CHAPTER-2
REVIEW OF RELATED LITERATURE

Review of related literature implies, locating, studying and evaluating reports of relevant researches, published articles, related portions of encyclopedia and research abstracts. For any worthwhile study in field of knowledge the research worker needs an adequate familiarity with the work that has already been done in the area of his chosen field.

Review of related literature is an important research effort as it provides comprehensive understanding of what is already known about the topic. The main functions of citing review of literature is to provide a basis for developing a frame work. Familiarity with research work of others provides up-to-date knowledge of the latest developments, findings, recommendations, tools and loop holes of researches. It helps to avoid duplication of what has already been done, and provides useful directions and helpful suggestions for research work. Thus an attempt has been made in this chapter to review the studies related to this investigation.

Crandall et al. (1960) highlighted that parental factor and child rearing techniques are very important in shaping the cognitive development of children. Parental practices which engender emotional security and low anxiety, independence and high internalized goals for achievement are associated with accelerated cognitive development. Mothers who value achievement, set high achievement standards, and reward their children for satisfactory performance have boys and girls who have high achievement.

Kegan and Moss (1962) found that high achievement in boys was associated with high maternal protection and little hostility during the first three years of life followed by reinforcement and encouragement for acceleration of the boy’s striving for achievement and independence from three to ten years. Sons of authoritative parents were more friendly, co-operative, and achievement oriented than those of any other parent groups, and daughters of authoritative parents were more dominant, achievement-
oriented and independent. Intense fears occurring during childhood may cause difficulties during later life. It is important for parents to let their children experience the normal ups and downs of emotional, social life, without excessively shielding them from negative experiences.

**Powell (1963)** indicated that adolescent and college age children of employed mothers tended to be more achievement oriented than the children of home maker mothers.

**Sutherlan and Cressy (1968)** stated that poor family conditions together with the lack of understanding on the part of parents leads to increased possibility of children becoming delinquent. Poor socialization prevents them to learn to adjust to other people in general or to the group with which they are identified in particular. This is because they fail to learn socially approved ways to deal with other members of the society.

**Poznanski et al. (1970)** confirm that the effects of maternal employment in the areas of school performance are generally more positive during adolescence than during the elementary school years. Maternal employment has been found to affect both mothers and daughters. Employed women possess a greater degree of self-reliance and self esteem with respect to child care skills. Working mothers being broad minded are aware of the emotional requirements of their children, promote positive emotions attachment, and lavish affection and warmth on girls and boys.

**Nye (1952)** has pointed out that there is better parent-adolescent relationship in homes where mothers are employed full time than homes where they go for part time jobs or are unemployed.

**Radin (1971)** determined that parental warmth, acceptance and nurturance foster achievement motivation and intellectual development. A supportive warm home environment which encourages exploration, curiosity and self-reliance leads to high achievement. In malevolent homes characterized by extreme punitiveness and rejection, or in homes where the father is extremely authoritarian and enmeshes the child in rigid rules and regulations low achievement results.
According to **Baumrind (1971)** research projects, children of authoritative parents are independent, socially responsible, self controlled, explorative and self reliant. Children of permissive parents are lacking in self reliance, self control and explorative tendencies.

**Ojha (1973)** made an attempt to study relation of achievement motivation to parental behaviour and certain socio economic variables. A random sample of 120 urban boys was drawn from first year arts classes of two constituent colleges of Bhagalpur university. Tools used were Kuppaswamy's Socio-economic Status Scale, Personal data sheet, McClelland's n-Achievement test and Parental Behaviour questionnaire self developed. Findings highlighted that mother's love, father's permissiveness and love were positively related with n-achievement, whereas mother's rejection, parental restriction were negatively related. Encouragement for independence by parents was associated with high n-achievement in children. Separation from parents had an adverse effect on son's n-achievement.

**Marfatia (1973)** found that lack of parental love, over strictness or over disciplined, attitude especially that of father, constant quarrel between the parents, alcoholic parents, low family income, loneliness and lack of recreational outlet are some of the causes responsible for maladjustment among the adolescents in various areas home, emotional and school.

**Stein (1973)** reported that college females with employed mothers had higher educational aspirations than those whose mothers were not working outside the home.

According to **Ban (1974); Brookes and Lewis (1974)** of the many factors as to how children perceive their parents and interpret what their parents mean to them, the most important are time spent with the child, play with the child, care of the child, expression of affection, discipline, parental favouritism, status of parents and concept of ideal parents.

**Cattell and Dreger (1974)** explained that if the children perceive the mother’s child rearing practices which help them to build a positive self concept then they will develop such traits as self confidence, self esteem and the ability to see themselves realistically. They can then assess their relationships with others accurately and this leads to good social adjustment.
Kumari (1975) made an attempt to study relationship among creativity, intelligence, adjustment and value patterns in adolescents. A sample of 1000 subjects (500 girls and 500 boys) was selected. Tools used were ‘Samoohik Mansik Yogyta Priksha’ by R.K. Tondon; Study of Values by R.P. Bhatnagar and R.K. Tondon etc. data was analysed with correlation and t-test. Findings of the study were (1) There was no significant difference between intelligence and creativity, creativity and adjustment and creativity and value patterns. (2) Economic and religious values were highly related to the level of adjustment, whereas social and aesthetic values were only slightly related to the level of adjustment. (3) Level of adjustment was significantly related to the index of intelligence.

Essig and Morgan (1975) on comparing 500 daughters of working and non-working mothers found that the girls whose mothers did not work were better adjusted in the area of family life and expressed strong feelings of love towards their mothers. In contrast, there was a noticeable lack of love, understanding and interest between many of the working mothers and their daughters.

Ferguson (1976) highlighted that restrictiveness may inhibit early exploration and curiosity in children. It also seems probable that such parental behaviour leads to insecurity and high anxiety in children, which plays an increasingly salient role in interfering with intellectual performance and academic achievement over school years.

Cohen (1978) stated that there exist little or no difference in parents or child behaviour related to mothers employment status.

Mann (1978) in his study ‘Value Patterns of Creative and Non-creative students’ took up a sample of 500 male and female students of intermediate colleges of Hindu and Muslim cultures. Creativity was measured with the help of the Verbal Creative Thinking Test by Baquer Mehdi. The Value Test was developed by the investigator. Its test/retest reliability coefficients ranged from 0.21 to 0.40. The data was analysed with the help of critical ratio. The findings of study were (1) No significant difference was found between the high creative Hindu group and Muslim group except in theoretical and political values, on which they differed significantly (2) High creative boys and high creative girls did not differ from each other in respect of values except on aesthetic value (3) Low
creative boys and low creative girls did not differ significantly in relation to values, except on economical value.

**Tallent (1978)** stated that child rearing practices and psychological atmosphere of the home, both have a major influence on the child. If a family which is one of the major agencies of socialization, fails to provide proper means for the development of the conscience in an individual he will not be able to adjust properly, as family acts as a ingredient for healthy adjustment.

**Tomeh (1979)** concluded that adolescent sons’ attitudes towards women’s employment were influenced positively if their own mothers were working. This same study indicated that young women’s attitudes towards female employment were more non-traditional if their own mothers were working.

**Singhal (1978)** selected working women in selected villages of Delhi and found that joint families provided favourable conditions to women to go out for work because the household duties and child care responsibilities are shared very often by other female members in the house, but the age of the child is an important factor. Women who have children less than the age of five years and working away from home for 7-9 hours or more have to bear a heavy strain of double responsibilities.

**Hoffman (1979)** described that maternal employment has different meaning and implications for children of different ages. The primary concern of the very young child centers around the daily separation from the mother. Maternal employment does not appear to be detrimental to the personality and social adjustment of infants and preschoolers if stable child care arrangements are made. The effects of maternal employment in areas of adjustment and school performance are generally more positive during adolescence than during the elementary school years.

**Grover (1979)** conducted a study to examine parental aspirations as related to personality and school achievements of children. Sample of the study consisted of high school children from two schools of Chandigarh city and parents of these children also formed the sample of the study. Tools used were (i) Raven's Standard Progressive Matrices (ii) The Parental Aspiration Scale (iii) The Cattell High School Personality Questionnaire (iv) The school achievement (was determined from their aggregate scores
in the previous years examinations). The results of the study revealed (1) The total sample showed a positive correlation between fathers and mothers aspirations (2) There was significant difference between school achievements of children of low aspiring parents and middle aspiring parents (3) There was significant difference between the self concept of children belonging to group of parents where both father and mother were high aspiring and where father and mother were low aspiring.

**Hock (1980)** found that working mothers believed less strongly in the importance of maternal care for infants and they depended less on others for help in making decisions. Infants of non employed mothers exhibited more resistance to the strangers.

**Kazuma (1980)** states that it is a myth that working mothers neglect their children. In fact it is the quality of time she spends with her child that counts not just the amount of time.

**Ramachandran (1981)** made an attempt to study the effect of maternal employment on socio-emotional and educational development of children. A stratified sample of 360 students (180 boys and 180 girls) in the age group of seven and eight years, studying in class III, was selected. Two main groups were formed on the basis of the employment status of mothers. Tools used were, the social maturity scale (developed by Bangalore Centre 1975, \( r=0.63 \)), Language Achievement Test (developed by NCERT); Children's Manifest Anxiety Scale in Hindi by Murlidharan and Khanna; Parent Child Interaction Scale (NCERT Centre Bombay); Scale for Assessing Mothers Attitude towards Play (NCERT, 1975). The major findings of the study were (1) Children of working mothers did not differ in any way from children of non-working others in terms of their social maturity, manifest anxiety, achievement in language within the high socio-economic class (2) Non-working mothers of boys within the middle socio-economic class were found to provide more facilities at home to children for the development of language and have more positive attitude towards play than the working mothers of boys. (3) Working mothers of girls within, the high socio economic class had a higher level of anxiety for children as compared to non-working mothers of girls, whereas they did not differ from non-working mother's in terms of parent child interaction, facilities for language development at home and attitude towards play.
Pederson et al. (1982) highlighted that in most measures of parental behaviour no difference in the behaviour of parents and their infants in the families of employed mothers and of unemployed mothers exist.

Sharma (1982) made an attempt to study psychological determinants of backwardness at high school stage. Tools used were, Aligarh Verbal Intelligence Test, The Saxena Adjustment Inventory; The SES Questionnaire by Jalota, Pandey, Kapoor and Singh; Battery of Creativity and Sociometry Questionnaire. The main findings of the study were (1) Boys and girls did not differ significantly on adjustment scores (2) Creativity and socio-economic status were independent of adjustment (3) The combined interaction between creativity, SES, gender and types of students was significant. It indicated that there was a significant difference in the adjustment scores of different levels of four factors when taken together.

Zameen (1982) made an attempt to study social, religious and moral values of students and their relationship with moral character traits and personality adjustment. The sample of 560 students (148 urban and 39 rural girls; and 249 urban and 124 rural boys) was selected. Tools used were Value Scale and Character Trait Questionnaire both prepared by the investigator; Personality Adjustment Inventory by M.S.L. Sexena and a hindi version of the 16 P.F. questionnaire of Cattel. Major findings of the study were (1) Among both the urban ad rural samples, religious values were the strongest followed by moral values; the social values were the weakest. (2) The Means of the three values of the students of rural area were consistently higher than those of urban area, both in the case of boys and girls. (3) The Means of all the three values for the girls were higher than those of the boys (4) All the three values had the greatest influence on character-traits and lowest on personality adjustment (5) In the case of personality adjustment social values had the greatest influence, followed by moral values. (6) All the five character-traits (geniality, helpfulness, kind-heartedness, truthfulness and dutifulness) appeared to be positively and significantly influenced by values. Although this influence was generally uniformly positive on various groups of the sample, the boys specially of the urban area appeared to be more influenced than the girls.
Montemayor and Clayton (1983) found that the impact of maternal employment may be different for male and female adolescents, males being more likely to experience negative effects and females positive effects. One reason for this gender difference is that while working mothers may spend less time with both sons and daughters, these mothers serve as the same sex models of competency and achievement for their daughters but not for their sons.

Davis and Stith (1983) discovered that the working mothers are no way poorer in their mothering as compared to non-working mothers.

Majumdar (1983) conducted a study of parent perception and perception of school adaptive and maladaptive children. A sample of 400 children was selected. There were 200 adaptive (110 boys and 90 girls) and 200 maladaptive (110 boys and 90 girls) children. Tools used were, Home Information Schedule; School Adaptation Test, the Parent Perception Test and School Perception Test. The statistical techniques used were Product Moment Correlation and t-test. Findings highlighted that home perception and school perceptions of children were directly proportional i.e. one who perceived parents more richly perceived school at similar level. Age and Sex had no role to play in perceptual process. The maladaptive children perceived poorly or were unable to perceive all the contents of the school situation with similar levels of parent perceptions in home, whereas as adaptive perceived richly or were able to perceive mostly all the contents of the school situation and of the nature of parent perceptions.

Sarkar (1983) made an attempt to study the contribution of some home factors on children’s scholastic achievement. Sample consists of 192 students of which 96 students were high achievers and 96 were low achievers. Tools used were Cattell’s Culture Fair Intelligence Test; Schaefer and Bells Parental Attitude Research Instrument; Examination marks. Data was analysed with the t-test and Product Moment Correlation. Major findings were (1) The home variables such as educational environment, income, social background, provision of facilities and parent child relationship showed a significant difference between the high achievers and low achievers at .01 level. (2) The child rearing attitude of the mothers of the two groups showed significant difference between the mothers of the high achievers and the low achievers at .01 level.
Barren and Earls (1984) found that negative parent-child interaction and high family stress are associated with poor behaviour adjustment in children. Negative parent-child interaction included low parental warmth and affection. Increased parental irritability and criticism, family discord, strife and physical abuse, affect the child’s life.

Joshi (1984) conducted a study of ego identity and values of adolescents in relation to their school and home environment. Sample of 531 adolescents was selected of school going male adolescents in the age group of 13 to 19. Proportionate random sampling technique was employed for selecting the sample. Tools used were Ego Identity Scale of Ras Mussene; School Environment Scale and Home Environment Scale designed by the investigator and Study of values by S.P. Kulshreshtra. Main findings of the study were (1) Ego identity was positively and significantly related to the perception of the adolescents of their school and home environment (2) the most preferred value of adolescents was theoretical value and the least preferred value was aesthetic value. In general the order of preference for values was (i) theoretical value (ii) social value (iii) political value (iv) religious value (v) educational value (vi) aesthetic value.

Lall (1984) made an attempt to study child rearing attitudes, personnel problems and personality factors as correlates of academic achievement. A random sample of 400 class IX and XI students (200 boys and 200 girls) was selected from two schools of Bhagalpur city. Tools used were Singh's Parental Attitude Scale; Verma's Youth Problem Inventory; Hevenson's Locus of Control Scale; Eysenck's Personality Inventory was used. Academic success was determined by marks obtained by students in the annual examination. Correlation analysis, t-test etc. were employed. Major findings were (1) Restrictive and protecting attitude of parents were positively and significantly related to youth problems and anxiety. (2) Loving attitudes of parents were positively and significantly related to locus of control, extroversion and neuroticism. (3) Protecting attitudes of parents were positively and significantly related to academic success of boys.

Bhatnagar (1984) conducted a study of some family characteristics as related to student activism, values, adjustment and school learning. A sample of 540 students was selected. Tools used were Students Activism Inventory, developed by investigator; SES Inventory by Kuppuswami; Test of Values by Aggarwal; Adjustment Inventory by
Asthana; Students examination record and questionnaire. Findings of the study were (1) The size of family affected students activism, adjustment and values. Students belonging to large families had more activistic tendencies and poor adjustment while students belonging to small families had less activistic tendencies, better adjustment, higher values (educational, personal and material) and better school learning (2) Religious, social and humanistic value were not found to be significantly related to the size of the family (3) SES was found to be significantly related to activism, educational and materialistic values where as it was not found to be related with personal, religious and humanistic values.

Pal (1984) made an attempt to study factor analysis cum factorial study of sociopsychological variables related to scholastic achievement of ‘school going pupils’. Sample of 240 subjects belonging to different SES, sex and scholastic achievement levels was selected randomly. Tools used were Sherry and Verma’s Family Relationship Inventory; Singh and Saxena’s Socio Economic Status Scale; Singh and Tiwari’s Level of Aspiration Test; Rastogi’s Self Concept Scale; Srivastava’s and Tiwari’s Anxiety Scale. Major findings of the study were (1) Parents acceptance promoted scholastic achievement while mother avoidance as well as more concentration demoted scholastic achievement (2) There was no significant effect of interaction between scholastic achievement, sex and SES on the intelligence of the students.

Bose (1985) found that working mothers are less dominant, less aggressive and less suppressive in relation to their children when compared to non-working mothers.

Dixit (1985) conducted a comparative study of intelligence and academic achievement of adolescent boys and girls studying in class IX and XI. The sample for the study consisted of 800 students. Half of them were boys and half were girls. Jalota’s Group General Mental Ability Test was administered to get an idea about mental ability, and marks obtained by them in the annual examination were taken as the criterion of academic achievement. The main findings of the study were (1) Among class XI students there was no difference in the academic achievement of intellectually superior and intellectually very superior boys and girls. (2) At all other intellectual levels the academic achievement of girls was superior to that of boys. (3) In case of boys there was a very
high correlation between Intelligence test score and academic achievement (4) In the case of girls there was an average correlation between intelligence test scores and academic achievement.

Mitra (1985) made an attempt to study some determinants of academic performance in preadolescent children. The sample consisted of 400 students, 200 boys and 200 girls of classes IV to VI. Tools used were Group Intelligence Test in Bengali by G.B. Kapat; questionnaire in Bengali of Achievement Motivation by Durgadas Bhattacharya; Eyseneck's Personality Inventory for Juniors adopted in Bengali by Artisen; and students annual examination marks. The statistics used were the Product Moment Correlation and Linear Regression Analysis. The findings were (1) Intelligence was most significantly correlated to achievement, irrespective of gender (2) Achievement motivation and extroversion positively and significantly correlated with academic achievement for both sexes, but both lost their significant effect on academic achievement when intelligence was partialled out (3) There was no sex differences at preadolescent level with regard to intelligence, achievement motivation and extroversion, but the boys were more neurotic than the girls.

Pandit (1985) conducted a study of the psychological needs and self concept of adolescents and their bearing on adjustment. A sample of 640 adolescent (311 boys and 329 girls) of the age group 15 to 18 years was selected. Tools used were, Personal Preference Schedule by Allen Edwards; Bell Adjustment Inventory; Socio-economic Status Inventory by Deo, Jagawar and Shekhar; Boys questionnaire and Girls questionnaire prepared by the investigator. Mean, SD, t-test, ANOVA and correlation were used as statistical techniques. Major findings of the study were (1) The results of self concept of adolescent boys and adolescent girls showed that boys had a higher regard for the attributes and qualities, which they perceive as possessed by them, than girls (2) The study found that the social and emotional adjustment of adolescent boys was more satisfactory than that of girls.

Jenson and Kingston (1986) suggested that, of the various aspects of family environment affecting social development and social adjustment of children, the role of
child rearing practices is basic. Parental love and warmth are positive, whereas over controlling and over permissive child rearing practices may be problematic.

Hetherington and Parke (1986) explained that mothers may be more important in stimulating intellectual development and achievement needs in both boys and girls, fathers may have relatively more influence on cognitive growth in daughters than in sons.

Kala (1986) designed an investigation to study personality development and adjustment of pre-adolescent children born to working and non-working women from higher socio economic status families. Sample of 60 children (30 from working and 30 from non-working mothers) was selected. There were equal number of boys and girls. Tool used were, Locus of Control Scale by Pental; Pre-adolescent Adjustment Scale by Pareek and others and SES inventory by Jagawar. Descriptive statistics and Analysis of Variance were used for data analysis and drawing conclusions. Major findings of the study were (1) Girls from the working mothers’ group and boys from the non-working mothers’ group showed better adjustment with peers. (2) The boys from the non-working group were better adjusted to teachers than those from working group. The girls from both the groups did not differ in adjustment to teachers (3) The girls from the working group were better adjusted at home than those of non-working. The boys from the two groups did not differ significantly in home adjustment. (4) The two groups of children did not differ in the locus of control.

Kaur (1986) in her study tried to see the impact of family relationship on personality adjustment and concluded that boys were in general preferred to girls by parents and there existed a relationship between personality adjustment and family relationship.

Paul (1986) conducted a study of value orientation of adolescent boys and girls. A sample of 1076 adolescent boys and girls of classes XI and XII and first year of degree course in arts, science and commerce of urban and rural areas was taken. Tools used were, Personal Value Scale; Social Value Scale; Instrumental Value Scale and Terminal Value Scales all developed by the investigator and Work Value Scale by Vyas adopted for study by the investigator. Major findings of the study were (1) The urban adolescents
had stronger social orientation than rural adolescents. (2) The male adolescents were more striving for their ambition and excellence and were more job oriented than female adolescents. The female adolescents were more oriented to appreciating tidiness, more aesthetic in nature, conscious of being punctual and regular, more striving for harmony, love, sympathy, tolerance, peace and more oriented to competence and sound character. (3) The science stream students were more competence oriented, strived more for freedom and recognition as compared to general stream students who strived for happiness and comfort. (4) Factor analysis showed rural adolescents were striving for personal happiness, competence, self discipline, prestige, economic returns, national security, being more service oriented, and gaining self strength. Urban adolescents were striving for pleasure, security, creative achievement, personal courage, social orientation, self adaptation, low achievement orientation, seeking recognition, social harmony and more concerned about self-reliance.

Sharma (1986) conducted a comparative study of the children of the working and non-working mothers. Sample of 600 children (equal proportion) of working and non-working mothers was selected. Tools used were, Adjustment Inventory of School Students; Children’s Report of Parent Behaviour; Test of Students Study Habits and Attitudes and Children Personality Questionnaire. The study of scholastic achievement was made on the basis of annual reports. Major findings of the study were (1) The self concept level of the children of working mothers was found to be more than that of the children of non-working mothers. (2) In comparison with children of working mothers, the children of non-working mothers were found to be more excited, anxious, tender hearted, sensitive, dependent and more protected. (3) Although the study habits and attitudes of the children of both the groups were found to be very poor, their school achievement was high.

Mehrotra (1986) conducted a study of the relationship between intelligence, socio-economic status, anxiety, personality adjustment and academic achievement of high school students. A sample of 535 class X students were selected in which 260 were boys and 275 girls. Tools used were, Jalotas Group General Mental Ability Test;
Kuppuswamy's Socio-economic Status Scale; Saxena's Adjustment Inventory; Kumar's Anxiety Scale; Marks in the high school examination were taken as the criterion of academic achievement. Main findings of the study were (1) Both for the boys and girls there was an inverse relationship between level of anxiety and academic achievement (2) Both for the boys and girls there was a positive relationship between SES of the family of the students and academic achievement. (3) There was positive relationship between Intelligence and academic achievement (4) There was positive relationship between level of adjustment and academic achievement (5) In general, the girls had a comparatively higher level of anxiety than the boys.

Misra (1986) made a critical study of the influence of Socio-economic Status on academic achievement of higher secondary students in rural and urban areas. A sample of 1000 students (500 boys, 500 girls) was taken from rural and urban areas. Tools used were, Samoohik Mansik Prikshan by Tandon; Socio-economic Status Scale by Singh and Saxena and marks in the high school examination was taken as the criterion for academic achievement. Major findings of the study were (1) There was a positive relationship between socio-economic status and academic achievement of the students. (2) There was a positive relationship between the intelligence test scores and academic performance of the students. (3) the academic achievement of the rural students was lower than the achievement of urban students. (4) The academic performance of girls was superior to the performance of boys.

Zaidi (1986) made an attempt to study the effect of parental deprivation and some socio-psychological factors on the scholastic achievement of primary school children. Sample of 300 boys of class V was taken out of which 200 boys were case of parental deprivation. Tools used were Raven’s Coloured Progressive Matrices; Socio-economic Scale Questionnaire by SD Kapoor et al.; Children Concept Scale by S.P. Ahluwalia; Four Achievement Tests (Math, Science, Language and Social Studies) constructed by the researcher. Major findings of the students were (1) Significant difference was found between the achievement of parentally deprived and other children. (2) Parentally deprived children were found to be underachievers while others were found to be average
in achievement. (3) Maternally deprived and paternally deprived children differed significantly on some of personality traits. The former children were more affected by feelings. They were excitable, obedient and tender minded, while paternally deprived children were more phlegmatic, dominant, expedient and forthright.

Agarwal (1986) made an attempt to study the effect of parental encouragement upon the educational development of the students. A sample of 1000 students was taken. Tools used were, Examination marks as the criterion of academic achievement; Parental Encouragement Scale develop by the investigator. Major findings of the study were (1) High achieving group had been getting higher parental encouragement (2) The urban boys received greater parental encouragement than rural ones. (3) The urban girls got greater parental encouragement than rural girls. (4) The girls in general received greater parental encouragement than boys.

Taori (1986) conducted a comparative study of some psychological and non-psychological factors of children of working and non-working mothers. Sample of 190 children (106 girls and the rest boys) of working mothers were taken. An equal number of children of non-working mothers was also taken. Tools used were, Mehrotras’s HSPQ for the assessment of personality traits; Kumar’s Need Scale; The Progressive Matrices Test was used to ascertain their level of intelligence; Kapur’s Socio-economic Status Scale and marks in last two home tests were used as criterion for academic achievement. Major findings of the study were (1) Children of working mothers were less intelligent, less excitable, more disciplined, more assertive and more independent than children of non-working mothers. (2) There was no significant difference in academic achievement of children of working and non-working mothers.

Goswami (1987) conducted a study on the problems of working mothers and their impact on their pre school children. 150 mothers were selected randomly who were employed either in the organised or un-organised sector. Those working women were selected who had children of the age group up to six years. An Interview schedule was used for working women. The study revealed (1) There was a multidimensional 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 child care as they were unaware of the facilities available (2) The lower-middle class, middle class and affluent working mothers were also plagued by anxieties, not because they could not afford the facilities but because the facilities available were not at par with their demand. They suffered from tremendous strain because they had to harmonize the two roles of mother and worker.

Narang (1987) conducted a comparative study of the socio-economic and home factors affecting the academic achievement of boys and girls in the rural and urban area. The method of stratified cluster sampling was used for the selection of the 1705 grade IV to VI pupils (891 boys and 814 girls) from Bombay city. Tools employed in this study were, The Socio-economic Status Scale; Exposure to Mass-media Scale; a questionnaire, an-interview schedule. Statistical techniques used were Mean, SD t-test, Product Moment Correlation and Percentage. The major findings of the study were (1) Socio-economic status did not affect academic performance in the city, town and village areas (2) The exposure to mass media or the extent of exposure did not effect school achievement (3) Regularity in doing home work helped achievement while copying it from others hindered performance. (4) The time spent on house work, the type of house, household chores performed, and the way free time was spent did not affect achievement. However, the amount of free time affected the achievement of girls only (5) Low achievement was related to frequent scolding by the parents.

Trivedi (1987) made an attempt to study the relationship of parental attitude, socio-economic background and feeling of security among the intermediate students and their academic achievement. A sample of 523 girls studying in 11 intermediate colleges of Lucknow was selected for study. Tools used were, Kuppuswamy's Socio-economic Status Scale; Jalota's Group General Mental Ability Test; Sherry and Sinha's Family Relationship Inventory; Tewari and Singh's Security-Insecurity Inventory. Main findings of the study were (1) There was significant relationship between academic achievement and parental attitude and socio-economic status. (2) Students belonging to upper socio-economic classes showed better academic achievement than students in lower socio-
economic status group (3) There was no significant relationship between feeling of security-insecurity and academic achievement (4) Parental attitude was significantly related to feeling of security-insecurity and socio-economic status.

**Hurlock (1987)** observes that parents are good if they help the children but bad if they frustrate them. Children perceive mothers as having greater authority over them than fathers. Older children also perceive the mother primarily in terms of what she does for them. Basically parent child relationship is dependent on parental attitude. It may be that if adolescents perceive the parental attitudes to be favourable, the relationship will be better than when perceived unfavourable. It is probable that if the adolescent perceives the child rearing practices authoritarian, he will conform to their standard, but will harbour resentment, be defiant and willfully disobedient.

**Singh (1987)** made an attempt to study job satisfaction, family adjustment and personal problems of women working in different professions. Sample of 400 married working women of four professions namely teaching, medical, clerical and administration was selected. Tools used were, Family Adjustment Inventory and Job Satisfaction Inventory. Major findings of the study were (1) There was no significant difference among the four groups in the area of adjustment with the husband. (2) All the working women in the four professions had more or less an equal degree of difficulty as far as family adjustment is concerned. (3) All the groups had the same level of difficulty in the personal, social and familial problems. (4) All the groups were close to each other. All the groups had more or less the same or an equal level of difficulty. On the basis of total scores, the best rated group was that of teachers, Next were administrators group and medical group. The clerical group was rated as the lowest.

**Clark (1988)** suggests that when work is a source of personal satisfaction for the mother, her role as a mother is positively affected. Working mothers are more adaptive to child rearing and are generally more satisfied with mothering than non-working mothers. If working mothers are emotionally satisfied, it has a positive effect on the children also. Thus the children of working mothers are better emotionally adjusted.
**Query and Kuruvilla (1988)** did not find a significant difference in the performance of the male and female adolescents whose mothers were not employed. But there was however, a difference between males and females where the mothers were working.

**Sultana (1988)** conducted a study of school achievement of adolescent children of working and non-working mothers. Sample of 250 students was selected randomly taking care that an equal number of students was selected in each maternal employed and maternal unemployed group. The scholastic achievement of these students was tested on standardized achievement tests in English, Mathematics, Social studies and Languages. The combined score on these four tests was considered as scholastic achievement of a student. Major findings of the study were (1) There was no difference in the achievement in English, Social Studies and Language among children of working and non-working mothers. (2) 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. (3) There was no difference in academic achievement among children of working and non-working mothers studying in English or Hindi medium schools.

**Sharma (1988)** compared the children of working and non-working mothers regarding their self-concept, socio-economic status and adjustment. The sample comprised of 600 children of working and non-working mothers of Agra City. Purposive sampling procedure was used. Tools used were, The Test of Feeling of Security, developed by Suman Singh; The Youth Problem Inventory, prepared by Mithlesh Verma; The Parental Acceptance Rejection Test of Uma Sexana; The Socio-economic Status Scale of S.P. Kulshrestha and the Adjustment Inventory by V.K. Mittal. Data was analysed with the help of Mean, SD and t-test. Major findings of the study were (1) The children of working mothers had a greater feeling of rejection and they differed significantly from the children of non-working mothers (2) The children of working mothers had more adjustment problems than those of non-working mothers and the difference in these groups was significant. (3) The children of working and non-working
mothers differed significantly regarding their social problems. (4) Children of working mothers had more health problems than those of non-working mothers. (5) A significant difference was found between the children of working and non-working mothers regarding emotional adjustment. (6) Children of working and non-working mothers differed significantly on indicators of their school adjustment.

Trivedi (1988) made an attempt to study the scholastic achievement of adolescent children of working and non-working mothers. The sample consisted of 120 students (60 each) of working and non-working mothers. Four groups consisting of different categories of working and non-working mothers were made. Tools used were the questionnaire and marks scored by the students in high school. Data was analysed with the help of Mean, Standard Deviation, CR and Chi square. Major findings of the study were (1) The difference between the achievement scores of the children of working and non-working mothers was not significant. (2) The difference between the achievement scores of children of educated and uneducated mothers was not significant.

Zahir (1988) made an attempt to study the relationship between perceived maternal behaviour and personality as well as scholastic achievement of adolescents. Sample of 624 adolescents was randomly selected from government higher secondary schools. Tools used were, Children Report of Parental Behaviour by Sexena and Saxena; Bernereuter’s Personality Inventory; Socio-economic Status Scale by Kapur, Singh, Jalota and Pandey and scholastic achievement from examination marks. Major findings of the study were (1) Maternal acceptance helped in the development of dominance, self confidence and tendency of extroversion (2) Neuroticism was developed by the maternal detachment (3) Child centredness made adolescents more sociable and introvert (4) Enforcement did not develop independence (5) Maternal acceptance promoted scholastic achievement. (6) Negative maternal attitude towards the child had an adverse effect on academic performance.

Murlidharan (1990) investigated the effect of parent related, school related, child related variable’s, SES and facilities provided at home on achievement of children in primary schools. The findings showed that almost all home variables-maternal behaviour,
attitude as well as facilities have a significant relationship with child’s achievement in school. In contrast school variables did not prove to have much effect on child’s achievement. The socio-economic status variables, as expected, proved to be constantly having a significant impact. Among all child related variables, the child’s independence was found to affect his achievement.

Aggarwal (1992) made an attempt to study values of adolescents in relation to intelligence, creativity, sex and SES. Data was collected from 1000 students of class 10+2. Tools used were Study of Values by Dr. Raj Kumar Ojha, Verbal Test of Creative Thinking by Baquer mehdhi, Verbal Test of Intelligence by Ojha and Ray, SES Scale by S.P.Kulshreshtha. Statistical techniques used were Mean, SD, t-test and Product moment correlation. Major findings of study were (1) The adolescents with relatively high level of SES did not significantly differ from the adolescents with the relatively low level of SES with respect to Theoretical and Aesthetic values (2) Boys were better than girls on Economic value, whereas girls were better than boys on Social value (3) There was negative correlation between creativity and Aesthetic value in adolescents (4) Adolescents with relatively high level of intelligence were significantly differ from the adolescents with relatively low level of intelligence in respect of Aesthetic, Political and Religious values, and the difference was in favour of latter.

Bhatnagar and Sharma (1992) carried out an investigation to study the relationship between parental education and academic achievement of students. The sample consisted of 185, class IX, X and class XI students in semi rural setting in Rajasthan. Results indicated that the children whose parents had attended school performed at a significantly higher academic level than others. Parents education appeared to be related to academic achievement of students.

Kaur (1992) conducted a study on child rearing practices, adjustment and academic achievement of children of working and non-working mothers. A sample of 400 subjects (200 children of working mothers and 200 children of non-working mothers) was taken. Tools used were, Perceptions of Mothers Child Rearing Attitudes by Mohan and Kaur (1989); Bell’s Adjustment Inventory and Annual Examination Marks in
four subjects viz. English, Math, Science and Social Science for measuring academic achievement. Mean SD, ANOVA was used as statistical technique. Major findings of the study were (1) Children of working mothers perceived their mothers child rearing practices to be significantly better than the children of non-working mothers in the areas of (a) academic fields and (b) demonstration of love (2) Children of working mothers showed significantly better emotional adjustment as compared to children of non-working mothers (3) Male children of non-working mothers made significantly higher scores in the academic achievement as compared to male children of working mothers. Female children of working mothers made higher scores in total academic achievement as compared to female children of non-working mothers.

**Baya and Roby (1993)** showed that mother’s employment had no significant effect on the children’s school performance, conduct and stress. But mothers with high educational level and high social class had surprisingly a significant positive effect on their children’s school performance.

**Mathew and Rosenthal (1993)** from their study concluded that for all the families with working parents, a high proportion of time is given to employment generally means less time for family interaction, child care, home maintenance and leisure activities.

**Sherry (1993)** conducted a study of child rearing practices of employed and household mothers in relation to the academic attainment of their children. The study was descriptive in nature. Sample comprised of 540 mothers. Random sampling technique was used. Tools used were, Child Rearing Practice Questionnaire by Goswami. Marks of final examination of the children were taken as academic attainment scores. Data were analyzed with the help of t-test and correlation. Major findings of the study were (1) Child rearing practice scores between employed and household mothers did not differ significantly. (2) The child rearing practice scores of university educated employed mothers and child rearing practice scores of uneducated household mothers did not differ significantly. (3) The child rearing practice scores of university educated (employed), university educated (household) mothers, high school educated (employed) mothers, high
school educated (household) mothers separately do not show any significant relationship
to academic attainment percentage scores of their children but different to each other.

Dua (1993) designed an investigation to study adjustment, familial role expectations and modernization of working and non-working women. A sample of 300 working and 300 non-working women ranging between 25-33 years of age, was drawn using random sampling technique. To fulfill this aim the sample subjects were further categorized into moderately educated and highly educated. Further, classification of the sample was also made on the basis of age, caste, type of family and income. Tools used to collect data included, Personal Data Schedule; Adjustment Inventory; Familial Role Expectation Scale and Modernization Inventory. Means, SD and t-test were used to analyze the data. Major findings of the study were (1) variation was revealed between working and non-working women on different areas of adjustment, but they were found almost similar in respect of overall adjustment. (2) The working women had shown a more modernized outlook as compared to non-working women on all the dimensions chosen under the study except towards family structure. In this case the non-working women had shown their preference for nuclear living. (3) Various independent variables like age, caste, income, family structure, level of education had also influenced the modernizing values to a certain extent.

Isacc (1993) conducted a study titled the role of sex stereotype and parental love in the development of moral adjustment in children. Study was multidimensional factorial normative survey in nature. It consisted of randomly selected 600 students of class III to VIII from six schools of Ernakulam. Non verbal Group Test of Intelligence by M.C. Joshi and R.B. Tripathi; Moral Value Test; Social Role Models; Sex Role Stereotype Test, Parental Love Test and the Story of Moral Judgement Dilemmas was developed by researcher for data collection. The data was analyzed by ANOVA followed by t-test. Major findings of the study were (1) Perceived parental love in this study was found to be the product of resultant feelings of love and hate that the children had towards their parents. (2) Both parental love and the child’s age had a significant bearing upon moral judgement of the child. (3) The highly accepted children were found to be obedient,
modest, generous, responsible and docile while the children who felt rejected, found themselves uncared grow irresponsible, disorderly lazy, selfish and stubborn. (4) On their moral judgement scores the girls were consistently found superior to boys.

Srivastava (1993) made an attempt to study the impact of mother’s employment and family climate on academic achievement, creativity and sociability of students at the higher secondary stage. The sample consisted of 700 students of higher secondary grade from 18 institutes of Lucknow city. The sample was selected purposively. Torrance Test of Creative Thinking; Personality Inventory by Bernrenter; Family Climate Scale by B. shah; High School Marks as a Achievement; General Questionnaire for collecting information were developed by researcher for data collection. The data was analyzed with the help of t-test. Major findings of the study were: (1) A significantly high academic achievement was found in favour of non-working mothers group than the working mothers group. (2) No significant difference was found in the creativity and sociability of the children of working and non-working mothers. (3) Children of superior family climate showed significantly higher academic achievement than those belonging to poor family climate. (4) No significant difference was found on creativity and sociability of the children of poor family climate and superior family climate.

Rogers (1996) studied the effect of maternal employment on adolescent academic achievement, marital conflict and marital satisfaction. It was found that the more the children in the family, the more were marital conflicts when mothers were employed.

Rothman and Anne Fay (1994) from their study concluded that there was no overall effect of maternal employment on adolescent children with respect to their academic achievement or sex role attitudes.

Panda and Samel (1995) found no significant difference between the daughters of working and non-working mothers with respect to overall academic achievement. Daughters of non-working mothers were superior in Mathematics and Science but under-achievers in English in comparison with those of working mothers.
Saxena and Rani (1996) revealed that non-working women experienced greater life satisfaction as compared with working women and attributed their happiness to the home environment.

Shukla (1996) made a comparative study of values among literate and illiterate working and non-working women. For this 200 women were administered the Personal Value Questionnaire by Dr. G.P. Sherry and Dr. R.P. Verma. t-test was applied to analyse the intergroup variations of different values. There was no different in religious, social, political, health and Aesthetic values but a significant difference was marked in intellectual, hedonic and economic values of working and non-working women as well as in literate and illiterate women.

Singh and Bawa (1997) from their study concluded that working women were better adjusted at home than the non-working ones.

Mahmood (1998) made an attempt to predict child behaviour on the basis of their personal values, career aspiration, socio-economic status and academic achievement. The sample consisted of 500 students (250 females and 250 males) of arts, science and commerce streams of senior secondary schools of Aligarh district. Major findings of the study were: (1) The academic achievement correlated positively and significantly with socio-economic status, knowledge value and occupational aspiration and negatively with power value. (2) In the case of arts and science groups, academic achievements were correlated with socio-economic status but in the case of commerce group these variables were found to be uncorrelated.

Mittal (1998) indicated that daughters of non-working mothers were relatively higher on achievement and confidence, but they suffered from greater inferiority feelings as compared to the daughter of working mothers.

Ayishabi and Kuruvilla (1998) made an attempt to explore the effects of maternal employment on achievement motivation of school children. The sample comprised of 871 secondary school pupils attending class IX from schools of Kottayam, Ernakulum and Kozhikode Districts. Major finding of the study was that motivation for
achievement which was strong determinant of academic performance was found to be unaffected by maternal employment in Kerala.

**Jain and Jandu (1998)** tried to study the school adjustment of adolescent girls and boys of employed and non-employed mothers. A sample of 240 students from 12 government non co-educational schools of Udaipur city was selected. Among those 6 were govt. girls schools and 6 of boys schools. Boys and girls of 14-18 years age of employed and unemployed mothers were selected on the basis of chit system. Tools used were, Background Information Performa and Adjustment Inventory for School Students by Dr. Sinha and Singh. Data was analysed with the help of t-test. Major findings of the study were (1) There was no difference in the total adjustment between boys and girls of employed mothers (2) There was significant difference in the total adjustment between boys and girls of non-employed mothers. Girls were more adjustable than boys (3) No significant difference was found between boys and girls of employed mothers on emotional adjustment. (4) No significant difference was there between boys and girls of employed mothers on social adjustment (5) Significant difference was there between boys and girls of non-employed mothers on social area of adjustment. Girls were more adjustable. (6) Significant difference was there between boys and girls of employed mothers on educational area of adjustment. Girls were better in educational adjustment then boys. (7) No significant difference was there between boys and girls of non employed mothers in emotional area of adjustment (8) Girls of non employed mothers were better in educational adjustment than boys.

**Verma and Ramamurti (1998)** attempted to reveal the cause of deprivation of values and other related matters among students. Descriptive Survey Research Strategy was carried out. The sample consisted of 600 students (371 males and 229 females) studying at senior secondary level in 12 senior secondary schools of Sirsa district (Haryana) selected via random cluster sampling technique. Prolonged deprivation and intelligence were the independent variables. The ten values, ten needs, five types and total adjustment were regarded as dependent variables. Major findings of the study were (1) In male student’s group, the main effect of prolonged deprivation was found only in
Review of Related Literature

case of social values. Highly deprived male students scored high on social values than low deprived male students. On the other hand there was no significant effect of prolonged deprivation on values of female students. (2) in female students group, there was no effect of prolonged deprivation on values. Religious values were found influenced by intelligence. Low intelligent female students tended to have more religious feelings than high intelligent female students. (4) Low intelligent male students had better health adjustment than high intelligent male students. (5) Female students with high intelligence were better adjusted in their homes than their counterparts.

Patani (1998) made an attempt to study decision making power of working and household women. The nature of the study was survey. The sample consisted of 550 housewives including educated and uneducated working and non-working and the housewives whose husbands were unemployed. The tool was developed by the investigator in shape of A, B, C forms. Content analysis and Percentage were used to analyze the data. Major findings of the study were: (1) Decisions in case of educated housewives are taken by the consent of husband and wife both, while in case of uneducated housewives the husband played an important role. (2) Educated families give importance to their children in group decision. (3) Educated housewives have more decision taking power than uneducated housewives while working housewives have more decision taking power than non-working housewives. (4) In the case of unemployed husbands, husband and wife both have same importance in decision making.

Muni and Panigrahi (1998) revealed that children of working mothers were better adjusted in the classroom setting than those of non-working mothers. Maternal employment was not a burden; rather it was an asset for children.

Moline (1999) conducted study to see the effect of parental involvement in students achievement, to provide a scholarly basis for justifying and implementing their involvement programs that may produce significant and long lasting effect on child’s academic performance. In doing so, educational institutions can expect to reap the reward of improved student achievement. Research reveals that parental involvement at home and school are not equally important to children's learning. The home environment is
among the most important influences on academic achievement and child development. Parents of high achieving students had a distinct style of interacting with their children, and created emotionally supportive home environment.

Kulshrestha (1999) conducted a study on family relations and scholastic achievement. The normative survey method was used. Age, locality and type of schools were control variables. The sample comprised of 600 students of Class X from 6 schools of Aligarh city selected by systematic random technique. Intelligence Test, Socio-economic Status Scale by R.L. Bhardwaj et al.; Family Relationship Inventory by Sherry and Sinha and Examination Marks were used for data collection. The data were analyzed by Mean, Median, SD, Skewness, Kurtosis, Correlation and t-test. Major findings of the study were: (1) After partialling out the effect of intelligence and SES, the correlation between scholastic achievement and family relation was found to be substantially positive and significant. (2) High achieving boys and girls and low achieving boys and girls did not differ significantly with respect to their family relations. (3) The correlation between scholastic achievement and family relations in the whole sample was found to be moderate positive and significant.

Barua and Barua (1999) made an attempt to study the adjustment difference of adolescents in relation to maternal employment. A sample of 198 children of age group of 15 to 16 years of high schools of Jorhat, Assam was selected for the study. Tool used was Adjustment Inventory for School Students constructed and standardized by Sinha and Singh. Mean, SD, ‘z’-test were used as statistical techniques. Major findings of the study were (1) Significant differences existed in adjustment of adolescents of working and non-working mothers in three areas viz. emotional, social and educational. The adolescents of working mothers were better adjusted than their counterpart from non-working mothers in all the three areas. (2) In case of non-working mothers, adjustment pattern of boys and girls adolescents differed significantly. Girls of non-working mothers were better adjusted than boys. (3) In case of working mothers, both boys and girls had similar adjustment pattern.
Ansari (1999) studied the adjustment and achievement of the children of working and non-working mothers. The study was conducted on a sample of 300 respondents belong to the mothers who were working since the birth of their children (N = 100), who were working some time after the birth of their children (N = 100) and non-working mothers. Mohsin-Shamshad Adaptation Inventory and Mukherjee’s Sentence Completion Test was administered. For analysis of data t-test and chi-square test were used. Major findings of the study were: (1) The children of mothers working since their children’s birth showed better adjustment patterns as compared to the children of non-working mothers. (2) The children of the mothers working since some time after their birth showed better adjustment pattern than those of non-working mothers. (3) The children of the mothers working since sometimes after their children's birth showed better adjustment than those of the mothers working since their birth. (4) There was no significant difference in levels of achievement motivation of the children of the mothers working since their birth and those of the mothers working some time after their birth.

Bajpai (2000) conducted a study on tribe’s values. The results revealed that the Mean scores for theoretical, religious and aesthetic values of non-tribal adolescents were higher than that of the corresponding Mean scores of tribal adolescents. The differences were significant beyond 0.01 and .05 levels. The Mean scores for social value of tribal adolescents were higher than for non-tribal adolescents. These differences were significant beyond .05 level. The Mean scores of tribal adolescents was slightly higher than that of non-tribal adolescents for economy and some customs. But changes in social values and ethical cadres were hard to find.

Laxmi (2000) conducted a study of preference for values of male, female and the androgynous on different dimensions of values on value scale. The sample consisted of 36 individuals in which 18 were male and female and 18 were androgynous. Value Test along with Masculinity-Femininity checklist, developed by Sinha (1986) was used for the study. The result revealed that in this male oriented society, Indian males showed their preferences for values like social, power, self direction and stimulation whereas the
Indian females showed their values for social security, spiritualism, leisure and comforts of life and Aesthetic values.

**Arya and Kistwaria (2002)** in their study found that the involvement of adolescent daughters in household activities of employed homemakers was more than corresponding non-employed homemakers. A majority of the adolescent daughters of non-employed mothers devoted more time to their studies in comparison to the corresponding group. A comparatively higher percentage of the adolescent daughters of employed mothers were not participating in co-curricular activities.

**Thakkar (2003)** studied academic achievement, adjustment and study habits of rural and urban students. The sample consisting of 200 students of standard IX from rural and urban localities was selected using simple random sampling. Tools used were, Adjustment Inventory by M.N. Palsana; Study Habit Inventory by M.N. Palsana and Academic achievement score on the basis of their two unit tests, semester/terminals and final examinations. Correlation and t-test technique were used for data analysis. Major findings of the study were: (1) There was no significant relationship in academic achievements and study habits for rural and urban students. (2) With regard to adjustment in the areas of home and family, personal, emotional and total adjustment, there was positive significant difference between rural and urban students. However in the areas of social and educational adjustment, this difference was not significant.

**Kaur (2003)** conducted a study of value patterns of B.Ed. pupil teachers and found that there was no significant difference in the value patterns of graduate and post graduate B.Ed. pupil teachers in seven value areas viz. knowledge, economic, social, aesthetic, political, creative and humanistic but differed significantly in religion. The investigator also noted that there was no significant difference in the value patterns of pupil teachers of science and arts streams. There was no significant difference in the value patterns of B.Ed. pupil teachers belonging to business and non business families in five value areas but, differed in aesthetic, humanistic and knowledge values. There was no significant difference in the value patterns of male and female B.Ed. pupil-teachers in
eight value areas i.e. knowledge, economic, aesthetic, social, political, religious, creative and humanistic.

Kaur (2004) made an attempt to study the value patterns of adolescents in relation to their family climate. A sample of 200 adolescents girls and boys studying in different schools in class 10+1 was selected. Tools used were Value Test by Dr. Raj Kumar Ojha and Family Climate Scale prepared by Dr. Beena Shah. Statistical techniques used were Mean, SD, t-test and Coefficient of Correlation. Major findings of study were (1) There was significant relationship between value patterns and family climate (2) No significant difference was there between govt. and public school male and female adolescents in respect of their value patterns (3) No significant difference was there in value patterns of govt. and public school students (4) There was significant difference between value patterns of adolescents in relation to their family climate (positive or negative family climate)

Thapar (2004) conducted a study on value profiles of parents and their offspring and generation gap of the Indian urban, middle class parents and their offspring. Rokeach’s Value Survey (Form E) was administered. Results indicated that parents and the offspring had maximum concern for family, security, freedom, self respect, ambition, honesty, self control and helpfulness and least concern for values like salvation, mature love and pleasure, world of beauty, being imaginative and cheerful. While the value structures of the fathers and the mothers fitted well in their respective gender stereotypes, the children had imbibed an androgynous value profile, reflecting the respective role of both the parents in child rearing. Highly positive correlation amongst the three profiles substantiated the fact, that there existed no generation gap, and that the acquisition of values was basically a mutual two way process between parents and their offspring.

Borone (2004) attempted to study moral dimensions of teacher-students interaction in Malaysian secondary schools. The results indicated that the school students viewed school rules as too rigid and showed respect for implicit values of respect, justice and fairness as central to their relationship with their teachers.
Calman (2004) in his study entitled Evolutionary Ethics: can value change? The study suggested that there are a series of core values around which most of the people agree. They are unlikely to change even over long periods of time. There are then a series of secondary or derived values around which there is much controversy where differences of view occurred.

Gyanani and Kapoor (2004) carried out an investigation to see the effect of child rearing practices on child's personality. Tools used were Child's Personality Questionnaire by Kapoor and Rao; Group Test of Intelligence by Tandon; Socio-economic Status Scale by Kulshreshta and a self made child rearing practices schedule. Sample of 1150 students was selected. The sample was divided on the basis of median into two groups viz. mothers adopting good or poor child rearing practices. Major findings of the study were: (1) Boys who were enjoying good child-rearing practices were found to be emotionally less stable, active, aggressive, socially bold, precise, less relaxed in comparison with the girls who were getting good child rearing practices (2) Boys who were growing up under poor child rearing practices were found serious, careless and tense in comparison with the boys who were getting good child rearing practices. (3) Girls who were getting poor child rearing practices were found to be submissive, serious, unwilling to act, individualistic, slightly restrained in comparison with the girls who were getting good child rearing practices.

Kaur (2005) conducted a comparative study of value patterns of science and arts students in relation to their socio economic status. A sample of 200 students [100 science stream students (50 boys and 50 girls) and 100 arts stream students(50 boys and 50 girls)] of class 10+2 was taken from different schools of Amritsar city. Tools used were Value Test by Dr. Raj Kumar Ojha and Students Socio Economic Status Scale by Kuppuswamy. Statistical techniques used were Mean, SD, t-test etc. Findings of study were (1) There was significant difference in the Theoretical, Economic, Aesthetic and Religious values of science and arts students, but no difference was found on Social and Political values (2) There was significant difference in Economic, Aesthetic and Religious values of students of science and arts stream of high socio economic status (3)
Significant difference was observed in Theoretical, Economic, and Religious values of science and arts stream students of low socio economic status. (4) Boys and girls of science stream differed in their Economic and Social values (5) Boys and girls of arts stream differed their Theoretical value only

Gaur (2005) in her study found the impact of home environment on the academic achievement of senior secondary school students and found that environment affects the academic achievement of students in a significant way. Students who were living in rich home environment were higher in their academic achievement as compared to the students who were living in poor home environment.

Saini (2005) conducted a study on family environment and academic achievement of adolescent children of working and non-working mothers. Sample of 415 adolescents was selected by stratified random sampling method. Tools used were, Family Environment Scale by Moos and Moos; Battery of Achievement Tests in the subject Mathematics, General Science and Social studies by Anand. Mean, SD and t-test were used as statistical techniques. Major findings of the study were (1) Children of working mothers were more independent than children of non-working mothers (2) As compared to the families and adolescents of working mothers, the families and adolescent children of non-working mothers have higher Mean score in the area of moral and religious emphasis (3) More control exhibits in the families of non-working mothers as compared to working mothers (4) The higher Mean scores of adolescent children of working mothers indicates that these children are academically better than those of the children of non-working mothers.

Sarita (2006) made an attempt to study the psychosocial problems of adolescent children of working and non-working mothers. Sample of 415 adolescent children (121 of working mothers and 294 of non-working mothers) of age group 14-17 was selected by stratified random sampling technique. Mean, SD and t-test were used as statistical techniques. Major finding of the study was, that adolescent children of working mothers were better than the adolescent children of non-working mothers in the problem areas of finances, living conditions and employment.
**Ahuja (2006)** conducted a study to find the impact of parental involvement and socio-economic status of the family on academic achievement of class IX students. A sample of 100 students was selected randomly from Govt. Model Schools of Chandigarh. Tools used were, SES scale by Dev Mohan; Parent-child Interaction by Tiritha and Rao and Cumulative Achievement Scores from school records. The findings indicated that (1) SES of the family and academic achievement of students were independent of each other (2) Academic achievements of high, average and low parental involvement groups were not significantly different (3) Achievement Mean scores of high socio-economic group was not different from that of average and low SES Groups (4) There was an interaction effect of SES and parental involvement on academic achievement of students.

**Dhall and Sahani (2008)** made an attempt to study the academic performance of elementary school children of working and non-working mother. Sample of 700 students (370 of working mothers and 330 of non-working mothers) of class VII was selected. Tools used were, Cognitive Stimulation Scale developed by the researcher; General Intelligence Test developed by S.M. Mohsin and Marks of Academic Performance which were obtained from official school records. Mean, SD, and t-test were used as statistical techniques. Major findings of the study were : (1) Working mothers children receiving high cognitive stimulation were found to have better academic performance as compared to those receiving low cognitive stimulation. (2) Non-working mother’s children receiving high cognitive stimulation were found to have better academic performance as compared to those receiving low cognitive stimulation. (3) Children of working mothers having similar intelligence, receiving high cognitive stimulation were found to exhibit higher academic performance as compared to those receiving low cognitive stimulation. (4) Children of non-working mothers having similar intelligence, receiving high cognitive stimulation were found to exhibit higher academic performance as compared to those receiving low cognitive stimulation.

Hence from the review of related literature presented above, it can be concluded that different studies have been conducted on Academic achievement, Values and
Adjustment in relation to number of factors like age, family environment, SES, gender anxiety, residential area, parental deprivation, achievement motivation, Intelligence etc.

Various factors studied by the researchers in their studies related to academic achievement are parental acceptance (Pal, 1984), intelligence (Dixit, 1985), family environment (Moline, 1999), SES (Mishra, 1986), parental involvement and socio economic status (Ahuja, 2006), family relation (Kulshretha, 1999).

Influence of working mothers and non-working mothers on academic achievement of children have been studied by (Powell, 1963; Stein, 1973; Taori, 1986; Trivedi, 1988; Sultana, 1988; Saini, 2005). In these studies no difference in the academic achievement of children of working and non-working mothers was reported by (Taori, 1986; Trivedi, 1988) and significant difference was reported by (Powell, 1963; Stein, 1973; Sultana, 1988; Srivastva, 1993; Saini, 2005).

A number factors have been studied in relation to values are, school and home environment (Joshi, 1984), family Characteristics (Bhatnagar, 1984), Prolonged deprivation (Verma and Ramamurti, 1998), residential area (Bajpai, 2000), moral character traits and personality adjustment (Zameen, 1982), SES (Kaur, 2005), family climate (kaur 2004), Intelligence, creativity and sex (Aggarwal, 1992).

Factor’s studied in researches in relation to adjustment are family environment (Jenson et al., 1986), family characteristics (Bhatnagar, 1984), Parental love (Issac, 1993), residential area (Thakkar, 2003). Also different types of adjustment of children of working mothers and non-working mothers have been reported in the studies of (Sharma, 1988; Muni and Panigrahi 1998; Dua, 1993; Kaur, 1992; Jain and Jandu, 1998; Ansari, 1999).

Hence these studies formulated a strong foundation to structure the present study. This study is not a replication of the earlier studies. It differs from earlier studies in respect of essential purposes, region and conditions in which it was conducted, population and mode of exploring the relationships between variables involved.