CHAPTER-II

REVIEW OF RELATED STUDIES

2.1 STUDIES RELATED TO STUDY HABITS
2.2 STUDIES RELATED TO EMOTIONAL INTELLIGENCE
2.3 STUDIES RELATED TO ACADEMIC ACHIEVEMENT
2.4 STUDIES RELATED TO WORKING AND NON-WORKING MOTHERS
2.5 CRITICAL APPRAISAL OF THE RELATED STUDIES
CHAPTER-II

REVIEW OF RELATED STUDIES

Review of related studies for any research is important because it helps in locating the research gaps and provides outstanding information about the strategies to be used for carrying out the study. The review of related studies involves locating, studying and evaluating reports of relevant researches and articles, published research abstracts, journals, encyclopedias etc. The investigator needs to acquire up-to-date information about what has been thought and done in a particular area. The researcher draws maximum benefits from the previous investigations, findings, takes many hints from designs and procedures of precious researches and formulates an outline for future research. The review of related studies provides the insight into the methods, measures etc., employed by others in the particular area. It provides ideas, theories, explanations, hypotheses of research, valuable in formulating and studying the problem at hand. It also furnishes indispensable suggestions related to the problem and already employed techniques to the researcher. Unless it is learnt what others have done and still remains to be done in the area, one cannot develop a research project and could contribute to furthering knowledge in the field. In fact, the review of related studies serves multiple purposes and is essential to well designed research study. In order to review the studies related to the present investigation, conducted in India and abroad are broadly surveyed.

The objective of the present study is 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.

2.1 Studies Related to Study Habits

Oluwatimilehin & Owoyele (2012) investigated the relationship between study habits and student’s academic achievement in core subjects at the junior secondary school level. The aim was to determine the relationship between various aspects of study habits including homework and assignments, time allocation, reading and note
taking, study period procedures, concentration, written work, examination and teacher consultation and students’ achievement in English language, Mathematics, Integrated Science and Art. This was meant to provide clearer understanding of the phenomenon. Descriptive research design of an ex post facto approach was used in the study. A sample of 300 students was drawn using simple random sampling technique. A major hypothesis was raised leading to the application of correlation and stepwise linear regression analysis. Findings reveal that of all the study habits’ sub-scales, ‘teacher consultation’ was most influential while the ‘time allocation’ exercise, concentration, note taking reading and assignments were regarded as less integral to students’ academic performances. Therefore, regular counseling services to train students on study skills strategies were advocated in order to boost their study habit and enhance their academic achievement.

Mbah (2010) conducted a study to investigate the impact of information and communication technology (ICT) on students study habits. The research was conducted with two main purposes. Firstly, to investigate student’s familiarity and attitude towards ICT’s and secondly to examine the possible relationship between student’s use of ICT’s and study habits. The study was based on survey research design; stratified random sampling technique was used. Sample of the study consisted of 100 CST/ Biology students. The direct delivery method was used to administer the questionnaires so as to have a high rate of questionnaires. The results reveals that students have a positive attitude towards ICT’s usage and likely to find that ICT’s help them in their studies. As such students constantly change their study habits based on the type of ICT.

Magno (2009) conducted a study to investigate study habits as predictors of grades in mathematics and English. It attempts to isolate the effect of four study habits (delay avoidance, work methods, teacher approval and education acceptance) to explain grades. The participants in the study was 374 first year high school Filipino students their age range from 11 to 15 years. Out of these 374 students there were 115 public school students. The school that was selected all used the sample grade system and curricular focus. The (SSHA) Survey of Study Habits and Attitudes (Brown & Hultzman 1956-57) was used to measure the study habits of the percipients and their
grades in Mathematics and English for the first quarter was also used. The quarter was used to reflect the academic outcome of students' study habits. Path analysis was used to test the prediction of four study habits to grade in mathematics and English. The path analysis reveals that work method significantly predicted both grades in mathematics in science. Work method was the only predictor for mathematics and only teacher approval did not significantly predict grades in English.

Ozsoy et al. (2009) investigated the relationship between metacognition knowledge & skills and study habits & attitudes of fifth grade students. The sample of the study consisted of 221 students, 125 female and 96 male enrolled to six public primary school in Turkey. To measure student's metacognitive knowledge and skills an adapted version of MSA (Metacognitive skills and Knowledge Assessment) Inventory (2001) was used developed by Desoete, Roeyers & Buysse. Study habits were assessed by administering Survey of Study Habits and Attitudes (SHA) 1965 developed by Brown & Hottzman. For computation of data Pearson r correlation coefficient was used. The result 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.

Franklin (2006) conducted a study to describe the study habits of undergraduate students who were enrolled in the initial phase of a teacher education programme at a large urban university. The research question of this study was: what are the self-reported study habits of students who are enrolled in the initial phase of teacher education programme? The sample of the study consisted of 30 undergraduate students who had applied for teacher education programme. A researcher-designed survey instrument was used to collect data. Frequencies and percentages were used to describe results. The findings of the study indicate that a significant number of students study at home, cram the night before an examination, depends on other classmates to answer their questions, and feel that they spend an adequate amount of time preparing for academic classes.

Ch. Abid (2006) has undertaken an experimental study to examine the effect of guidance service on student's study attitudes, study habits and academic achievement. Ten null hypotheses were tested to explore the effect of guidance services on
student's study attitudes, study habits and academic achievement in five subjects. The sample of the study consisted of 50 students of 9th grade selected randomly using random table assigned into experimental and controlled groups. The tools of the study are (a) Achievement Test (b) Study Habits & Attitudes Scale developed by National Institution of Psychology (NIP) Islamabad (c) problem checklist was used for the identification of different problems viz. educational, personal, social etc. Two types of analyses were performed: reliability of test forms and its analysis. Results of the study indicate that guidance service have significant effect on student's study attitudes, study habits and academic achievement.

Sud and Sujata (2006) conducted a study on academic performance in relation to self-handicapping, test anxiety and study habits of high school children (n=200) from government senior secondary school of Himachal Pradesh. Scales used were Self-handicapping Questionnaire (Sujata, 2003) Test Anxiety Inventory (Sud & Sud, 1997). Study Habits Inventory (Palsane & Sharma 1989) and academic performance (school marks were considered). The results revealed that boys are poorer in study habits than girls.

Lakshminarayanan et al. (2006) have made an attempt to compare achievers and non-achievers in study skills. For this purpose a sample of 50 achievers and 50 non-achievers was identified, based on their performance in the terminal examination. They were personally administered a modified version of study skills questionnaire published by the institute of TAFA, Tasmania to identify their study skills. The responses were scored and treat with mean, standard Deviation and 't' test. Result in general indicates that achievers use higher level of study skills than non-achievers.

Gakhar (2005) conducted a study to know the difference in the academic achievement of physiotherapy students due to low and high study skills namely goal orientation, activity structure, scholarly skills, lecture mastery, text-book mastery, examination mastery, self-mastery and overall study efficiency. The sample of study consisted of 136 BPT final year students of Panjab, Haryana and Delhi. Data from the sample were collected with the help of different tools namely Group Test of General Mental Ability developed by Tandon (1971), Socio-economic Status Scale developed by Kulshrastha (1982), the Cornel Learning and Study Skills Inventory developed by
CHAPTER-II

REVIEW OF RELATED STUDIES

Walter Paulk and Russel Cassel (1971). Academic achievements of the students were measured from college record by taking the percentage of their marks in their BPT 1st, 2nd and 3rd year final examination. Data were analyzed with the help of ‘t’ ratio technique. This study reveals that significant difference were obtained in the academic achievement of students due to low and high level of goal orientation, study skills, scholarly study skills and over all study efficiency.

Anton & Angel (2004) analyzed the relationship among Cattellian personality factors, scholastic aptitudes, study habits and academic achievement. A total of 887 volunteer students from primary education (453 males and 434 females), enrolled in 29 public schools, participated in this research. It was found that scholastic aptitude were most predictive variables of achievement, while the personality traits had a low direct contribution to academic achievement, although students with high scores on socialized personality traits showed better study habits than those students with lower scores on personality socialization traits. The relationship between personality and academic achievement seems to be mediated by study habits. Moreover, females obtained higher academic achievement scores than males. The difference could be explained by the fact that females showed a more socialized personality pattern and better study habits.

Yahaya (2003) investigated the relative effectiveness of group counseling, SQ3R (Survey, Question, Reading, writing and Revision) and the combination of the two treatment packages in improving the study habits of some randomly selected secondary school students in Ilorin. The students were grouped into four groups (three treatments and one controlled group) with the use of stratified random sampling technique. Student’s age range was 14 to 17 years. Study Habit Inventory (SHI) developed by Bakare (1977) was used to generate pre and post- test scores. Statistical techniques used were ANOVA, t-test and Duncan Multiple range test. Result indicated that three treatment packages were effective in improving students study habits but the combination of group counseling and SQ3R was most effective. It was therefore recommended that professional counselors in educational institutions should use the combination of group counseling and SQ3R in improving students study habits.
Raiz et al. (2002) conducted a study in the University of Agriculture, Faisalabad (2000-2001) to determine the effect of study habits on achievement of students. Sample consists of 150 students of B.Sc. Home Economics and M. Sc. Home Economics. Data were collected with the help of an interview schedule and then analyzed by using $x^2$ test to draw conclusions. The study indicates that there existed a significant and positive relationship between achievement of students and the said factors like schedule of study, habit of note taking and writing book.

Suneetha and Mayuri (2001) conducted a study on age and gender differences on the factors affecting high academic achievement of school children. Total sample of the study comprised of 120 children of IX and X grade drawn purposively from 10 private schools of Hyderabad. Malin’s intelligence scale for Indian children, study habit inventory, multidimensional assessment of personality inventory was used for data collection. The results showed boys and girls differed significantly in drilling, interaction, sets and language dimensions of study habit inventory.

Agarwal, Rashmi and Amita (2000) undertaken a research to study television viewing pattern among higher secondary level students in terms of duration, type of programmes, parental control and liking for companionship. And this study was conducted to investigate the impact of various patterns of televiewing on the study habits of higher secondary level students. Sample of the study consists of purposive sample comprising of 95 higher secondary level students stratified across gender (boys and girls) and educational stream (Arts, Science and Commerce) were selected from Moradabad district. Television Viewing Pattern Inventory (TVVPI) investigator and Study Habit Inventory (SHI) by Palsane and Sharma were used for collection of data. The collected data were analyzed using F-test and ‘t’ test. Findings of the study have shown that (a) as many (68%) of students felt that their parents impose restrictions on them regarding the content and duration of televiewing. (b) Nearly 87 per cent of higher secondary level students watched television for less than four hours per day. (c) Duration of television was found to affect significantly the study habits of students. Watching television for more than four hours in a day adversely affect the study habits. (d) Interest in watching the educational programs is more suitable for good study habits. (e) Students who watch various television programmes in co-
viewership of parents/friends/siblings possessed significantly better study habits as compared to those who watch television all alone. (f) Parental control for televiewing did not affect significantly the study habits of higher secondary level students.

Sampath and Selvarajnanaguru (1997) studied the study habits of higher secondary commerce students. 428 higher secondary second year commerce students studying in Chidambaram taluk in Tamil Nadu were selected by using cluster sampling technique. Study Habit Inventory of Mukopadhyay and Sansanwal (1983) were used as a tool of study. ‘t’ test indicated that there was no significant difference between study habits of boys and girls.

Jegede et al. (1997) conducted an experimental study to know the effect of achievement motivation and study habits on English academic performance of students belonging to Nigeria. The sample consisted of 160 students in 10th grade, randomly selected from four schools in Nigeria assigned to the treatment groups (3-experimental and one controlled group). All the groups were pre and post-tested on the measure of achievement motivation, study habits and English language performance. Bakare’s (1970) Study Habit Inventory (SHI) was used as the measure of students study habits. Bakare’s (1976) Academic Need Achievement Motivation Scale was used to tap student’s achievement motivation. Analysis of covariance was used to test significance of the results. Study reveals that study habits treatment alone did not contribute significantly to student’s performance in English. Achievement motivation seems to account for greater proportion of observed difference in English language performance. Thus, improving study habits without including higher achievement motivation does not affect English language performance significantly.

Kaur & Lekhi (1995) investigated intelligence, achievement motivation and study habits as correlates of academic achievement. Sample of the study consisted of 100 students randomly selected from X class. The findings were: intelligence, achievement motivation and study habits were positively and significantly correlated with academic achievement.

Stella & Purushothaman (1993) examined the study habits of underachievers. 90 underachievers from rural and urban schools in Tamil Nadu were selected by using
randomized block design. Patel's (1976) Study Habit Inventory was used for the study. ‘t’ test indicated significant difference between urban and rural students in respect of study habits. Mean value showed that urban students had better study habits than rural students. But no significant difference was found between boys and girls.

Khan, N. (1993) conducted a study to find out the relationship between study habits and over-under achievers in English of students studying at secondary level of education. Sample of the study consisted of 200 male and female class X students studying in AMU and other schools of Aligarh. For the purpose of collection of data the tools used were (a) Brown- Holtzmann Inventory to measure study habits (b) Mehrotra's Group Test of Intelligence to measure intelligence (c) previous year examination marks were served as an achievement scores. For the analysis of data t-test were used. Study reveals that there exists a positive relationship between study habits and over-under achievement, over-achievers are possessing good study habits and under-achievers poor study habits.

Misra (1992) conducted a study on assessing the level of test anxiety, self-concept, adjustment and study habits in predicting academic achievement. The study was conducted on a sample of 88 Oriya male students of 9th and 10th class in three schools of Bhubaneshwar and Orissa, India. To determine study habits of subjects Wrenn's (1941) study habits inventory was used and total marks obtained in annual examination was used to know the relationship between independent and dependent variables. It revealed significant and positive correlation between study habits and academic achievement.

Indira (1992) conducted a study to identify the reading interests and study habits among neo-literates, and to find out whether there is any significant difference in the reading interests of men and women, married and unmarried, adult education literates and general literates, those who having children and those who do not having children, low middle and high income groups. Sample of the study consisted of 240 neo-literates selected randomly from 30 Janasikshana Nilayams served as subject for the study. A Numerical Rating Scale and a Study Habits Questionnaire were used to collect the data. Collected data were treated with mean, Standard Deviation, t- test
and analysis of variance. Findings of the study reveals that a majority (53.33%) of respondents seemed to read during morning, many (37.5%) seemed to spend about one hour for reading, many (50.83%) seemed to read five days in a week. Only 5% claims that they read every day and as many as 65% seemed to depend on libraries for reading materials.

**Panda (1992)** investigated study habits of disadvantaged and non-disadvantaged adolescents in relation to sex and academic achievement. Sample of the study consisted of 50 disadvantaged boys and 50 non-disadvantaged girls of 9th and 10th classes in Orissa. Subjects were selected randomly and matched with age, sex, area of living and birth order. Patel’s (1976) study habit Inventory was used in the study. Data was analyzed by applying ANOVA. ‘F’ value for sex indicated significant difference. From the mean values, it was revealed that boys had significantly better study habits than girls.

**George (1991)** examined the influence of high school students study habits on achievement in high school and during the first semester of college by drawing data from 159 female and 93 male freshmen. He found that the same study habits contribute to success in high school were unrelated to academic achievement during the first semester in college. On the basis of this finding it was suggested that college freshmen need to acquire new study habits to be academically successful for measuring academic achievement, examination results were used as a reliable measure.

**Ramaswamy (1990)** studied the relationship between study habits and academic achievement in high and low achieving boys and girls of 11th standard in Madurai district, Tamil Nadu, India. Study habit inventory of Patel (1976) was used to measure the study habits. Product moment correlation was used to find out the relationship between study habits and academic achievement. Correlation analysis revealed significant relationship between the study habits and academic achievement variables.

**Singh (1989-90)** made an investigation to the Study habits of scheduled caste adolescents in relation to their sex and achievement motivation. Study was conducted on 150 boys and 150 girls belonging to scheduled caste from 9th classes in Himachal
Pradesh. ‘F’ value of 5.16 for the main effect of sex on the study habits was significant at 5 percent level. It indicated that the study habits of boys and girls differed significantly. Boys had significantly better study habits than girls.

**Mehta et al. (1989-90)** studied the psychological correlates of academic achievement at school level. The sample comprised of 300 students of 9th and 10th class. Total marks obtained in 8th and 9th annual examination were used as measures of academic achievement. Survey of study habits and attitudes by Brown and Holtzman (Form C., 1964) was used to measure study habits. The study reported a positive and significant correlation between study habits and academic achievement.

**Christian (1983)** studied need achievement and study habits of the pupils of standard 10th in relation to sex, study habits inventory of Patel (1976) and TAT test of Mehta were administered on a sample of 79 girls and 68 boys. The analysis of variance revealed that girls and boys had equally good study habits. The study suggested that study habits are one of the important factors, which is helpful to achieve more in the promising field.

**Tuli (1981)** investigated the relationship between study habits and academic achievement in mathematics. Sample consisted of 474 boys and girls of IX class. The investigator found that study habits were positively related to achievement in mathematics.

**Trivedi & Patel (1973)** conducted a comparative study of the performance and study habits of students reading in B. A (English) B.A (Non English) course of S.P University. Sample of the study consisted of 102 students (English) and 138 students (Non English) of B.A third year. It was found that average performance of the students of English stream was better and significant in comparison with non English stream students. Standard of knowledge of Non-english group was also found lower than English group, and lastly the study habits of English stream students were relatively better organized than those of non-english stream students and also same pattern of attitude towards English was observed.
Jha (1970) hypothesized that there exists a substantial positive relationship between study habits and attainment in science. Wrenn’s study habits inventory and average of marks obtained at two preceding annual examinations in science served as a measure of study habits and achievement respectively. The study revealed that there was a significant and positive relationship between achievement in science and study habits in case of boys and combined sample but not so in case of girls.

Jain (1967) tried to investigate the relationship between study habits and academic achievement. A study habit inventory incorporation consultation and working habits developed by the investigator and the marks obtained at the annual examination served a measure of study habits and academic achievement respectively. The scores on the study habits inventory correlated significantly and positively with academic achievement and coefficient of correlation ranged from .29 for consultation habits to .59 for working habits.

Mehdi (1965) conducted a study to find out the effect of study habits on student’s academic performance of three streams, viz, science, arts and commerce. Pupils entering in class 10th in three courses were studied for a period of three years in order to see whether the study habits show significant relationship with the ultimate success at class 11th public examination. The study habits were not found to contribute significantly to the prediction of academic achievement.

2.2 Studies Related To Emotional Intelligence

Khan & Hassan (2012) undertook an investigation to study the emotional intelligence of children of working and nonworking mothers. Sample of the study comprised of 100 children (50 children of working mothers and 50 children of non-working mothers) selected randomly from all Govt. High and Higher Secondary Schools of zone Shopian. Emotional intelligence scale by Hyde et al was employed for collection of data and t-test was used for analysis of data. Bar diagrams and Line graphs were drawn to make the results transparent. Results of the study highlight that children of non-working mothers are more emotionally intelligent than children of working mothers. Children of working and non-working mothers show significant difference in self-awareness, empathy, self-motivation, emotional stability, managing
relations, integrity, self-development and altruistic behaviour. Children of non-working mothers have been found clear in their priorities, pay more attention to the worries and concerns of others. They are found to be friendly, sociable, helpful and skilful in dealing with people. They are found to be more responsible, more comfortable to novel ideas and new information. They face boldly good and bad situations. They are more aware of their weaknesses, are more co-operative, helpful, outgoing and democratic. They are better able to encourage people to take initiative. They can handle conflicts around them more intelligently than the children of working mothers. No significant difference was found in value orientation and commitment between children of working and non-working mothers.

Chawla et al. (2011) carried out an investigation to find out the correlation among General intelligence, Emotional Intelligence and Scholastic Achievement of 180 students of 10+1 grade of commerce in two English medium senior secondary schools of Punjab district. It was observed that there were insignificant positive correlations between general intelligence and emotional intelligence, general intelligence and scholastic achievement, emotional intelligence and academic achievement, there was insignificant negative correlation between general intelligence and emotional intelligence among high scores and low scores.

Rani (2011) proposed an investigation to offer an understanding of an important psychological factor, namely, emotional intelligence for visually disabled students studying in integrated and segregated school setting and find out its impact on their academic achievement. The sample was taken from integrated and segregated schools located in Delhi. Results of the study revealed that integrated visually disabled students are emotionally more intelligent than their counterparts in segregated schools. Similar results have been obtained for academic achievement. Correlation between emotional intelligence and academic achievement was found significant in both the settings. Investigator concluded that the type of school setting has a significant impact on the emotional intelligence and academic achievement of visually disabled students.

Reddy & Venu (2010) have made an attempt to study the effect of gender and locality on Emotional Intelligence of secondary school students. Sample of study
consisted of 200 boys and girls collected from rural and urban schools in and around Tirupathi. Emotional Intelligence Scale developed by Natun Kumar Thingujan & Usha Ram was administered on the sample to assess their Emotional intelligence. A 2x2 factorial design was employed to analyze the data. Findings of the study revealed that girls were found to be higher in their Emotional Intelligence than boys. Further, it was found that students belonging to urban areas have higher emotional intelligence than students of rural areas.

Olatoye et al. (2010) investigated the extent to which level of creativity and emotional intelligence influenced the level of academic achievement of Higher National Diploma HND business administration students of Polytechnics in South Western States of Nigeria. Three instruments; Students Cumulative Grade Point (CGPA) Information Format (SCIF); Wong and Law Emotional Intelligence Scale (WLEIS) and Nicolas Host Creativity Test (NHCT) were used to collect data on emotional intelligence, creativity and academic achievement of 235 subjects. Findings of the study revealed that there was no significant difference between male and female student’s academic achievement, creativity and emotional intelligence.

Ogundokun & Adeyemo (2010) examined the moderating influence of emotional intelligence, age and academic motivation on academic achievement of secondary school students. The study adopted a survey research design, participants in the study were 1563 (male= 826, female=737) secondary school students from Oyo state, Nigeria. Two valid and reliable instruments were used to assess emotional intelligence and academic motivation while achievement tests on English language and mathematics were used as a measure of academic achievement. Person’s product moment correlation and hierarchical regression were used to analyze the data. Results revealed that emotional intelligence had a significant correlation with academic achievement.

Nandwana & Joshi (2010) conducted a study on 60 tribal adolescents of 16-18 years studying in senior secondary school of purposively selected Tidi village of Udaipur. Level of emotional intelligence of the tribal adolescents was assessed by administering a standardized emotional intelligence inventory (MEII, 2004) by S.K.Mangal and Shubhra Mangal. Findings of the study revealed that majority of
adolescents (55%) were found to have poor level of emotional intelligence. There is significant difference of emotional intelligence between tribal adolescent boys and girls; boys are comparatively higher than that of girls.

**Panda (2009)** conducted a study to know the relationship between emotional intelligence and personality traits (normal & neurotic behavior) of pupil-teachers. The sampling technique used was simple random sampling technique and consisted of 130 pupil teachers belonging to different localities, gender and personalities. Emotional Intelligence Test (2001) developed by Anokool H.S., Sanjyot and Kundu's Neurotic Personality Inventory (1987) were used for collection of data. The tabulated data was analyzed by Mean, SD, ‘t’ test and Coefficient of Correlation to know the relationship between these variables. The finding of the study reveals that (i) there was significant positive correlation between emotional intelligence and normal behavior of pupil teachers, (ii) there was significant negative correlation between emotional intelligence and neurotic behavior between pupil teachers (iii) there was significant relationship between normal & neurotic behavior of pupil teachers in emotional intelligence (iv) there was no significant difference between male and female in emotional intelligence and (v) there was significant difference between rural & urban pupil teachers in emotional intelligence.

**Jordan et al. (2009)** examined the relationship between components of emotional intelligence (EI) (interpersonal ability, intrapersonal ability, adaptability and stress management) and academic performance in English, Maths and Science in a sample of 86 children (49 males and 37 females) aged 11–12 years during the primary-secondary school transition period. Results indicated that for both males and females, intrapersonal ability had little relationship with academic achievement, while adaptability had strongest relationship with achievement in all subjects. Gender differences were particularly pronounced for science, for which stronger relationships were observed with all emotional intelligence components for males. In addition, apparent only for males was a negative relationship between stress management and science.

**Singh (2009)** has undertaken an investigation to analyze emotional intelligence of secondary school teachers in relation to their age groups. Sample of the study
CHAPTER-II REVIEW OF RELATED STUDIES

consisted of 140 teachers divided into two age groups (below 30 years & above 30 years age). Emotional Intelligence Scale (EIS) developed by Anukool Hyda, Sanjyot Pathe & Upinder Dhar was used for collection of data. Mean, SD and t-test was used to analyze the data. Researcher has indicated that emotional intelligence of secondary school teachers differs significantly in relation to their difference. It also has been observed that on the aspects like Self awareness, Emotional stability, Managing relation, Integrity and Self-development, teachers with age group of 30 years and above are much better, whereas on the aspects like Self-motivation, Commitment and Altruistic behavior, the teachers with age group less than 30 years have greater mean value. There is no significant difference in Empathy and value orientation aspects of emotional intelligence between teacher of age group less than 30 years and with age group 30 years and above.

Mavroveli et al. (2009) have conducted a study to examine the construct validity of the trait emotional intelligence in middle and late childhood by exploring its relationship with cognitive ability emotion perception and social behavior. Sample comprised 140 children aged between 8 and 12 years from two primary schools. The tools used for collecting data were Trait Emotional Intelligence Questionnaire-Child Form (TEIQue-CF; Mavroveli et al, 2008) to measure trait emotional intelligence, Standard Progressive Matrices (Raven & Court, 2000) to assess children’s reasoning ability, Assessment of Children’s Emotion Skills (ACES; Schultz, Izard & Bear 2004) to assess children’s emotion attribution accuracy and emotion biases, Social Skill Training (SST; Spence 1995) to assess children’s social skills and academic achievement were obtained from the school archives. The results revealed that trait EI scores were positively related both to peer rated prosocial behavior and to overall peer competence. They also predicted emotional perception accuracy beyond overall peer competence. As hypothesized in trait emotional intelligence theory, the construct was unrelated to IQ (Raven’s matrices) and academic performance.

Hassan et al. (2009) have undertaken an investigation to identify the emotional intelligence level among school students in rural areas, relationship between emotional intelligence and anxiety, as well as relationship between emotional intelligence and academic achievement. Results showed that there were significant
CHAPTER-II REVIEW OF RELATED STUDIES

differences for emotional intelligence level among all students between both genders. Mean score of emotional intelligence within female students appeared to be higher than male students. Pearson correlation analysis showed that emotional intelligence levels of all students were significant negatively in relation to anxiety level. Emotional intelligence was also significant positively in correlation with academic achievement of all variables including student’s age and gender.

Shrivastava & Mukhopadhyay (2009) have conducted an investigation to assess the levels of alienation and emotional intelligence of adolescents with internalizing symptoms. Muti-dimensional Assessment of Personality Test was used as screening tool in the first phase. Total 510 adolescents in the age group of 14-18 years studying in various schools of Varanasi were screened for internalizing symptoms. Those who scored above cut-off points were identified as ‘affected group’ having internalizing symptoms showing more than 6 symptoms, the sample showing 4-5 symptoms as ‘moderate group’ sample showing 1-2 symptoms as ‘mild group’ and adolescents without internalizing symptoms were identified as ‘normal group’. Student Alienation Scale and Mangal Emotional Intelligence Inventory were then administered on all the four groups each having 15 subjects for the final study. Result obtained from ANOVA revealed that the affected group is significantly alienated and emotionally immature in awareness & management compared to their comparative normal groups.

Prasanthi & Devi (2008-2009) were undertaken a study to find out the relationship between emotional competence and marital life satisfaction levels in married couple. Total sample comprised of 240 couples of Chittor district of Andhra Pradesh. Tools used were Emotional Competence Scale by Sharma H. C. & Bharadwaj R. (1995) and Marital Satisfaction Scale by Brunda Ampritraj & Indira Jai Prakash (1988). Results of the study revealed that more than half of the couples were higher satisfied with their marital relationship, 68% of couples had average levels of emotional competence. Results showed that emotional competence level was significantly related to husband’s marital satisfaction levels. Wives marital satisfaction levels were positively correlated with adequate expression and control of emotions and ability to cope with problem emotions.
Downey et al. (2008) examined relationship between emotional intelligence and scholastic achievement in Australian adolescents. The sample consisted of 209 secondary school students (86 males and 123 females) each completed the Adolescent Swinburne University Emotional Intelligence Test (SUEIT) and academic achievement. Findings of the study revealed that academic success was associated with higher level of emotional intelligence. Emotional intelligence was generally positively associated with performance across school subjects.

Subramanyam & Rao (2008) conducted a study to know the impact of gender on emotional intelligence and academic achievement of secondary school students, besides the relationship between emotional intelligence and academic achievement. Sample of the study consisted of 30 boys and 30 girls were randomly selected from class X of a municipal high school in Tirupati Town in Andhra Pradesh. To measure the emotional intelligence, the Intelligence Questionnaire developed by Nutan Kumar Thingujam & Usha Ram was used. To measure academic achievement annual examination marks of class IX was taken into account. For calculation of data mean, SD & 't' test was used. Correlation was also calculated for emotional intelligence & academic achievement. Results of the study reveal that there is no significant difference with regard to impact of gender on emotional intelligence and academic achievement, besides there being no relationship between academic achievement and emotional intelligence.

Jazaeri & Kumar (2008) conducted a study to examine the role of emotional intelligence in predicting cultural adjustment among foreign students in India. Sample of study consisted of 618 (376 male & 242 female) foreign students who have come to India under student visa or research visa belonging to four regions i.e. Middle East, African, East Asian, Western and European countries participants in the study. They were pursuing their studies in various courses at five universities located in Mysore, Bangalore, Pune, Hyderabad and Delhi. Bar-On emotional Quotient Inventory: Short (Bar-On EQ-I: S, 2002) was used as a tool to measure emotional intelligence. It is an instrument designed to measure emotional intelligence behavior in situations where a more detailed assessment is not possible or is not required. CernySmith Adjustment Index (2005) by Cerny-Smith is a screening instrument for
evaluating and enhancing cross-cultural adjustment. Stepwise Regression Analysis revealed that positive impression, general mood, adaptability and intrapersonal component of emotional intelligence were significant predictors of cultural adjustment.

Shah & Thingujam (2008) have undertaken an investigation to study coping in relation to emotional intelligence. Sample of the study consists of 197 participants (80 males & 117 females) between the age group of 18-25 years. All participants were college and university students from Pune city. Emotional Intelligence Scale (1998) developed by Schutte et al. and Ways of Coping Questionnaire (1984) developed by Lazarus & Folkman were used as a tool for collecting data. Participants completed self-reported measures of emotional intelligence & ways of coping. Results reveals that appraisal of emotions in the self was positively correlated with plan-full problem solving and positive reappraisal coping styles. Appraisal of emotions in others was positively correlated with plan-full problem solving and positive reappraisal. Emotional regulation of the self was positively correlated with plan-full problem solving, confronting coping, self-controlling, positive reappraisal and with distancing, but negatively correlated with escape avoidance. No gender difference was found in perceived emotional intelligence and ways of coping except for self-control, where male reported higher than females.

Vijayalakshmi et al. (2008) conducted an exploratory nature of study to explore the relationship between emotional intelligence (EI) and social reticence (SR) among post-graduates female students. The data were collected from post-graduates students from a women’s educational institution located in South India. The sample size of 47 was collected with day schools (n=27) and hostel inmates (n=21) to study the relationship between emotional intelligence and social reticence. The influence of birth order in their EI and SR has also been studied. Emotional Intelligence Scale (1998) developed by Schutte et al. (1998) and Social Reticence Scale (1986) developed by Jones & Briggs were used for collection data. Product moment correlation was used to study their relationship and significance of difference between means of two groups was computed with the aid of ‘t’ test. Findings of the study reveals that EI and SR are negatively correlated and there was no significant
difference in EI and SR scores of students with respect to birth order and type of residence.

Gupta & Kaur (2006) have undertaken an investigation to study the emotional intelligence of prospective teachers. The study also compared different groups on EI. For this purpose sample of the study consists of 200 B. Ed. Students of Guru Nanak Dev University, Amritsar. For the collection of data Personal Profile Survey (2002) developed by Surabhi was used. Data were analyzed through mean, SD, 't' test. Result of the study reveals that there were 9% male and 22% female B. Ed. students with high emotional intelligence while 6% male and 10% female B. Ed. students have low emotional intelligence. Male & female B. Ed. students differed significantly on self-management dimension of EI while Arts & Science stream B. Ed. students differed on social skills dimensions of emotional intelligence. B. Ed. students of non-working mothers were scoring more on internality while B. Ed. students of working mothers were scoring more on empathy.

Pradhan et al. (2005) conducted a study to examine the relationship between emotional intelligence personal effectiveness. In this study emotional intelligence was treated as an independent variable & Personal Effectiveness as a dependent variable. Sample of the study consisted of 50 postgraduates (25 male & 25 female) randomly selected from various departments of Delhi University. The sample was administered Emotional Intelligence Scale (1997) developed by Cooper & Sawaf and Personal Effectiveness Scale (1989) developed by Pareek. Uni-variate & bi-variate statistics were used for the treatment of data. The percentages and correlations were calculated for all the dimensions in both the scale by using SPSS. Finding of the study reveals that there exists a positive relationship between Emotional Intelligence and Personal Effectiveness. The potential benefits of Emotional Intelligence were discussed in the context of Personal Effectiveness.

Katyal & Awasthi (2005) conducted a study to find out gender difference in Emotional Intelligence among adolescents of Chandigarh. The study was conducted on 150 adolescents (75 boys & 75 girls) aged 15 years, studying in 10th class randomly selected from three schools of Chandigarh. Emotional Intelligence Test (2001) developed by Codaty was used as a tool for collecting data. For analyze the
data, percentage distribution was used to find out percentage distribution of subject
with regard to emotional intelligence. ‘t’ test was applied to find out gender
differences in emotional intelligence. Finding of the study revealed that majority of
boys, girls and the total sample had good followed by low emotional intelligence.
Girls were found to have higher emotional intelligence than that of boys.

Devi & Rayula (2005) taken up a study to understand the emotional intelligence
levels of adolescents and to see the gender differences if any between adolescents
boys and girls on total emotional intelligence and its components and dimensions.
Sample consisted of 224 adolescents out of which 112 were and 112 were girls
covering the age group of 15 to 18 years selected from co-educational junior college
located in Hyderabad city. General Information Schedule was used for collecting
respondent’s information and family background information. For measuring
emotional intelligence levels of adolescents Emotional Intelligence Inventory
developed by the investigator in 2003 was used. Results of the study reveals majority
of the boys and girls fell into an average and above on emotional intelligence levels.
Significant difference was noticed in interpersonal skill component of boys and girls
favoring girls. Results on dimension wise emotional intelligence showed that girls
surpass boys on self awareness, empathy, social responsibility and problem solving.
Adolescent boys and girls did show similar scores on other 11 dimensions of
emotional intelligence and on total emotional intelligence levels. Younger adolescents
were higher on interpersonal skills than older adolescents.

Parker et al. (2003) conducted an investigation to examine the relationship between
emotional intelligence and academic achievement during the transition from high
school to university. The results of the study revealed that academic success was
strongly associated with several dimensions of emotional intelligence.

Bracket et al. (2003) conducted an investigation to know the relation of emotional
intelligence with everyday behaviour. Findings revealed that women scored
significantly higher in emotional intelligence than men. Emotional intelligence
however, was more predictive of Life Space criteria for men than for women. Lower
emotional intelligence in males, principally the inability to perceive emotions and to
use emotions to facilitate thought, was associated with negative outcomes, including
illegal drug and alcohol use, deviant behaviour, and poor relations with friends. In this sample, emotional intelligence was significantly associated with maladjustment and negative behaviours for college-aged males, but not for females.

2.3 Studies Related To Academic Achievement

Yousefi et al (2010) have made an attempt to determine the effect of family income on test-anxiety and academic achievement among Iranian high school students. Respondents of the study were 400 high school students (200 males & 200 females) in the age range of 15 to 19 years old. Instruments used for the data collection was Test-Anxiety Inventory (TAI) to determine the level of test-anxiety among students and last year’s Grade Point Average was taken to measure academic achievement of students. Statistical analysis ANOVA was employed to identify the significant difference between family income, test-anxiety and academic achievement. The finding shows that family income significantly affected academic achievement and test-anxiety.

Naderi et al (2008) examined intelligence and gender as predictors of academic achievement among undergraduate students. Sample of the study consisted of 153 (105 males & 48 females) Iranian undergraduate students studying in Malaysian Universities. Their ages ranged from 18-27 years for females and 19-27 for males. For collection of data Cattell Culture Fair Intelligence Test (CFIT-3a) developed by R.B.Cattell was used to evaluate intelligence. Cumulative Grade Point Average (CGPA) was used as a proxy of academic achievement. SPSS statistical programme was used to analyze the data. Findings showed a lower correlation between independent variable (score of intelligence & gender) and academic achievement.

Uwaifo (2008) examined the effects of family structure and parenthood on the academic performance of Nigerian university students. Sample for the study consisted of 240 students drawn from the six randomly selected faculties in Ambrose Alli University, Ekpoma, Edo State. The adapted form of “Guidance and Counseling Achievement Grade Form” was used for data collection and the data collected were subjected to statistical analysis using the t-test statistical method. Results showed that significant differences existed between academic performance of students from single
CHAPTER-II

REVIEW OF RELATED STUDIES

parent family and those from two-parent family structures. Results also indicated significant differences in academic performance of male and female students compared on two types of family structures.

Ajwani & Sharma (2004) explored text anxiety in relation to academic achievement. A total of 160 college going students, out of which 80 were high academic achievers and 80 were low academic achievers were administered Test Anxiety Scale by Dr. V.P. Sharma. Results supported the hypothesis that high academic achievers will exhibit great anxiety in testing situation.

Kasinath 2003) studied the interactive effect of mental health, school adjustment and SES on academic achievement. Sample of the study comprised of 200 secondary students (120 boys & 98 girls) studying in class X. Results of 2x2x2 ANOVA revealed that mental health has a significant determinant effect on academic achievement in all school subjects; school adjustment had significant effect on achievement in school subjects, except for Hindi. SES of students had affected achievement in Science and Maths. Interaction between mental health and SES affected achievement in Hindi. Interaction between school adjustment and SES had influenced Kannada, Science and total achievement. Three way interaction revealed no significant effect on achievement in school subjects.

Yadav, Mayuri (2001) conducted a study to find out gender difference in the contribution of personality factors to high academic achievement of children of rural government school of children. Sample consisted of 120 high achieving children studying in class IX and X. Tools used for data collection were Malini’s Intelligence Scale for Indian children, Study Habit inventory by D. Mukhopadhyaya and D.N. Sansanwal, MAP Series by Psy-com services, General Anxiety Scale by Sarason and Locus of Control Scale by Crandall, Katvoksky and Grandall. Study has concluded that factors which help in high achievement were comprehension, concentration, task orientation, recording, systematic and regular study habits, high self control, high morality, high achievement motivation, low general anxiety and interval orientation. There were significant difference between boys and girls in the dimensions of tasks orientations, sets, interaction, supports, adaptability and self control.
Hickman et al. (2000) assessed the relationship between parenting styles, academic achievement and adjustment of traditional college freshman using self reported questionnaire and family demographic data. The parental authority questionnaire, quick word test, Rosenberg self esteem inventory were administered to 101 college freshman aged (17 to 19 years). Multiple Regression models demonstrated that an authoritative parenting style was positively related to student’s academic adjustment. Moreover self esteem was significantly predictive of social, personal and emotional goal commitment-institutional, academic and over all adjustment of traditional college freshman.

Gardner et al. (2000) examined academic achievement, absenteeism, dropout rate and parental involvement in school as a function of high school size. Academic achievement was measured by SAT scores and parental participation was measured by PTA or other parent organization. 67 large (enrollment over 2000) and 60 small (enrolled 200 to 600) California high schools were compared. Findings revealed that large schools exhibited higher academic achievement on total SAT scores, verbal SAT scores and math SAT scores. In addition large schools had a higher proportion of students taking the SAT. Conforming other hypothesis the small schools had lower dropout and higher parental involvement in schools.

Daftuar et al. (2000) conducted a study on academic achievement and risk taking among tribal and non tribal students of rural and urban areas. Sample the study consisted of 384 non tribal and tribal students from both rural and urban areas. General Intelligence Test (Mohsin 1968) was administered to select students with average intelligence. Marks of the students in the last two examinations obtained from school records served as an index of academic achievement. A measure of risk taking developed by the authors was also administered. It was observed that high achieving urban non tribal students had greater risk taking tendency than low achievement counterparts. In contrast non tribal groups risk taking behavior was unrelated to scholastic attainment. Rural subjects were significantly higher in risk taking than urban subjects.

Andermann et al. (1999) explored the relation of present and possible academic selves during early adolescence to grade point average achievement goals. The author
conducted two studies. In the first study relations between present and future selves and changes in grade point average between the 6th and 7th grades were examined. Data was collected from a sample of 315, 7th grade students. Results indicate that positive present and future academic self concept was related to positive changes in grade point average. In addition when adolescents present perceived academic selves were higher than their future academics selves GPA increased where as when perceived social selves were higher than future perceived selves GPA decreased. In the second study, survey data was collected from a different sample of 220, 6th and 7th grades. The relation between present and future selves & mastery and performance approach achievement goals were examined. Results indicate that a present good self concept was related positively to both performance and mastery goals were as a future good student self concept was related positively only to performance goals.

Goldberg and Dewey (1998) analyzed the influence of intrinsic motivation and self concept on academic achievement among second and third grade students. Measures of intrinsic motivation, perceived competence and academic achievement were administered near the beginning and end of one school year. Factor analysis supported the internal validity of the intrinsic motivation and perceived competence measures in subgroups of 2nd and 3rd grade students and in students in gifted vs regular education programmes. Structural equation modeling indicated that intrinsic motivation influenced perceived competence and that perceived competence influences academic achievement.

Sultana (1988) conducted an investigation to study the school achievements among adolescent children with working and non-working mothers. Sample of the study consisted of 500 students (250 of working mothers & 250 of non-working mothers) studying in class X was randomly selected. School achievement of these students was tested on standardized achievement tests on English, Mathematics, Social Science and Language. The combined scores on these tests were considered as scholastic achievement of a student. Findings of the study revealed that (i) there was no difference in the achievement in English, social studies and language among children of working and non-working mothers. (ii) There was a significant difference in achievement in mathematics among children of working and non-working mothers.
The children of non-working mothers achieved more than those of working mothers.
(iii) There was no difference in academic achievement among children of working and non-working mothers studying on English or Hindi medium schools.

Cooper et al. (1998) conducted a study to find out the relationship among attitude and home work, amount of home work assigned and completed and student achievement. Students (n=709), parents and teachers (n=82) have completed a questionnaire concerning amount of home work assigned by the teachers, portion of assignments completed by students and attitudes about home work. Student's achievement measures were also collected. Weak relations were found between the amount of home work assigned and student achievement, especially at upper grades (6-12). At lower grades (2 and 4) teacher assigned home work was related to negative student attitudes. At upper grades teacher with more positive attitudes towards home work and those whose students perform more poorly on standardized tests reported assigning more home work. A path analysis for lower grades had indicated that class grades were predicted only by standardized test scores and the proportion of home work completed by students. At upper grades class grade predictors also included parent, teacher and student attitudes.

Tinajaro & Fernanda (1997) conducted study to reexamine the relationship between field dependence, independence and academic achievement. Sample of the study comprised of 408 students (215 boys and 193 girls) aged between 13-16 years. The bi-dimensional character of field dependence field independence was considered by using a test of perception and a restructuring ability test. In addition possible mediation by the variable sex in the above mentioned relationship was also examined. Results indicated that field independent boys and girls performed better than field dependent ones in the entire subject considered. Although this superiority was only manifested in the cognitive dimension of field dependence-independence evaluated by the embedded figure test, it was considered that field dependent independent is related to over all academic achievement.

Vijayalaxmi and Natesan (1992) studied factors influencing academic achievement. From Coimbatore, 100 students studying in XI standard were selected for the study of which 50 were boys and 50 were girls. To assess the socio economic status of the
subjects, the socio economic status scale developed by Vendal (1981) was used. To assess academic achievement of the subjects, total marks obtained by the subjects in quarterly and half yearly examination was taken. Findings showed that girls had a higher mean academic achievement compared to boys.

Singh (1984) made a survey of the study habits of high, middle and low achieving adolescents in relation to their sex, intelligence and socio economic status and found that study habits of boys and girls differed significantly at different levels of academic achievement.

2.4 Studies Related to Working and Non-Working Mothers

Tomar & Daka (2010) has undertaken a study to know problems of the students of employed parents. Data was collected from 200 students from four higher secondary schools of Bughpat District using random sampling technique. A self developed questionnaire was developed by the investigator for collection of data. Percentage was used as statistical technique. Findings of the study revealed that children of employed parents do not get enough assistance in doing the home assignment. Therefore, the academic performance of children is negatively affected. Children of employed parents do not have proper interaction with parents and they are in need of proper guidance.

Kaur & Meenkashi (2010) has taken an investigation to study social and emotional intelligence of school going adolescents in relation to working status of their mothers. A sample of 100 school going adolescents (50 children of working mothers & 50 children of non-working mothers) within the age of 13 to 16 years from three schools of Patiala district of Punjab was selected. Data was collected through Social Intelligence Scale developed by N.K.Chaddha & Usha Ganesan and Mangal’s Emotional Intelligence Inventory. Data so obtained was analyzed by using statistical techniques like mean, SD and ‘t’ ratio coefficient of correlation. The study revealed that school-going adolescents of working and non-working mothers as a whole had average level of emotional intelligence and above average level of social intelligence. School-going adolescents of working mothers has significantly higher level of emotional intelligence than of having non-working mothers for total group as
separately for male and female groups. Female school-going adolescents were significantly more socially intelligent than their male counterparts. School-going adolescents of working and non-working mothers did not differ significantly in their social intelligence in respect of gender. There was a positive and significant relationship between social intelligence and emotional intelligence for total group as well as in school-going adolescents of working mothers. But this relationship was not significant in case of school-going adolescents of non-working mothers.

**Sharma & Dharmawat (2009)** was undertaken an investigation with a view to conduct a comparative study of behavioral adjustment of pre-adolescent children of working and non-working mothers. The sample of the study consisted of 120 pre-adolescent children which was further divided into three groups:- (a) pre-adolescent children of working mothers (b) pre-adolescent children of non-working mothers (c) groups of pre-adolescent children divided on the basis of gender (Boy & Girls of both the working and non-working mothers). Pre-adolescent Adjustment Scale (P.A.A.S) developed by Pareek & Rao (1971) was administered to know about the adjustment level of the children. The Findings of the study suggested that status of mother does not play much role in adjustment level of pre-adolescent girls and boys but gender was found to be important and have affected the adjustment behavior of pre-adolescent children. Significant difference among three groups and girls were found to be higher in adjustment level in all the groups (a, b, c) in comparison to boys.

**Saadat, A. (2009)** conducted a study to compare efficiency in families with working and non-working women. For this purpose a sample of 200 people was used. 100 of them come from women employed families, 100 from families of house wives. Out of 100 in each group, 50 were children and 50 husbands. Data was collected though questionnaire developed by the researcher based on mac-master model. Descriptive, factor analysis and logestic regression was used for analyze the data. The model of the study concludes that most important factor for efficiency in non-working women’s family is “seeing family member’s sufficiency” and for worker women’s family is “trust family members together”.

**Saxena (2008-2009)** has made an attempt to know and compare the frustration level of working and non-working women. Sample of the study consisted of 60 women. In
which 30 were working women and 30 were non-working women. Working women are those women who are gainful employed in factories, banks, and hospitals etc. are working full-time or part time. Non-working women are those who were not gainful employed and are involved in household jobs. Reaction of Frustration Scale (RES) developed by B.M. Dixit and D.N. Shrivastava (1997) was used for data collection. The statistical techniques used to analyze data were Mean, SD, ‘t’ ratio and chi test. The result of the study revealed that working women are more frustrated than the non-working women, because they have double responsibilities.

Devi (2008-2009) conducted a study to know perceptions of working and non-working women on their relative empowerment in self and joint decisions in urban families. The study was conducted on 75 working women and 75 non-working women were selected randomly from middle class families of twin cities of Hyderabad and Secunderabad. Standardized interview schedule and empowerment scale were used as a tool for data collection. The study revealed that working women perceived better empowerment for themselves than non-working women. The working women take more self decision and joint decision than non-working women. Working women had better empowerment in personal affairs, children’s affairs and house hold affairs than those of non-working women. Thus, women who had better access to financial resources had better power than those of women who did not have access to financial resources.

Sridevi & Beena (2008) have undertaken an investigation to study the adjustment and academic achievement of elementary students with respect to their mother’s employment status. The sample of study comprises of 180 students from class VII were selected randomly from the six selected schools giving equal representation to the children whose mothers were employed and unemployed. Data collecting tools were Bells Adjustment Inventory developed by H.M. Bell to assess the adjustment of students, Personal Data Sheet developed by the investigator to get adequate information about students and their mother’s employment and achievement scores were collected from the school records. Data was analyzed by Univariate analysis of variance. The study revealed that students not differ in adjustment wise but it was
found that the students whose mothers are employed have achieved better than that of the students whose mothers are not employed.

*Dyahadroy (2007)* has made an attempt to find out the difference in the intellectual and psychosocial development among the preschool children's of employed and non-employed mothers. In this ex-post-facto research quasi-experimental design was used in which 32 pairs of children (one child of the employed mother & one child of the non-employed mother) were selected from four schools of Pune City of Maharashtra. Instruments used for data collection were Seguine Form Board Test (Goel, 1984) and Shishes Pradnya Test (JPIP, 1996) to measure the intellectual development of the preschoolers. To measure psychosocial development, a questionnaire was prepared which was filled by the mother and teacher of each child. The statistical tools used in this was Mean, SD, ‘t’ test. The results of the study revealed that maternal employment may not have any distinct negative impact on preschool children's intellectual development. The results further indicate that psychosocial development of the daughter's of employed mother is lower than that of the daughters of non-employed mothers.

*Upadhyay et al. (2006)* conducted a study to measure the physiological workload of working women while performing the household and professional activities. For conducting the survey and experiment, a purposive sample was selected by random method. The total sample consists of 150 working women of different professions (tailors, venders, sweepers, construction workers and domestic servants). Findings of investigation concluded that the activities of construction workers are considered as heavy activities followed by venders, sweepers, domestic servants tailors. Total cardiac cost of work was observed maximum in construction workers followed by venders, sweepers, domestic servants and tailors. The activity of lifting washed vessels recorded highest value for physiological cost of work. Thus, it was clear that the activities in which extra weights were carried out by the original body weight demands more energy and heat rate.

*McIntosh (2006)* has made an attempt to find out how working mothers affect their children emotionally and academically, verses mothers who do not work outside the home. A purposive sampling technique was used. Data was collected qualitative
open-ended questionnaire developed by the researcher was distributed directly to the participants. After each questionnaire was returned, the data was examined to define possible themes. The results of the study indicate that having a working or stay at home mother does not determine a child's academic ability. Both working and stay at home mothers, also fell that their child’s emotional state was stable.

Easvaradoss et al. (2005) investigated the effect of maternal employment and birth order on career decision making, self-efficiency among adolescents. The sample consisted of 73 boys and 79 girls studying in 9th and 11th grades out of which 60 adolescents with employed mothers and 92 adolescents with unemployed mothers. Data was collected by the administration of Career Decision-Making Self-Efficiency Scale (CDMSE) constructed by Arulmani and Nag-Arulmani (2000). Data was statistically analyzed by computing the critical ratio to test the significance of the difference between the means. The findings revealed that no significant differences were found between first-born and latter born adolescent. Further no gender differences were found in this group. With regard to maternal employment there was no significant difference between adolescents with employed and unemployed mothers on the CDSES scores.

Lakhe (2005) conducted a study to assess the effect of family climate on adjustment levels of adolescents of working and non-working mothers. The effective sample comprised of 500 adolescents of working and non-working mothers. Family climate scale by Dr. Beena Shah was used to collect the information. The study revealed that the adolescents of the working mothers experience warmth, freedom and attention in their homes without any parental domination.

Botsari & Makri (2003) investigated the effects of maternal employment on her mental health, as well as on children’s functional status. The sample comprises of 205 participants. Depression and anxiety were used as indices of mother’s mental health, children’s self perceptions in the dominance of academics, peer interactions, parent-child relationships, physical appearance and behavioral conduct as well as children’s global self-worth where used as indices of their daily functioning. Maternal unemployment yielded direct negative effect on her mental health and child’s perceived scholastic competence. It was also found that maternal depression functions
as mediator in the relationship between maternal unemployment and child's functional status.

**Hussain & Jabin (2002)** have made an attempt to study the impact of maternal employment on Adjustment, Anxiety and Ego-strength of children. The study was conducted on 200 male high school and undergraduate college level student population of Patna and its neighboring places, by employing incidental-cum-purposive sampling technique. The important research tools used for measuring personality variables comprised of Mohsin-Shanshad adaptation of Bell Adjustment Inventory, Sinha Anxiety Scale and Hasan Ego-strength Scale. The findings of the research as a whole indicate that the difference between the effect of maternal employment on different types of adjustment and ego-strength of the children of working and non-working mothers was not statistically significant even at 0.05 level of confidence. However the difference between the children of working and non-working women respect to the magnitude of Anxiety has statistically found significant at 0.01 level of confidence.

**Han et al. (2001)** investigated the long-term impact of early maternal employment on children's cognitive and behavioral outcomes. Non-Hispanic White and African American children aged 3 to 4 in the 1986 National Longitudinal Survey of Youth (NLSY) were followed longitudinally to see whether the effect that prior studies found at age 3 to 4 persist into the school-age years (ages 7 to 8) or whether those effects attenuate over time. The empirical results indicate that maternal employment in the 1st year of a child's life has significant negative effects on white children's cognitive outcomes. This effect persists to age 7 or 8 for some children but not for others. Some negative effects of maternal employment was also found in the 1st year on behavioral problems as assessed at age 7 or 8, but again these effects are found only for white children.

**Kumari & Singh (2000)** conducted study to investigate the possible difference in life stress, anxiety, locus of control and personal efficiency of working women and housewives. Data from 105 working women (lecturers, factory workers, nurses) and 75 housewives were analyzed. Tools used for data collection were (i) Life Changes Experience Survey developed by Dohrenwend, Krasnoff, Askenasy and...
Dohrenwend (1978), (ii) State-Trait Anxiety Inventory (Spielberger, Sharma & Singh 1973), (iii) Social Reaction Inventory (Rotter, 1966), (iv) Personal Efficiency Scale (Kumar & Singh, 1990), (v) Lenkins Activity Survey (Form c 1979). Statistics applied in this study were coefficient of correlation, mean, SD and the test of significance of difference. The analysis identified a number of differences between the working women and housewives regarding their life stress, state-trait anxiety, locus of control, type ‘A’ behavior and personal efficiency. The results of study makes it clear that in comparison to working women (lectures) house-wives experience more positive personal life stress, feel greater amount of state-trait anxiety and have higher external locos of control. In comparison to blue collar women workers, house-wives experience more negative and positive personal life stress, fed lower degree of state-trait anxiety, have more personal efficiency, are more hard driving. Working women in blue collar jobs are found to be more impatient and aggressive (type ‘A’ behavior). House- wives also experience more negative and positive personal life stress, have more personal efficiency but feel lower degree of state trait anxiety in comparison to female nurses.

Goswami (2000) conducted a study to assess the levels of achievement motivation and anxiety among the children of working and non-working mothers studying in secondary school of Schillong. A random selected sample of class IX students from 10 schools of Schollong belonging to different socio-economic status was taken for the purpose. Achievement Motivation Scale developed by Rao, (1974) & Anxiety Inventory by Mehta (1969) was used for the data collection. The collected data was analyzed through ‘t’ test. It was found that children of working mothers were more achievement oriented than the children of non-working mothers. Boys of working mothers were most achievement oriented than the other groups. There was no significant difference in anxiety among the groups but the girls of working mothers found to be more anxious than the rest of the group.

Horwod & Ferguson (2000) carried out an investigation “A longitudinal study of maternal labour force participation and child academic achievement.” The association was examined in a birth cohort of New Zealand children who has been studied from birth to age 18 years. Children were followed from age 8-14 years and tested using a
series of standardized tests of reading, mathematics and scholastic ability. The results of the analysis suggested that there was presence of small association between the extent of maternal labour force participation and scores on tests of word recognition, reading comprehension and mathematical reasoning. Similarly association was found between maternal labour force participation and success in school leaving examinations. These associations aroused predominantly because children of mothers worked have better performance than children of non-mothers. Pattern of maternal labour force participation was also related to a series of family and child factors, including maternal education, family, SES, race, birth order, early mothers child interaction and child IQ. Adjustment of these factors had reduced associations between maternal labour force participation and academic achievement to the point of practical and statistical non significance.

Mahanty & Bhol (2000) conducted a study to evaluate the role being played by female labour participation in the development of female living. A total of 600 married female labors working in unorganized sectors i.e. 300 from Bhubaneswar and 300 from Nagpur, were selected for the study. Information was elicited through questionnaire cum interview method. It was observed that large number of female labours from both the cities aspired their children should be educated. The intrafamilial relationship of female labors is also normal in both the cities. Most of the female labours felt they should have more time to look after their family members. They were very much interested in developing their standard of family living.

Moharil (2000) worked on the adjustment problems of adolescents of working and non-working mothers. A total of 140 subjects were assessed. Out of 140, 70 adolescents (35 boys and 35 girls) were of working mothers and the remaining 70 were of non-working mothers. Adjustment Inventory by A.K. Singh and Dr. R.P Sinha, socio-economic scale by S.D. Kapoor and H.C.Kocher and culture fair test of intelligence by R.B. Cattell were administered. The data was treated with two way and one way ANOVA. The results revealed that no significant adjustment difference existed among children of working and non-working mothers, sex difference with respect to adjustment were insignificant. No significant difference was observed in relation to SES and IQ.
Pandey & Srivastava (2000) investigated the role of job category and type of family in coping with work stress among female personal working in Railway, Bank, Teaching institutions. A three factorial design (Job category: Teacher, Railway & Bank Employees) x 2 (Type of family: Joint & Nuclear) was used. A sample of 96 females, 16 in each cell participated in the study. The data collecting tools were Work Stress Profile developed by Cary Cooper (1988) to measure work stress and Cope Scale developed by Carver, Scheiver & Weintrdb (1989) to assess coping styles. Data were analyzed by mean, SD and F-test. Results revealed that job category and type of family had influence in work stress and coping style. Respondent belonging to nuclear families expressed more interpersonal stress but the stress related to physical condition and job interest was more silent among the respondents belonging to joint family.

Devi (2000) has undertaken an investigation to survey the problems of married working women. The sample of study comprises of 50 women teachers with different age groups of 25 to 55 was selected by simple random sampling technique. The information for the study was gathered through questionnaire cum interview method. The study reveals that the majority of working women spend 3 to 4 hours in performing household drudgeries before going to workplace and after return. Majority of working women expressed that they are forced to neglect either home or work at workplace as they are unable to do justice to both. It also emphasizes the fact that working women get mentally and physically exhausted due to problems at home and work pressure at work place.

Vaidya (2000) assessed the achievement motivation of children of working and non-working women. Size of the sample was 130 students in the age group of 13-15 years. Tools used for data collection were culture fair scale of intelligence by R.B. Cattell. SES scale by S.D. Kapoor and H.C. Kocher and achievement motivation test by B.N. Mukherjee. On the basis of one way ANOVA and coefficient of correlation following inferences were drawn: no sex difference and SES difference were observed regarding the need for achievement motivation, there was no association between intelligence and need for achievement motivation and maternal employment did not influence the need for achievement motivation.
Akhani et al. (1999) have made an attempt to explore the relationship among academic achievement, study habits and loneliness of children of employed and unemployed mothers. The sample consisted of 100 children belonging to the age of 14-16 years of employed and unemployed mothers. Tools used to collect data were Loneliness Scale by Singhal and Khubalkar and Study Habits Inventory developed by Mukhupadhyay & Sansanwal. Percentage of the last qualifying examination was noted for measuring academic achievement of children. Data was analyzed by mean, SD, ANOVA and ‘t’ test. The findings revealed that mother’s employment did not determine the child’s academic achievement. In the area of comprehension children of employed mothers had better ability than children of unemployed mothers where as in the area of concentration, task orientation, seats, interaction, support, recording, language and drilling there was no difference in ability. Mother’s employment did not deteriorate the child’s academic performance. Children of employed mothers faced more loneliness than children of unemployed mothers, especially boys.

Antony (1999) explored motivational patterns of pre-adolescent of employed and unemployed mothers. The sample consisted of 25 boys and 25 girls of employed mothers and 25 boys and 25 girls of unemployed mothers. TPPS was administered to measure the motivational patterns. The data after statistical treatment revealed that boys have a significant higher need for deference and nurturance. Children of employed mothers exhibited significantly higher need for achievement, exhibition, autonomy, dominance, abasement, nurturance, heterosexuality and aggression.

Schmitt et al. (1999) examined the effect of parental employment status and school climate on children’s academic and social development. Parental employment was found to be associated with positive changes in social and academic progress. School climate was observed to be minimal effect on the outcome variables. Income and education was observed to be related to various school outcomes.

Budhdev (1999) conducted a study, which was designed to compare academic achievement among children of working and non working mothers studying in secondary schools of Saurashtra region. Sample included 307 girls of non-working mothers. Academic achievement of the children of working mother was greater than the children of non-working mothers.
Gulati (1998) conducted a study to compare the father-child interaction in working and non-working mother’s families. The data was collected from 50 employed and 50 non-employed mothers on self constructed questionnaire to assess the father’s interaction with the children. Data was analyzed by applying t-test of significance. Findings of the study revealed that father in dual career families (where both the parents are working) spend more time with their children than in a single career homes ( only one parent is working which is father). Father in dual career families was more concerned about playing with their children; providing stimulating activities taking them out, encouraging verbalization, enforcing attention towards environment, showing affection and spending time more constructively than the fathers in the non-working mothers families.

Daka & Kakkar (1998) has undertaken an investigation to study the impact of maternal employment on different indices of parental behaviour and self-concept of adolescent firstborn offspring of 16-20 years, belonging to upper middle class Indian families. 160 mother-child dyads (80 with mother employed and 80 with non-employed) were administered Parental Acceptance/Rejection Questionnaires, Perceived Parental Conflict Scale and Self-concept Scale in two sessions. A two-way analysis of variance was done to determine the differential and interaction effects of maternal employment and sex on the different behavioural indices of the subjects. Coefficients of correlation were used to study the relationship between perceived parental warmth and self-concept. Results reveal that there is a significant difference in the child rearing quality of employed vs non-employed mothers. Maternal employment had no impact on the self-concept of adolescents where as perceived parental warmth and parental conflict did affect the self-concept scores.

Domingo et al. (1997) assessed attachment scores and personality styles of adult children whose mothers were employed. Children’s extraversion was expected to moderate the effect of maternal employment on their attachment as adults. Responses of 106 undergraduates were obtained on 3 measures. EPI, the adult attachment scale of N. Collins & S. Pread and the adolescent relationship scale questionnaire of E.Scharefe and K.Batholomen. A median split was performed to divide students into those scoring high and low on extraversion. Students were then grouped on the basis
of their mother's employment status during the student's infancy. Students high on extraversion seemed to show more adverse attachment consequences in adulthood following full time maternal employment during infancy. Adults who score high on extraversion may have been more comfortable with continual maternal presence during infancy.

Pandya (1996) has undertaken an investigation to study the adjustment, achievement motivation, anxiety and educational achievement of children of working and non-working mother's. The sample comprised of 1300 working and non-working mother's children. Data was collected through Adjustment Inventory, achievement motivation Scale, Anxiety Scale and school result reports. The collected data was treated with mean, SD, F-ratio and 't'test. The findings of the study revealed that social adjustment of daughters of non-working mother's was higher than that of son's of working mothers. Achievement motivation of working mother's sons was higher than non-working mother's sons. Non-working mother's son's anxiety was superior than daughters. Living in divided families, non-working mother's children educational achievement was more than working mother's children educational achievement. Social adjustment of working mother's children studying in class IX was better than non-working mother's children studying in class IX.

Goldberg et al. (1996) conducted a study in which mother's total weekly work hours and psychological work involvement were examined in relation to child's achievement behaviors and mother's parenting. 105 middle school children (6 years old) and their mothers participated in the study. Data were collected from lab observations, teacher ratings and parent surveys. Findings of interest include (i) for the full sample, higher weekly work hours were associated with poorer teacher ratings of children's grades, school work habits and aspects of personality conducive to achievement. (ii) within the employed sample, as mothers weekly hours of work increased, daughter's grades were higher than son's grades, work habits and ego control were poorer and (iii) mother's psychological motivation to work related to mother's support of children's achievement and girl's stronger achievement motivation. The study findings point to the utility of including multiple measures of work involvement and children's achievement related behaviors.
Singh (1996) studied on personality characteristics of school adolescents in relation to their mother's employment. A sample of 200 students drawn from schools of Agra of age 18-21 years were in 100 students was of working mother's group and 100 of housewives. Hindi adaptation of 16 Personality Factor (PF) questionnaires was used. The results revealed that subjects of working groups 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) examined personality and academic achievement of children of working and non-working women. The sample comprised of 120 adolescent girls (60 daughters had working mothers & 60 daughters had non-working mothers) selected from classes VIII and X in Bhubaneshwar. Maudsley Personality Inventory and Psychotism Scale were administered to the sample for data collection. The findings revealed that working mother’s daughters were more extroverted, independent, confident, emotionally stable and less aggressive and less anxious than daughters of non-working mothers.

Bhan & Raina (1995) conducted a study to find out the attitude of adolescents belonging to working and non-working mother groups towards employment of married women and the influence of maternal employment in their creativity. The sample of the study comprised of 200 adolescents (100 boys & 109 girls) of working and non-working mothers aged between 14 to 16 years was randomly selected from different high schools of Jammu district. The tools used to collect the data were Wallach Kagan Test of Creativity by Paramesh (1972), Attitude Scale developed by the researcher. The data thus collected was analyzed by calculating standard errors; mean, SD, Critical Ratio, Skewness and kurtosis. Findings of the study revealed that adolescents with working and non-working mothers did not differ significantly with each other on creativity. Girls were found more creative than the boys in working mothers group. No sex difference in creativity among adolescents whose mothers are non-working. The adolescents with working mothers showed unfavorable attitude
CHAPTER-II

REVIEW OF RELATED STUDIES

...towards maternal employment. The girls in both groups showed unfavorable attitude employment of women than the boys.

Muller (1995) examined how parental involvement intervenes in the relationship between maternal employment status and mathematics achievement in terms of educational adjustment of 8th grades. Data on 13,831 students and their parents from the National Educational Longitudinal Study of 1988 (NELS, 1988), base year and 1st year followed up were analyzed. The findings showed that part time employed mothers generally had the highest levels of involvement in educational adjustment. Children performed better on base year tests when mothers were employed part time or not employed.

Bogenschneider & Steinberg (1994) have conducted a study to examine whether and under what conditions maternal employment affects school achievement among high school students. Sample of the study was drawn from a large study of high school achievement. The data came from self-reported questionnaires administered to approximately 10,000 9th to 12th grades during the 1987-88 school years in nine high schools in California and Wisconsin. Analysis for this article was restricted to the subgroup of 2,571 white adolescents. Grade-point average (GPA) was served as an index of achievement. It was found that among 2571 white adolescents living in two parent families who provide information on parental employment patterns, school grades and family characteristics (i) upper middle-class and middle class boys reported lower grades when their mothers were working full-time. (ii) Upper middle-class and middle-class girls reported no effect of their mother’s contemporaneous employment but did reported lower high school grades when their mothers worked full-time during the pre-school period. (iii) For upper middle-class boys, their grades were lower when their mothers worked full-time throughout the boy’s lives than when the mothers increased their work hours over time.

Mallik and Katyal (1993) they found that daughters of working mothers exhibited more frustration as compared to the daughter of non-working mothers. The first possible reason for such findings could be that the mother who is working looses lot of valuable time due to employment, which otherwise who would have devoted to her girl child.
Taluja & Zainuddin (1991) conducted a study to find out significance of difference between mean n-autonomy scores of children of mothers belonging to four professions (nurses, lecturers, teachers and doctors). The sample consisted of 110 children from two local schools of Aligarh city. The income range varied in terms of three professions, their socio-economic status also varied. The children belonging to any one professional group of mothers were picked up randomly from that group. The research tool used in this study for data collection was Children’s Apperception Test (C.A.T) by Uma Chowdhary (1960) and Parental Attitude Research Instrument by Uma Sexana (1976). The ‘t’ test was used to test the significance of difference between mean autonomy scores of six comparison groups based on four different professions. Results disclosed significant difference between children of nurses and children of teachers. The children of teachers have been found to be more autonomous.

Sundararajan and Lilly (1991) analyzed the Study habits of 9th standard pupils. Sample of 480 (210 females and 270 males) students was selected by using cluster sample technique from two urban and two rural schools in Chidambaram, Tamil Nadu, India. Study Habit Inventory of Mukopadhyaya and Sansanwal (1983) were used in this study. The test of significance revealed that girls had significantly better Study habits than boys. But no significant difference was found between rural and urban students with respect to their Study habits.

Rogers (1991) designed a study to compare social experience and stranger anxiety of infants of working mothers with those of infants of nonworking mothers. The sample consisted of 76 infants, 3 to 12 months old (38 of each sex) living in a university community. Both working mothers (n=25) and nonworking mothers (n=51) were included in the study. The Goulet-Decanie modification (1974) of the infant-stranger prototype developed by Morgan & Ricciuti (1969) was used to assess the infant’s reaction to strangers. The effect of mother’s employment status, sex of the infant and age of the infant in the intensity of anxiety, experienced by infants in the experimental approach were analyzed. Maternal work status was not found to be a significant parameter in infant reaction to a stranger, except when physical contact was involved.
Khattar (1990) had examined emotional and social adjustment of children of working and non-working mothers in joint and nuclear families. The purposive sample consisted of 120 children in the age group of 10-12 years. The tools used for study were (i) social adjustment inventory by Asthana (ii) picture frustration test by Rosenweig. The findings revealed that children of working mothers exhibited significantly more ego dominance than children of non-working mothers. No sex differences were observed with respect to need persistence responses. Need persistence responses were found to be more among the children of nuclear family than that of joint family.

Maradula, J. (1990) has conducted an investigation to study academic achievement among children of working and non-working, uneducated and educated mothers, with different levels of adjustment, frustration and level of aspiration. The sample of the study consisted of 200 children of working and 200 children of non-working mothers. The purposive stratified random sampling technique was followed. The tools used were Adjustment Inventory of A.K.P. Sinha, and Level of Aspiration Test of Shah & Bhargava. The statistical measures used include mean, SD, and t-test. The findings of the study revealed a significant difference in academic achievement in case of the children of working uneducated (WUE), working educated (WE), non-working uneducated (NWUE), non-working educated (NEW) and WE-NEW having high adjustment [Total (T), Emotional (E), Social (S), and Education (ED)] adjustments except in case of WE-NEW children having high emotional (E) adjustment, NWUE-NWE children having high emotional adjustment and NWUE-NEW children high social adjustment. The children of WUE-WE and NWUE-NEW mothers having high frustration differed significantly regarding their achievement scores. Children of WUE-UE mothers having a high level of aspiration differed significantly regarding their scores of achievement. The difference in NWUE and NEW mothers having a low level of aspiration was significant on the achievement scores.

Goswami (1987) conducted an investigation to study the problems of working mothers and their impact on their pre-school children. The sample of the study consisted of 150 working mothers who were employed either in the organized or unorganized sector. Those working women were selected through simple random
sampling that had children of the age group up to six years; only pre-school children were selected. Both primary and secondary sources of the data were used. Five cases studies of five working mothers of different background and five case studies of five pre-school of these mothers were completed to find out their problems and their impact on the children. Percentage was mainly used to analyze the data. The study revealed (i) there was a multi-dimensional impact on children of working mothers. The most vulnerable section was the unlettered and low-paid working mothers who were as ignorant of the importance of adequate childcare as they were unaware of the facilities available. (ii) The lower-middle class, middle class and affluent working mothers were also plagued by anxiety not because they could not afford the facilities but because the facilities available were not at par with the demand. They suffered from tremendous strain because they had to harmonize the two roles of mother and worker.

Kala (1986) has undertaken an investigation to compare the personality adjustment of pre-adolescent children of working and non-working women from higher socio-economic families, and to investigate the interaction effect of working and non-working status of mothers and their relationship with children’s personality adjustment. A quasi-experimental design was used in the study. The sample of the study consisted of 60 children (30 children of working mothers & 30 children of non-working mothers). There were an equal number of boys and girls. They were drawn from families of higher socio-economic status. The tools used were Pre-adolescent Adjustment Scale (PASS), Parent-Child Relationship Scale constructed and a Personal Life Sheet for Mothers specially prepared for the project. Descriptive statistics and analysis of variance were used for data analysis and drawing conclusions. The findings revealed that (i) the two groups of working and non-working mothers did not differ in perceived parent-child relationship. (ii) The girls from the working group and boys from the non-working group showed better adjustment with peers. (iii) There was no significant difference between the general adjustment of the children of working and non-working mothers. However, the girls from the working group were better adjusted than those from the non-working group. On the other hand boys from the non-working group were better adjusted than boys from the working group.
Taori, (1986) designed a study to find out the major personality need, level of intelligence and level of academic achievement of children of working and non-working mothers. The sample of the study consisted of 190 children (106 were girls & the rest boys) of working mothers in the age range of 12 to 13 years studying in class 8th of government recognized Hindi medium schools in Lucknow. An equal number of children of non-working mothers matched on socio-economic status and type & size of family constituted the controlled group. Mahrotra's Indian Adaptation of Cattell's HSPQ was administered to the 380 students for assessment of their personality traits. Kumar's Needs Sale was used for assessment of student's needs. The Progressive Matrices Test was used to ascertain their level of intelligence. Kapur's Socio-economic Scale was used for assessment of socio-economic status of students. Marks in the last two home tests were used as the criterion of academic achievement. The findings revealed that (i) children of working women were less intelligent, less excitable, more disciplined, more assertive and more independent than the children of non-working women. (ii) Children of working mothers had significantly more need achievement, nurture and affiliation. (iii) There was no significant difference in academic achievement of children of working and non-working mothers.

Sharma, R.A. (1986) has undertaken an investigation to compare the personality factor, total adjustment, study habits and the attitude of the children towards their parents and to study scholastic achievement and self-concept of the children of working and non-working mothers. The sample of the study consisted of 600 children of working and non-working mothers. The tools used for the study were; Adjustment Inventory for School Students, Swatva-Bodh Parikshan, Children's Report of Parental Behavior, Test of Study Habits and Attitudes and Children Personality Questionnaire. The study of scholastic achievement was made on the basis of annual results. The findings of the study revealed that (i) the self-concept level of the children of working mothers was found to be more than that of the children of non-working mothers. (ii) In comparison with the children of non-working mothers, the children of working mothers were found to be better in concentration and confidence. (iii) Although the study habits and attitudes of the children of both the groups were found to be very poor, their school achievement was high. (iv) In comparison with the children of
working mothers, the children of non-working were found to be more excited, anxious, tender-hearted, sensitive, dependent and more protected.

**Ramachandran (1981)** conducted a study to identify the effect of maternal employment on the socio-emotional and educational development of children, and to identify the difference between working and non-working mothers with regard to certain aspects of their children. A stratified sample of 360 students (180 boys and 180 girls) in the age group of 7 to 8 years studying in class 3rd was selected from schools situated in the South Delhi District in the union Territory of Delhi. Two main groups were formed on the basis of the employment status of mothers. It was divided into male and female cases and further sub-divided into cases under high, middle and low socio-economic class. The data on the subjects within each of the socio-economic classes were subjected to one-way and two-way analysis of variance to compare groups of children as well as mothers within the socio-economic class. The findings revealed that the employment of mothers had neither a positive nor a negative effect on the socio-emotional and educational development of the children. (ii) Children of working mothers did not differ in any way from children of non-working mothers in terms of their social maturity, self-concept, manifest anxiety, achievement in language and achievement in arithmetic, within the socio-economic class.

**Schachter (1981)** conducted a study to compare the toddlers of employed mothers with unemployed mothers matching family size, social class, intact status and group care experience. No differences were found on language development but intelligence of children of non-employed mothers was found to be significantly higher. Difference was found in emotional adjustment but children of employed mothers were found to be more peers oriented and self-sufficient.

**Nelson (1969)** has conducted a study to determine the difference in school achievement among adolescent children with working and non-working mothers. The sample of the study consisted of 312 ninth-grade pupils that were categorized according to their mother's work history. Differences in ability among the children were controlled by holding IQ constant by using analysis of covariance-multiple classification. The findings revealed that (i) there was no significant difference in school achievement among the children whose mothers worked full-time, part-time or
CHAPTER-II REVIEW OF RELATED STUDIES

not at all (ii) boys and girls did not differ in school achievement among the three maternal employed groups.

George and Thomas (1967) conducted a study to compare children of employed and unemployed mothers for the variables academic achievement, intelligence, introversion vs extroversion and adjustment (home, health, social and emotion). No significance difference was observed in two groups.

2.5 Critical Appraisal of the Related Studies

A brief account of preceding studies leads to the conclusion that research in the field of working and non-working mothers in general and in its relation to the psychological factors in particular, seems to be developing past, touching many new areas. A critical analysis of above mentioned studies give rise to certain substantive inquires which need to be highlighted and addressed for the sake of further investigation. Most of the studies whether conducted in India or abroad support multiple results leading to phenomena where the need of further research becomes imperative.

In the area of working and non-working mothers (maternal employment), it has come to light that research studies found contrary and mixed results. Maternal employment did not influence the need for achievement motivation (Vaidya, 2000). However, children of employed mothers exhibited significantly higher need for achievement, exhibition, autonomy, dominance, abasement, nurturance, heterosexuality and aggression (Antony, 1999). Maternal employment may not have any distinct negative impact on preschool children's intellectual development (Dyahadroy, 2007). Against to this, study conducted by Taori (1986) reported that children of working women are less intelligent. There is no significance difference between adolescents with employed and unemployed mothers on the measure of career decision making, self-efficiency scores (Easvaradoss et al., 2005). However, there is a significant difference in the child rearing quality of employed vs non-employed mothers (Daka & Kakkar, 1998). Children of working mothers exhibit significantly more ego dominance than children of non-working mothers (Khattar, 1990). They are less excitable, more disciplined, more assertive and more independent than children of
non-working women (Taori, 1986), children of non-working were found to be more excited, anxious, tender-hearted, sensitive, dependent and more protected (Sharma, R.A., 1986). As against to this, the study conducted by Khan & Hassan (2012) revealed that children of non-working mothers are more emotionally intelligent than children of working mothers; they show significant difference in self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development and altruistic behavior. Several researchers have reported that there is no significant difference between the general adjustment of the children of working and non-working mothers but gender was found to be important (Sharma & Dharmawat, 2009, Hussain & Jabin, 2002, Moharil, 2000, Kala, 1986). As the Social adjustment of daughters of non-working mother’s was higher than that of son’s of working mothers (Pandya, 1996). Daughters of working mothers exhibit more frustration as compared to the daughter 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). As against to this, 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.

In the area of Study Habits, it has come to light that research studies found contrary and mixed results. According to Akhani et al. (1999) there are nine areas of study habits out of which some areas are affected by mother’s employment and some areas are not affected. Several researchers have reported that gender has no influence on study habits of students (Sampath & Selvarajjnanaguru, 1997; Stella & Purushothaman, 1993; Christian, 1983). As against to this, studies conducted by Suneetha & Mayuri (2001); Singh (1989-90) found that boys and girls differ significantly in study habits. However, female students are found to have better study habits than boys (Sud and Sujata, 2006; Sundararajan and Lilly, 1991). Researchers
like Panda (1992); Singh (1989-90) reported that boys had significantly better study habits than girls. There exists a positive and significant relationship between study habits and academic achievement (Raiz et al., 2002; Gakhar, 2005; Lakshminarayanan et al., 2006; Kaur & Lekhi, 1995; Khan, N., 1993; Misra, 1992; Ramaswamy, 1990; Mehta et al., 1989-90; Tuli, 1981; Jain, 1967). As against to this, study conducted by Mehdi (1965) contributed that study habits was not found to contribute significantly to the predictor of academic achievement.

Also in the area of Emotional Intelligence it has come to light that research studies found contrary and mixed results. Researchers like Kaur & Meenkashi (2010), Gupta & Kaur (2006) holds that school-going adolescents of working mothers has significant higher level of emotional intelligence than of having non-working mothers. Although Khan & Hassan (2012) reported that children of non-working mothers are more emotionally intelligent than children of working mothers. In continuation to this, some researchers reported there is 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). Girls are found to be higher in emotional intelligence than boys (Reddy & Venu, 2010; Hassan et al, 2009; Katyal & Awasthi, 2005; Devi & Rayula, 2005). Although Nandwana & Joshi (2010), thingujum (2008) reported that boys are found to be higher in emotional intelligence than girls. Researchers have also reported that emotional intelligence was positively correlated with scholastic achievement (Chawla et al, 2011; Rani, 2011; Ogundokum & Adeyemo, 2010; Hassan et al, 2009; Downey et al, 2008; Parker et al, 2003).

Further, in the area of Academic Achievement it has come to light that research studies found contrary and of mixed results. Maternal employment does not determine the child's academic achievement, no significant difference in scholastic achievement among 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. Low correlation exists between gender and academic achievement (Naderi et al, 2008). 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).

The literature review clearly indicates that there is still a research gap related to the effect of maternal employment. The above mentioned studies have provided an insight into the present problem, as well as enable the investigator to remove all those fit falls. There is not even a single comparative study dealing with study habits, emotional intelligence and academic achievement of children of working and non-working mothers. The present research is a humble attempt to fill in the research gap in this area.

Above mentioned studies also provide guide lines for evolving the design and for selecting appropriate tools and techniques of research for present study, which have been discussed in the next chapter.
References


CHAPTER-II REVIEW OF RELATED STUDIES


CHAPTER-II REVIEW OF RELATED STUDIES


CHAPTER-II REVIEW OF RELATED STUDIES

