by Taori (1986) reported that children of working women are less intelligent. Children of non-working parent get higher grades in high schools, but at the same time feel less pressure about doing so (Essortment, 2002). Nye (1959) reported that there are significant more delinquent children in intact families in which the mother is employed than in intact families in which the mother is at home. The difference between the two groups decreases when the size of the family, socio-economic status, urban rural residence and sex of the adolescent are controlled by sub-sampling. Social adjustment of daughters of non-working mother’s is higher than that of son’s of working mothers (Pandya, 1996). Daughters of working mothers exhibited more frustration as compared to the daughters of non-working mothers (Mallik and Katyal, 1993). Psychosocial development of the daughter’s of employed mothers is lower than that of the daughters of non-employed mothers (Dyahadroy, 2007). Investigators got interested in the field of children of working and non-working mothers. Few studies were conducted on psychological variables which revealed that mother’s employment is positively and negatively related with their children. Very few studies were conducted on study habit and emotional intelligence.
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Therefore, the present investigator makes a humble attempt to study the study habits, emotional intelligence and academic achievement of children of working and non-working mothers.

(a) Study Habits

Learning has been deeply rooted in Indian traditions. Reading, which is a long-term habit starting with the very early ages, is prominent gateway to the knowledge room. It can be assumed as a practice that assists individuals to gain creativeness and develops their critical thinking capacities. In this sense, study habit is an important tool for the development of personalities and mental capacities of individuals. In addition to personal and mental developments, study is an access to social, economic and civic life (Clark and Rumbold, 2006). Moreover, all study patterns in terms of emotional response enhance emotional satisfaction of individuals (Sarland, 1991). For continuous and regular progress in education process, learners need to be enhanced to gain study habits so as to fulfill individual improvement. Teachers teach all students collectively but all students do not get the same grades. At this stage we see underachievers and high achievers in educational achievements. There may be number of reasons but one of the reason may be the students fail to make good habits to learn the lessons. Study habits of the children could play important role in learning process reflected in the academic achievement of student’s. There exists a positive and significant relationship between study habits and academic achievement (Raiz et al., 2002; Gakhar, 2005; Lakshminarayanan et al., 2006; Misra, 1992; Tuli, 1981; Jain, 1967; Kaur & Lekhi, 1995; Khan, N., 1993; Ramaswamy, 1990; Mehta et al., 1989-90). Ozsoy et al. (2009) revealed that there is a significant relation between the metacognition scores and SSHA scores of students in medium level. Metacognition scores are significantly related to both study habits and study attitudes. Guidance services have significant effect on the student’s study attitudes, study habits and academic achievement (Ch. Abid, 2006). As against to this, study conducted by Mehti (1965) contributed that study habit is not found to contribute significantly to the predictor of academic achievement. There is no significant difference in study habits between boys and girls (Sampath and Selvarajgnanaguru, 1997; Stella & Purushothaman, 1993; Christian, 1983). All the study habit’s sub-scales, ‘teacher
consultation’ are most influential while the ‘time allocation’ exercise, concentration, note taking, reading and assignments are regarded as less integral to student’s academic performances (Oluwatimilehin & Owoyele, 2012). Study habits treatment alone did not contribute significantly to the student’s performance in English, achievement motivation seems to account for the greater proportion of the observed difference in the English language performance (Jegede et al., 1997).

Study habits are the ways that you study—the habits that you have formed during your school years. In the literature, study habits are usually defined as student’s ability to manage time and other resources to complete an academic task successfully. ‘Study habit’ is the amount and kind of studying routines which the student is used during a regular period of study occurred in a conducive environment. Some of the definitions of study habits are as:

- Study habits are, “the students’ way of studying whether systematic, efficient or inefficient” (Good, 1973).
- Study habits are “the adopted way and manner, a student plans his private reading, after classroom learning so as to attain mastery of the subject” (Azikiwe 1998).
- Study habits are, “learned patterns of studying that may occur with or without conscious awareness or deliberate efforts” (Flippo & Caverly, 2000).

In recent years study skills and study habits or behaviors has been distinctly differentiated. Bliss & Mueller (1987) were among the first to note that the difference lies in distinguishing between potential and actual behavior. This distinction is elaborated as:-

**Study skills:** study skills are usually steps or procedures such as highlighting, outlining, note-taking, summarizing etc. that may be taught through explicit instruction (Gettinger & Seibert, 2002). Study skills are the specific techniques that make up the study plan.

**Study habits/behaviors:** A study behavior by contrast constitutes the overall approach itself, representing the student’s concept of how to accomplish learning
goals and the specific actions taken (Jones, Slate, Perez & Marini, 1996). A good example might be, a student first deciding to study every night and then employing a combination of mnemonics for memorizing key terms, skimming text material to ascertain organizational patterns and jotting down answers to possible exam questions (Woolfolk, 2004); an optimum strategic combination of skills and violations. The elements of study behaviors include, for examples study time planning, frequency of studying, duration of studying and choice and application of appropriate study skills.

Researchers have found that there is a marked difference in the study habits of an effective student and that of an ineffective student. Effective learners treat studying as purposeful and have a reason for directing attention and resources. Ineffective students have native theories about what it takes to learn new information and what it takes to meet tasks and text needs (Brown, Bransford, Ferrara & Campione, 1983). Occasionally, a slight change in the way of studying makes an ordinary performance into a better one. The following are some reasons that many students lack effective methods of study.

**Firstly**, they have not been taught study techniques or the appropriate time to use them.

**Second**, they cannot self-regulate the study strategies they know, for example, some students use one strategy in every learning situation and cannot tell when this technique is ineffective for learning information.

**Third**, students do not think to apply the strategy they do know, they simply read and remember what they read.

Very few studies were conducted on children of working and non-working mothers. Sheikh, M.D & Jahan, Q (2012) conducted a study to compare the study habits of higher secondary school students of working and non-working mothers. The study revealed an insignificant differences between the adolescent students of working mothers (WM) and non-working mothers (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 have significantly better study habits than those having non-working mothers.

(b) Emotional Intelligence (EI)

Emotional intelligence (EI) has recently emerged as one of the psychological construct. The concept has also prospered due to both cultural trades and orientations that stress the previously neglected role of the emotions and to increase efforts at standardized assessment of individual differences in EI (Mayer, Salovey & Caruso, 2000). Common claims suggest that tests for emotional intelligence are predictive of educational and occupational criteria, beyond that proportion of variance that general intelligence ability predicts. Thus the field has increasingly important implication for society, particularly in the impetus to improve educational functioning in real life. Proponents of EI claim that individuals can enjoy happier and more fulfilled lives if they are aware of both their own emotions and those of other people and able to regulate those emotions effectively. Another reason for widespread of EI is the suggestion that EI gives hope for a more utopian, classless society. We are hired for our technical skills but fired for the lack of soft skills. Majority of the pupil are poor at life skills because the society (especially the parents) has not bothered to teach the child the basic skills of handling anger, or resolving them in a proper way. Much evidence shows that people who knows and manage their fallings are at the advantage, whether in romance or intimate relationships or in picking up the unspoken rules that govern in organizational politics.

Number of studies was conducted on emotional intelligence of students reading at different levels of education which reveals the positive relationship with academic achievement (Chawla et al, 2011; Ogundokum & Adeyemo, 2010; Hassan et al, 2009; Downey et al, 2008; Parker et al, 2003). Rani (2011) also conducted a study on emotional intelligence of visually disabled students in integrated and segregated school setting and find out its impact on their academic achievement. The investigator concluded that this type of school setting has a significant impact on the emotional intelligence and academic achievement of visually disabled children. Researchers like Reddy & Venu, (2010); Hassan et al, (2009); Katyal & Awasthi, (2005); Devi &
Rayula, (2005) revealed that girls are found to be higher in emotional intelligence than boys. In continuation to this, Nandwana & Joshi (2010), Shah & Thingujum (2008) reported that boys are found to be higher in emotional intelligence than girls. Besides this, some researchers reported there were no significant difference between male and female in emotional intelligence (Olatoye et al, 2010; Panda, 2009; Subramanyam & Rao, 2008; Bracket et al, 2003) while others reporting there is difference between male and female in emotional intelligence (Nandwana & Joshi, 2010; Shah & Thingujum, 2008).

Daniel Goleman (1995) found in his study that IQ (Intelligence Quotient) contributes about 20 percent to the factors that determine person’s success in life, which leaves 80 percent to other forces. The balance can be attributed to EQ (Emotional Quotient) as shown in the figure.

![Fig. 1.1 Emotional Quotient & Intelligence Quotient](image)

The terms intelligence or intelligent were used by Francis Bacon, Robert Burton and William Shakespeare 400 years ago. For them intelligence means understanding. It an umbrella term describing a property of the mind comprehending related abilities, such as the capacity of abstract thinking reasoning, planning and problem-solving etc.

Several definitions have been advanced by different psychologists keeping in view of the different facets of intelligence which are given below.
• “Intelligence is a general intellectual capacity which consists of an individual’s ability to make sound judgment, to judge well, to comprehend well, to reason well & to be self critical” (Binet, 1916).

• Intelligence is “the ability to perform activities that are characterized by difficulty, complexity, abstraction, economy (speed), adaptiveness to a goal, social value and emergence of originals (inventiveness) and to maintain such activities under conditions that demands a concentration of energy and resistance to emotional forces” (Stoddard, 1943).

• “Intelligence is the aggregate or global capacity of an individual to act purposefully, to think rationally, and to deal effectively with his environment” (David Wechsler, 1944).

E.L. Thorndike (1874-1949) has classified intelligence into three categories which are as follows:-

1. **Concrete Intelligence:** - It is the ability of an individual to comprehend actual situations and react to them adequately. It means intelligence in relation to concrete objects.

2. **Abstract Intelligence:** - It is the ability to respond to words, numbers and letters etc. Abstract intelligence is required in the ordinary academic subjects in schools. Such as reading, writing and listing etc.

3. **Social Intelligence:** - Social intelligence refers to the ability of an individual to react to social situation of daily life. Social intelligence would not include the feelings or emotions aroused in us by other people, but merely our ability to understand others and to react in such a way towards them that the ends desired should be attained. Thorndike defines social intelligence “as the ability to understand others and act wisely in human relation. It is the human capacity to understand what is happening in the world and responding to that understanding in a personally and social effective manner” (Siddiqui M.A, 2002).
Howard Gardner (1983), a professor at Harvard Graduate School of Education asserted that every child has at least 7 different types of intelligences. Each of these needs to be reorganized, encouraged and valued. They are:

1. **Logical / rational Intelligence**: It includes the abilities, talents, skills related to logic and mathematics, for example, inductive reasoning, deductive reasoning, calculations etc. This type of intelligence is mostly visible in mathematicians, physicians etc.

2. **Linguistic Intelligence**: Linguistic Intelligence includes the linguistic competent abilities, skills and talents possessed by individuals. This type of intelligence is mostly visible in professionals like layers, lecturers, writers, lyricists etc.

3. **Spatial Intelligence**: It includes the abilities, talents and skills responsible for the manipulation and representation of spatial configuration and relationship. Spatial intelligence is mostly visible in architects, engineers, mechanics and surveyors, sculptures etc.

4. **Musical Intelligence**: The abilities, talents and skills pertaining to the field of music are musical intelligence. This type of intelligence is visible in musicians and composers.

5. **Kinesthetic Intelligence**: This type of intelligence is concerned with the set of abilities, talents and skills involved in using one’s body to perform skillful and purposeful movements. Kinesthetic intelligence is mostly visible in dancers and athletes.

Then there are the two that make up what we call Emotional Intelligence. These are.

6. **Intrapersonal Intelligence**: The capacity to manage ourselves through knowing and understanding our feelings, wishes, needs and wants. With it we can motivate ourselves, delay our impulses and keep persisting if we meet a hard patch.

7. **Interpersonal Intelligence**: With this intelligence we have the ability to be sensitive to others people’s emotions and psychological states.

Emotions being one of the important ingredients and plays a key role in providing a particular direction to our behavior and thus shapes our personality according to our development. The wide variety of definitions has been proposed in the field of
emotion. Kleinginna, P.R. & Kleinginna, A.M. (1981) have attempted to resolve the resulting terminological confusion, 92 definitions and 9 skeptical statements were compiled from a variety of sources in the literature of emotion. After reviving the different types of definitions of emotions they proposed that ‘emotion, is a complex set of interactions among subjective and objective factors, mediated by neural/hormonal systems, which can (a) give rise affective experiences such as feelings of arousal, pleasure/displeasure, (b) generate cognitive processes such as emotionally relevant perceptual effects, appraisals, labeling processes (c) activate widespread physiological adjustments to the arousing conditions and (d) lead to behavior that is often, but not always expressive, goal-directed and adaptive.

Emotional intelligence to be specifically refers the cooperative combination of intelligence and emotion. Our mind operates in three ways: cognition, affect and motivation (Hilgard, 1980). The sphere of cognition includes functions such as human memory, reasoning, judgment and abstract thought. The sphere of affect includes emotions, moods, evaluations and other feeling states. Lastly the sphere of motivation is the sphere of personality, which includes biological urge or learned goal-seeking behavior. The first two spheres that of cognition and affect together make up emotional intelligence.

The earliest roots of emotional intelligence can be traced back to Charles Darwin’s work related to emotional-social intelligence (Bar-on, 2005). His influence to emotional intelligence was part of how understanding emotion and its expression were paramount to survival and eventual adaptation to a changing environment. In the beginning, psychologists emphasized on the cognitive aspects like memory and problem solving. They did not include non-cognitive aspects in the field of intelligence. For instance, E.L. Thorndike (1920) wrote about social intelligence, who defines social intelligence as, “the ability to understand people and to act wisely in human relations”. Similarly in 1940, David Wechsler wrote about affective, personal and social factors referring to them as non-intellective and intellective elements (Wechsler, 1940). Wechsler proposed that the non-intellectual abilities are essential for predicting one’s ability to succeed in life. But the proximal roots of emotional intelligence lie in the work of Howard Gardner, a Harvard psychologist, who in 1983
proposed his famed model of "multiple intelligence," was one of the most influential theorists of intelligence to point out the distinction between intellectual and emotional capacities (Gardner, 1983). He introduced the idea of seven different types of intelligences which includes both intrapersonal intelligence (the capacity to understand oneself, to appreciate one's feelings, fears and motivations) and interpersonal intelligence (the capacity to understand the intentions, motivations and desires of other people) that make up what we now call Emotional Intelligence. The term emotional intelligence was first used in 1985 by Wayne Payne in his doctoral dissertation titled "A study of emotion: developing emotional intelligence; self integration; relating to fear, pain and desire." This seems to be first academic use of the term emotional intelligence. In 1987, the term emotional quotient was used for the first time in a published article by Keith Beasley in Mansa Magazine (Saenz, T.J., 2009). The article "Emotional Intelligence" was published in 1990 by psychologists Peter Salovey and John D. Mayer. They define EI as, "a form of social intelligence that involves the ability to monitor one's own and others feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action."

However, in spite of these findings, the public and higher education academic appeared unaware of EI until 1995, when D. Goleman, popularized the concept in his trade book, Emotional Intelligence: Why It Can Matter More Than IQ. The construct caught the attention of the public, the media, and the researchers. However, Goleman made extraordinary and unsubstantiated claim about EI and its importance. He wrote it was 'as powerful as and at times more powerful than IQ in predicting successes in life'. His definition contained a large array of personal qualities, including political awareness, self-confidence, conscientiousness and achievement motives, among other desirable personality characteristics (Goleman, 1995).
The concept of emotional intelligence can be very well understood by the following diagram.

Daniel Goleman (1995) → Popularized the concept in his trade book, Emotional Intelligence: Why it can matter more than IQ
Salovey & Mayer (1990) → First published article on Emotional Intelligence
Wayne Payne (1986) → First academic use of Emotional Intelligence in his Doctorial Dissertation
Howard Gardner (1983) → Multiple Intelligence
P.E. Sifneos (1973) → Alexithymia
David Wechsler (1940) → Non-intellectual factors such as affection, conative abilities that determine intelligent behavior
E.L. Thorndike (1920) → Social Intelligence

Diagram: 1.1 Showing Evolution of Emotional Intelligence

Psychologists have interpreted the term Emotional Intelligence in different angles. Some of the definitions of EI are given below:

- “Emotional Intelligence is a type of social intelligence that involves that ability to monitor one’s own and other’s emotions, to discriminate among them, and to use this information to guide one’s thinking and action” (Mayer and Salovey, 1993).
- “Emotional Intelligence consists of abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one’s mood and keep distress from swamping the ability to think; to empathize and to hope” (Goleman, 1995).
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- Emotional Intelligence is “An array of non-cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures” (Bar-On, 1997).
- “Emotional Intelligence is the awareness of use of emotions and their utilization within the parameters of individual cognitive styles to cope with situations and problems” (Venod sanwal, 2004).
- “The ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from the inner self and immediate environment” (Singh, 2006).

Model of Emotional Intelligence:

Emotional Intelligence includes a wide array of competencies and skills that leads to star performance. Emotional competencies are not innate talents, nor does it develop only in early childhood, but rather learned capabilities that must be worked on and can be develop throughout life to achieve outstanding performance. Unlike IQ which does not increase after adolescence (Singh, 2003). Denial Goleman (1998) has identified a set of competencies that differentiate children with EI. These competencies fall into four clusters:

1. **Self-awareness**: This cluster refers to understanding feelings and accurate self-assessment (Singh, 2003). Self-awareness refers to the capacity of an individual for understanding one’s emotions, strengths and weaknesses. Knowing about one’s own emotions (self-awareness) is the key stone of emotional intelligence. Some psychologists call it as “observing ego”. Self-awareness means being aware of both our mood and our thoughts about that mood (Goleman, 1995).

2. **Self-management**: It is the capacity of an individual for effectively managing one’s motives and regulating one’s behavior. Self-management involves controlling one’s emotions and impulses and adapting to changing circumstances. This cluster refers to managing internal states, impulses, and resources (Singh, 2003).

3. **Social awareness**: This cluster refers to reading people and groups accurately (Singh, 2003). It is the capacity for understanding what others are saying and
feeling and why they feel and act as they do. It is the ability of an individual to sense, identify and understand the emotions of others and those that manifest to social networks. Empathy is the term which means an astute awareness of other’s emotions, needs and concerns.

4. **Relationship management:** This cluster refers to the capacity of an individual for acting in such a way that one is able to get desirable results from others and reach personal goals. Singh (2003) defines it as ‘a desirable response in others’. In short we can say that it is the ability to inspire, influence, and develop others while managing conflicts. The emotional intelligence people possess the following skills.

**Self-Awareness:** Emotionally intelligent people are aware of how they feel, what motivates and de-motivates them, and how they affect others.

**Social Skills:** Emotionally intelligent people communicate and relate well with others. They listen intently and adapt their communications to others’ unique needs, including diverse backgrounds. They show compassion.

**Optimism:** Emotionally intelligent people have a positive and optimistic outlook on life. Their mental attitude energizes them to work steadily towards goals despite setbacks.

**Emotional Control:** Emotionally intelligent people handle stress evenly. They deal calmly with emotionally stressful situations, such as change and interpersonal conflicts.

**Flexibility:** Emotionally intelligent people adapt to changes. They use problem-solving to develop options.

Emotional intelligence is helpful for children because of:

1. Solve problems by using both logic and feelings.
2. Be flexible in changing situations.
3. Help other people express their needs.
4. Respond calmly and thoughtfully to difficult people.
5. Keep an optimistic and positive outlook.
6. Express empathy, compassion, and caring for others.
7. Continuously learn how to improve yourself and your organization.
8. Enhance your interactions and communications with those from other cultures.

From the above discussion it becomes very clear emotional intelligence is a significant variable and its importance inspired the investigator to include this variable in his study.

(c) Academic Achievement

Education has always been a significant instrument to realize the human resource potential to its fullest. Such a process is best undertaken in educational institutions where an educator provides ample opportunities for harmonious development of an educand. Achievement in educational institutions is universally praised as a goal of education. Programs and policies are designed and framed to enhance achievement; students are honored for high achievement; labels are assigned for over and under-achievement. Academic achievement has become an index of child’s future in this highly competitive world. Blair and Burton (1951) have identified three tenets in the intellectual development of the students- a strong sense of reality, the ability to use casual relationships effectively in thinking about physical, mechanical and natural phenomena and wide reading and rapid educational achievement. Academic performance may not always be associated with a high intelligence quotient or hard work. Most often, it may be related to effective learning and cognitive strategies. A few of these strategies include proper time management, improved study strategies, better competency in taking examinations, and overall competency in academic course work. Academic competency, test competency, time management, and study strategies are variables that are significantly associated with academic performance. Academic achievement is the indicator of the candidates acquired knowledge or skills which has been gained as a result of training / experience. Academic achievement represents the terminal evaluation of the individuals’ status upon the completion of training and learning.

The term achievement is described in few educational references. Some of definitions of academic achievement are as:
• Academic achievement is defined as "knowledge gained or skills developed in the school subjects usually designated by test scores or by marks assigned by teachers or by both" (Good, 1973).

• “Academic achievement as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill or knowledge has been imparted to him” (Crow and Crow, 1969).

• Achievement is defined as, “General term for the successful attainment of goal requiring certain efforts” (Eyeseneck & Arnold, 1972, in the Encyclopedia of Psychology).

In our society academic achievement is considered as a key criterion to judge one’s total potentialities and capacities. Hence academic achievement occupies a very important place in education as well as in the learning process. It is being influenced by a number of factors. Perhaps the single factor most related to academic achievement is intellectual capacity. Apart from intelligence, psychological and social factors are also related to academic achievement. Panda et al. (1995) examined personality and academic achievement of children of working and non-working women and revealed that working mother’s daughters are more extroverted, independent, confident, emotionally stable and less aggressive and less anxious than daughters of non-working mothers. Ch. Abid (2006) examined the effect of guidance service on student’s study attitudes, study habits and academic achievement. Anton & Angel (2004) analyzed the relationship among Cattellian personality factors, scholastic aptitudes, study habits and academic achievement and revealed that relationship between personality and academic achievement seems to be mediated by study habits. Misra (1992) conducted a study on assessing the level of test anxiety, self-concept, adjustment and study habits in predicting academic achievement. It revealed significant and positive correlation between study habits and academic achievement.

Several studies were conducted in the area of academic achievement. Naderi et al (2008) revealed that low correlation exists between gender and academic achievement. Although Uwaifo (2008) and Yadav (2001) reported that there were
significant differences in academic achievement between male and female students. In continuation to this, some researchers reported that female students obtained higher academic achievement than male students (Anton & Angel, 2004; Vijayalaxmi & Natesa, 1992). While others reported that male students obtain higher academic achievement than female students (Goswami, 2000). Studies revealed that maternal employment does not determine the child's academic achievement, no significant difference in scholastic achievement among the children of working and non-working mothers (McIntosh, 2006; Horwod & Ferguson, 2000; Akhani et al, 1999; Taori, 1986; Ramachandran, 1981; Nelson, 1969). However there was significant difference between children of working and non-working mothers (Tomar & Daka, 2010; Sridevi & Beena, 2008; Botsari & Makri, 2003; Goswami, 2000; pandya, 1996; Budhdev, 1999; Maradula, 1990). Students whose mothers are employed have achieved better academic achievement than that of the students whose mothers are not employed (Srideri & Beena, 2008; Botsari & Makri 2005; Goswami, 2000; Budhdev, 1999). As against this, study conducted by Tomar & Daka (2010); pandya (1996) reported that children belonging to non-working mothers have achieved better academic achievement than the students whose mothers are working.

1.2 Statement of the Problem

"A comparative study of study habits, emotional intelligence and academic achievement of children of working and non-working mothers".

1.3 Definition of the terms

In order to compare the study habits, emotional intelligence and academic achievement of children of working and non-working mothers and to find out the relationship between study habits, emotional intelligence and academic achievement of children of working and non-working mothers studying at higher secondary level of education. It is essential to understand the meaning of study habits, emotional intelligence, academic achievement, working mothers and non-working mothers.

- **Study Habits:** Study habits are the ways that you study- the habits that you have formed during years. Good (1973) defines the term study habits as, “the
students way of studying whether systematic, efficient or inefficient etc”. In this study, study habits are considered to be of nine different kinds. These are—comprehension, concentration, task orientation, study seat, interaction, drilling, supports, recording and language.

- **Emotional Intelligence**: Emotional Intelligence is a type of social intelligence that involves the ability to monitor one’s own and other’s emotions, to discriminate among them, and to use this information to guide one’s thinking and action (Mayer and Salovey, 1993).

- **Academic Achievement**: Academic Achievement is defined as the level of academic performance with performance being evaluated using examination results. In this study, the previous year marks certificates of the students of class 10th would serve as the academic achievement.

- **Working Mothers**: refers to women, having children, who works outside the home as an employee for 6 or more than 6 hours per day e.g doctors, teachers, professionals and semi-professionals where as

- **Non-working Mothers**: refer to women having children who are not in workforce and works only as a housewife.

- **Children of Working Mothers**: children of working mothers in the present study are defined those adolescent children of married mothers reading in class 11th whose mothers are working in any government, semi-government or private salaried jobs.

- **Children of Non-working Mothers**: Children of non-working mothers in the present study are defined as those adolescent children of married mothers reading in class 11th whose mothers are housewives and are not working in any government, semi-government or private jobs.

1.4 Objectives

The study is guided by the following objectives.

1. To compare the study habits of the children of working mothers and non-working mothers.
2. To compare the emotional intelligence of the children of working mothers and non-working mothers.

3. To compare the academic achievement of the children of working mothers and non-working mothers.

4. To study the relationship between Study Habits and Academic Achievement of the children of working mothers.

5. To study the relationship between Study Habits and Academic Achievement of the children of non-working mothers.

6. To study the relationship between Study Habits and Emotional Intelligence of the children of working mothers.

7. To study the relationship between Study Habits and Emotional Intelligence of the children of non-working mothers.

8. To study the relationship between Emotional Intelligence and Academic Achievement of the children of working mothers.

9. To study the relationship between Emotional Intelligence and Academic Achievement of the children of non-working mothers.

1.5 Hypotheses

In order to achieve the above objectives following hypotheses are formulated.

\[ H_{01} \]: There is no significant difference in study habits between the children of working mothers (WM) and non-working mothers (NWM).

\[ H_{02} \]: There is no significant difference in emotional intelligence between the children of working mothers (WM) and non-working mothers (NWM).

\[ H_{03} \]: There is no significant difference in academic achievement between the children of working mothers (WM) and non-working mothers (NWM).

\[ H_{04} \]: There is no significant relationship between study habits and academic achievement of the children of working mothers.

\[ H_{05} \]: There is no significant relationship between study habits and academic achievement of the children of non-working mothers.
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$H_{0.6}$: There is no significant relationship between study habits and emotional intelligence of the children of working mothers.

$H_{0.7}$: There is no significant relationship between study habits and emotional intelligence of the children of non-working mothers.

$H_{0.8}$: There is no significant relationship between emotional intelligence and academic achievement of the children of working mothers.

$H_{0.9}$: There is no significant relationship between emotional intelligence and academic achievement of the children of non-working mothers.

Subsidiary Hypotheses

$H_{0.1} (a)$: There is no significant difference in study habits between the male students of working mothers (WM) and non-working mothers (NWM).

$H_{0.1} (b)$: There is no significant difference in study habits between the female students of working (WM) and non-working mothers (NWM).

$H_{0.1} (c)$: There is no significant difference in study habits between the male and female students of working mothers (WM).

$H_{0.1} (d)$: There is no significant difference in study habits between the male and female students of non-working mothers.

$H_{0.2} (a)$: There is no significant difference in emotional intelligence between the male students of working mothers (WM) and non-working mothers (NWM).

$H_{0.2} (b)$: There is no significant difference in emotional intelligence between the female students of working (WM) and non-working mothers (NWM).

$H_{0.2} (c)$: There is no significant difference in emotional intelligence between the male and female students of working mothers (WM).
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Ho, 2 (d): There is no significant difference in emotional intelligence between the male and female students of non-working mothers.

Ho, 3 (a): There is no significant difference in academic achievement between the male students of working mothers (WM) and non-working mothers (NWM).

Ho, 3 (b): There is no significant difference in academic achievement between the female students of working (WM) and non-working mothers (NWM).

Ho, 3 (c): There is no significant difference in academic achievement between the male and female students of working mothers (WM).

Ho, 3 (d): There is no significant difference in academic achievement between the male and female students of non-working mothers.

In order to prove the above mentioned hypotheses the investigator adopted the following procedure:

1.6 Procedure in Outline

Sample of the present study consisted of 512 male and female respondents of working and non-working mothers of the age group 16 to 18 years, studying in XI class of Higher Secondary Schools of District Pulwama, Jammu and Kashmir, which were affiliated to Jammu and Kashmir State Board of School Education (JKSBOSE). Out of 512 respondents 248 were male, 264 were female students. The type of sample was stratified random sampling because the investigator divided the sample into strata (male and female) selected randomly from the population. Mukhopadhyay, M and Sansanwal, D.N (1985) Study Habit Inventory was employed as a measure of study habits and Emotional Intelligence Inventory developed by Dr. S.K Mangal and Mrs. Shubhra Mangal (2004) served as a measure of emotional intelligence. Marks obtained in the last qualifying examination converted into z-value through a statistical technique were taken as the index of academic achievement. In the present investigation self constructed Personal Information Sheet, comprises of twenty items helped in eliciting 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, educate/uneducate. The analysis of data was done by employing first descriptive statics- mean, median, standard deviation, z-score, quartile values, percentile values, skewness, kurtosis and frequency polygons to summarize the data, while as to test the hypotheses the inferential statics were used these are ANOVA, t-test and Pearson's Coefficient of Correlation (r).

1.7 Delimitations

1. The study was confined only to the students studying in higher secondary schools of district Pulwama, Jammu and Kashmir. Other higher secondary schools could not be included because of paucity of time and resources. The conclusion of the study may be generalized to the populations which are similar to that employed in the study. Any generalization beyond this population would be unjustified. A comparative study with other educational standard of students and the students of professional courses could be studied.

2. The present investigation is confined only to the variables of study habits, emotional intelligence and academic achievement; where as a variety of other psychological variables could be studied but in view of the limited resources and time available the present investigation is only confined to the variables of study habits, emotional intelligence and academic achievement.

3. Besides psychological variables included in the study, other personal and social variables such as family structure, education of mothers, socio-economic status could be studied.

4. In the present study, Study Habit Inventory developed by Mukhopadhyay, M and Sansanwal, D.N (1985) was employed as a measure of study habits and Emotional Intelligence Inventory developed by Dr. S.K Mangal and Mrs. Shubhra Mangal (2004) served as a measure of emotional intelligence. While the tools of these variables constructed by the investigator could be employed.

5. The present study was conducted only to the students studying in higher secondary schools. Visually challenged students studying inclusive and exclusive schools could be studied.

6. The investigator has not controlled the effect of any variable in the present study.
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