CHAPTER II

REVIEW OF THE LITERATURE

Human being is the wisest creature on the earth who has developed his civilization through ages and the large storage of theoretical and practical knowledge has been accumulated in innumerable works and volumes. An investigator reports:

"Practically all human knowledge can be found in books and libraries, unlike other animals that must start a new witch each generation, man builds upon the accumulated and recorded knowledge of the past." ¹

The main ideas, theories and explanations are available from the literature. Therefore, the review of literature is very important. A review of literature is a must in any research endeavour. Therefore, before starting the present investigation, the researcher made survey of related literature in the related areas in order to know the work that has been already done in this field. With the help of these studies one can fit a particular study into a broader scheme to be able to see the importance and to relate it to many other studies. The researcher can locate comparable data which are useful in the interpretation of the results.

obtained in his or her investigation. Therefore, some relevant related studies are as follows:

(A) **Study on Teacher's Personality**

Jersild, A.T.¹ in his earliest studies done in the field of education asked the children of twelve years age in grade one what were the characteristics of teachers whom they liked most. The children counted the following characteristics of a best teacher:

1. The teacher must be sympathetic and considerate.
2. The teacher must be honest fair and consistent with his/her disciplinary qualities.
3. Performance of a teacher should be helpful and interesting to the students.
4. The teacher should be emotionally balanced with best personal relationship.

A study regarding the qualities of a good teacher in High School classes was made and the students reported the characteristics of good teachers whom they liked best. The reason they liked some and disliked others was the finding indicating that boys and girls attach much importance to personal or human traits of a teacher and

---

¹ Jersild, A.T., (1940): Characters of Teachers are liked best disliked most. J. Experimental Education 9, P. 93-157.
put him or her in grade 'A'. Following were the qualities of the best teacher in their opinion:\1:-

(1) Who is helpful with school work, explains lesson and assignments clearly and uses examples in teaching any topic.

(2) Who is cheerful happy, good natured, jolly and has a sense of humour, can take a joke to remove fatigue.

(3) Who is friendly and cooperative.

(4) Who is interested in understanding the pupil, his or her capabilities, nature and interests etc.

(5) Who makes work interesting and creates a desire to work.

(6) Who is strict and has class control to command respect.

(7) Who is impartial towards the students, shows no favouritism, has no pet.

(8) Who is no cross, crabby or nagging.

(9) Who has a pleasing personality to influence students' personality.

He also found in his study that response of the 80 percent of pupils indicated the teacher they liked most was the most affective teacher. In an other study the

investigator found his subject had given preference to a teacher who kept his class under control and made the subject useful and interesting and allowed his students to have their own, opinion and thinking and had no favouritism.

Douglass\(^1\) found in his study of personality trait of successful teacher that those teachers are successful who have (1) broad interest, (2) have traits of leadership, (3) initiative, (4) self confidence (5) magnetism (6) approachability, (7) pleasing, (8) cheerfulness, (9) optimism, (10) sense of humour, (11) sociability, (12) pleasing voice, (13) self control, (14) calmness, (15) dignity, (16) poise and (17) reserve nature.

Adjustment is an index of integration between needs and satisfaction, remains related to the achievement, social acceptance age, sex economic status as well as security and moral standards of a teacher.\(^2\) Self esteem refers to evaluative satisfaction about one own self to those are related pride and self love.\(^3\)

---

Evaluative satisfaction depends upon individual's proper adjustment, because maladjusted woman cannot get evaluative satisfaction. They well evaluate things and problems in their own way. Sometimes they would take decision in favour and sometimes in disfavour. It is true that evaluative satisfaction is necessary because it provides proper direction and may be helpful to the development of personality. This may also indicate satisfaction or dis-satisfaction creativeness or non-creativity positive, motivation or depressive outlook, both of these as basic mode of perception adjustment assessments and induring striving, determines one's action and go on napping his behaviour space. As such it is obvious that they determine, the mode of adjustment, value, pattern and may promote or demote creativity potentiality. Several researcher's findings revealed that the self esteem play an important role in adolescent's adjustment to home school and society.

Tiwari and others (1979) found in their study that who have positive self concept in term of self esteem and self acceptance in the foundation of healthy and sound personality development.\(^1\) Self esteem promote

---

better adjustment healthy personality generous fair
minded and ability to accept criticism, more creative
potentiality and develop objective attitude or behaviour
of other warmful love and demote objective attitudes
judgment of other as well as himself.
(B) **Study on Mother-child Relationship**

*(Personality Development of the Child)*

The student mother or non-student mother lead a happy married life with their husbands and they take care of their children, they form a fair and good home-adjustment. Marital adjustment is the foundation of an healthy family environment only, which helps a child to attain a balanced personality.

Again non-studying and studying conditions lead their impact marital adjustment and effect the mother-child relation. Working ladies have less time to spent with their children, but they are more worried and aware of their children's future and personality formation as they know more about the out side world. In comparison to non-working mother the working mothers have better marital adjustment and small family size. The non-working mother has plenty of time to spent with their kids but generally they want the time to be spent some how. Some of the non-working mothers also take care of their children and are aware of their own interaction with the children. It's impact on their children personality is better but with limitation, as lack of money lack of husband's cooperation and lack of confidence as a working mother has independently.
Many psychologists have argued that females are biologically designed to the primary specialist of the infants. Factor analytic view of mother child relationship taking eight bipolar dimension of working house wives, sex and composition of the family size, sex role adaptation, increasing family size, have been found as the influencing factors of mother and child relationship.

Working mothers loose some power in the area of household decision which is more important for the proper balanced development of the child's personality but they provide proper guidance to them.

It has been observed that the lack of love attention of the care taking and others are sufficient for the organism to fail, to thrive and even die. "If the need for food was primary because the organism could not live without it, so too was the need for love and care."¹

The primary purpose of forming a family is preservation of the species and so the parents are required to prove their children with essentials of growth and development towards maturity and the assumption of adult role. Thus the family is most

important socializing agent that influences the child life. It is within the family the basic unit of society, that a child learns the fundamental of social behaviour and acquires the behaviour pattern and basic personality structure.

For the socialization of a child the family (a small society) creates the best environment and mother-child relationship. The behaviour of mother influences the development of the child's personality. Kingsley Davis and others observed that the family remains - a viable institution of critical importance even in an urban society. It becomes meaningful and important to study how its size and process of growth is related to the other institution and structural aspect of the society. Psychologist believe on the basis of their emperical research findings the child's personality largely depend upon the interaction as well as the feelings of the family member and mother considered as the chief architect not only the formation of behaviour but developing the personality of a child.

Many keen researches have tried to know the special features of the mother child relationship
popularly known as attachment literature.¹ It showed that the infant early relationship to the care taker (mother) plays a central or primary role affecting and determining subsequent intellectual as were as social development, are solely determined by mother child relationship.

Through the survey study made by Dollar and Miller (1950) have also emphasized the importance of mother in child's personality development, because mother typically takes the role of primary care taker and first effective relationship is developed from continuous association of the other with positive sensation of need gratification.

Some Psychologists have suggested that females are biologically primary socializers of infants in the family and schools. Daily separation of mother (as working mother) disrupts the child-mother relationship. Several other psychologists emphasise the quality of mother-child relations to the formation of strong and secure attachment whereas destroy and unstimulating

¹ Ainsworth, M.D. (1964): 'Pattern of Attachment behaviour shown by the infant in interaction with his mother.' MC Grill Palmer Quarterly, 10, P. 51-57.
combination with a dis-satisfied and harassed mother.¹

Naturally if not otherwise- mothers are responsible for care taking and play as the most important person in the child life. If she remains for 8 to 10 hours out side of the house then to whom infants become attached? This separation conceivably plays an important role in the socialization and personality development of the infants. It is true that if both partners (wife and husband) work then their family standard will became high economically. In this connection we have two theories (i) resource theory by Blood and Walfe 1960 and (ii) exchange theory by Heer 1963. Both resource theory and exchange theory of marital power assert the wife working outside hom increases her power, her wishes are more honoured, but she looses some power in the area of household decision which are more important for the proper and balanced development of child's personality.² The working mothers can get gain in the area of major financial transaction but she is unable to provide a psychologically atmosphere in home.

The withdrawal of love is the technique of punishment to the child. By the rejection of love to the child the mother may influence the child in a wrong way. The role of the mother in the personality development of a child is more important than father. The reason for this, is that the child has great attachment with his/her mother more than with his/her father. So mother's influence is far greater than that of the father. In general mothers are more with acceptance, nurturant and democratic and less restrictive and authoritative than father in the parent child relationship.

It is suggested and found that there is close relationship between the mother and the child before birth to the future life of the child.

Shainess (1963) suggested that maternal attitude towards her forth coming child is channeled into a direction predominantly accepting or rejecting. He also theorized that the maternal attitude is a distillate of the women's personality philosophies, relationship with husband security and motivation for pregnancy.

It is remarked that 'the coldness or warmth of mother's attitude towards the child is related to the child's adjustment or maladjustment.'¹ "The early warmth

1. Heinstein (1963) :
and affections of mother is associated with calm, happy and cooperative behaviour from children throughout the years prior to adolescence. Further more if suddenly depend of mother's love, children may feel unwanted and uninvolved.\(^1\) A child will be inclined to feel anxious and guilty during his early years in fancy and childhood.

It has been suggested that there is an important aspect of the child adjustment to the school preparatory independence training by mother. It should be such that the child can leave his mother and can adjust to other adults other children for the necessary time span for school attendance.

The student mother is more likely to try to wield power in the family and less likely to achieve it. The executive professional woman may be domineering. Autocratic and arbitrary, but she does not involve her husband in the detail of children affairs. The working mother may often lose emotional control, use corporal punishment and fail to explain her desire, demands aspiration ambitions etc. to her children. According to Nunn the middle class parent are less annoyed with their children.

---

1. Shaffer and Shohan (1926) : Psychology of Adjustment
M/S Constable and Co.U.S.A.
According to Bronfer, the children from achievement-oriented homes excel in planning and performance and were found more tense, domineering, aggressive and cruel in behaviour.

Bowley says—"The essential factor in child's experience was an intimate and continuous relationship with the mother figure which is satisfying and enjoyable to both members of relationship, when this relationship existed his findings indicated anxiety in a quite developed but in a moderate and organized manner while complete deprivation seemed to produce for reaching affection and character development."\(^1\)

The findings made by Raymond and Lee Ownley\(^2\) were significant in the sense that mothers impact in two different localities differed for example, in rural context the effect was positive while it was negative in the urban areas. These findings in fact confuse the whole issue. One can not be definite about the impact of employment of mothers upon the educational achievements and aspirations of their children. The locality rather than the employment thus because dominant.

To determine a relationship between the work status of mothers and academic achievement of their

---

2. Raymond and Lee Ownley (1972) : 'A multidimensional approach to a theory of Parents behaviour.'
children. The findings were not very encouraging. The work status of mother does not in any way improved the achievement of their children in schools.

Myrdal and Klein (1956) and Nye (1958, 1959) conducted a study on the students over 12 years of age. The students who have working mothers earned higher grades than the children of non-working mothers. Here in this study, the educational competence of the mothers was not taken into consideration, nor any controls were applied to control factors other than work status which have been proposed to affect the performance of their children. The study is just a correlational study and cannot be relied for its absolute results.

Nye and Hoffman¹ were of the opinion that the educational aspirations and achievement of the children of the working mothers received lower grades than the children of non-working mothers. Here in this study, the work status of mothers seems to play a negative role. The mothers selected in the two cases were equated on, the mother element that is, the two mothers were educated and were parallel on educational and family status.

---

Roy (1961) conducted further study made by Nye and Haffman and concluded that educational aspirations and achievement in grades for the children of working mothers were poorer than the non-working mothers of rural areas, but lower in urban areas.

In another study done by the above authors on work status rather than the performance of children. The socio-economic status has been found directly related with the achievement and aspirations of their children. Here working and non-working status has been related with the socio-economic status of the family. If it was so that work status must have a direct hearing upon the performance and aspirations of the children.

The following were the findings of the above study :-

(a) The working mothers have a higher education
(b) The working mothers belong to mostly lower social-economic categories (on the basis of husband's occupation and income)
(c) The working mothers tend to live in urban areas.

The finding reopen the side windows and a large number of issues arise. Small families and urban areas are important for this area.
One reasonable explanation for conflicting evidence in the studies presented above is that some of these studies did not control the variables known to be related to educational aspirations and expectations such as sex, socio-economic status of the subject, that is no control was applied.

Tuttle\(^1\) conducted a study on the title "Educational Achievement and Educational Aspirations and Expectations of the Youth of the Working Mothers."

It consisted of the study of 3014 school seniors, who were the sons and daughters of the working and non-working mother. The sample was stratified by socio-economic levels and the sex of the students.

Mothers who were busy for full time appeared to have little of any detrimental effect on children in regard to educational expectations and achievement. There was even a trend for their children to have higher educational aspirations and expectations than children of non-working mothers with the exception of boys from the professional socio-economic level. Aspirations and expectations were less divergent at higher socio-economic level than at lower levels.

\(^1\) Tuttle: Personal and Guidance Journal (1967) Vol.46 No.3.
The girls of busy working mothers planned to continue a home making and working career in their own lives, more than did the girls of non-working mothers, children of both sexes with working mothers at lower socio-economic level, but not at professional level etc.
(C) **Personality and Task Performance**

Cattell and Butcher\(^1\) studied on the basis of ability, motivation, personality factors on 257 children of sixth and seventh grades. It shows that for both grades (sixth and seventh) and all areas of achievement, factors B, C, F, I, O and Q (conscientiousness) are significantly correlated with achievement at the .01 level. For the sixth grade, only factor C (emotional stability), factor O (self-assurance) and factor Q3 (self-sentiment) are significantly correlated with achievement in all area at 0.05 level or greater level of significance. Achievement in mathematics is significantly correlated with factor H (adventurousness) in both grades and also with factor E (dominance), J (individualism) in the seventh grade.

In a Psychological study an investigator\(^2\) found the following results:

Ruston (1966) in a study found that emotional maturity (C+), more relaxed (Q4-), perseverance (G+), easy going (A+) dominance (E+), happy-go-lucky (F+Q) internally restrained (G+) and self control (Q3+) tend to

---

   New York Book Marrel.

have higher scholastic achievement. Similarly Ainsworth (1967) in his study concluded that conscientiousness (G+) self sufficiency (Q2+), along with intelligence (B+) were the most promising factors in the prediction of school achievement.

An other study\(^1\) was conducted on personality factors and ability groups. In this study 21 academically handicapped and 35 academically gifted students were selected as a sample. The children's personality questionnaire and the results were subjected to a stepwise discriminant analysis. It is tentatively concluded that academically gifted subjects were excitable assertive, enthusiastic, venturesome, and forthright were as academically subjects were phlegmatic obedient, sober shy and shrewd.

In an other study\(^2\) by the Indian investigators was made using H, S, P, Q on 450 class XI girls students found factors warm heated (A+), intelligent (B+), higher ego-strength (C+) and adeventurous (H+), were positively correlated whereas phlegmatic temperament (D-), and relaxed and x composed (Q4-), were significantly and negatively correlated with achievement. In the arts group factors

\[
\]

\[
\text{2. Srivastava, Dubey (1980)}
\]
intelligence (B+), tenderminded and sensitive (I+) and self sentiment (Q3+) were positively and significantly correlated whereas factor obedience (E-) and Zestful (J-), correlated negatively and significantly with achievement.

An other study on academic attainment as a function of personality factors and sex among school going adolescents was made by Prof. Saxena and Srivasta (1983). The sample was taken from intermediate colleges of Agra City, on 15 to 17 years of age group. The study contained 100 study units. Some important conclusions were found as under :-

(1) Subjects having high level of personality factors A, B, C, F, G, H, I, M, N, O, Q2, Q3 and Q4 have better academic performance than the subjects having low levels of these personality factor.

(2) Subjects having low level of personality factors E, L, G, have better performance than subjects high levels of these personality factors.

(3) There is no significant interaction between personality factors A, B, C, E, F, G, H, I, L, M, O, Q2 and sex. This shows that impact of these personality factors on performance is independent of sex and vice-versa.

(4) The impact of the two levels of personality factors N, Q1, Q3, Q4, are dependent of the two-levels of sex and vice-versa while affecting performance of adolescents.
By Prof. I. Kapoor with a purpose to construct and standardize an achievement test in home science a study was carried out titled "construction and standardization of an achievement test of home science."

The try out from of the test was administered on 550 girls of Xth Class from Government and Private school of rural and urban areas for item analysis purpose. The final form of test consisted of 100 item and devided into 3 sections: (1) Physiological (2) Hygeine (3) Home Management.

The sample was administration of final form of test consisted of 4760 girl of Tenth Class studying Home Science. Inter correlation between various test element were computed which were found to be significant. Percentile norms standard norms and t score were also computed.

Reliability of test was calculated by split half and rational equivalence method. Validity of the test was established against the criterion of examination of test contents by expert, leaders, judgment and examination score. Item validity was established against the criterion

of the total score cross validation was done on a sample of 350 students who were not included in the standardization sample. The validity of the test established against the criterion mark and quantitative judgment of leader were 0.893 and 0.836 respectively.

S. Garg (1974) carried out a study entitled "Standardization of Achievement Test in Home Science at the Secondary Level."

The purpose of the study was to standardize an achievement test in Home Science and also to establish a norm for the students of High Schools of U.P. State.

The sample at the try-out stage consisted of 400 students randomly selected from groups formed on the basis of their pass percentage in their internal examination. The sample at the final draft consisted of 3000 students secured through proportionate stratified sampling technique.

The final draft of the test consisted of 200 items selected on the basis of difficulty value and discriminative index. The time limit for answering the test was 90 minutes.

The reliability coefficient by split-half method was 0.86. The distribution of the score was tested by chi-square, goodness of fit test and by method of moments. Docile norms, stanine and 't' scale norms were developed.
For the standardization of this test the method proposed by Mr. Verma was followed. The adoption of this new technique showed separate distributions on the test score variable of the three groups falling in criterion measure between 0.32 (Fail), 33.44 (third), 45-59 (second) and 60+ (first). Then the percentile on test scores were calculated for all the four distributions. These set the standards for each group in test score terms.
(D) Studies on Home Environment

The first of the study of this kind, reviewed by the investigator is that conducted by Jones (1972). This study is entitled as "Home Environment and the Development of verbal ability."

The chief objectives of the study were to examine variables of home environment in relation to differences in children's cognitive development and development of verbal ability.

The sample of the study comprised of 25 pairs of boys of Sixth grade in the age group of 10-12 years. This group was selected from the city of saint John's. Each pair was matched for general intelligence but discrepant with respect to verbal ability.

For measurement of environmental variables a 70 minute interview with the mother was taken. The questions related to academic and vocational aspirations and expectations of parents, knowledge of the interests in child's academic and intellectual development and material and organizational opportunities for the use and development of language were asked.

Those mothers who have high verbal boys have a higher interaction index and a higher level of expectations and aspirations for their children in the areas of present and future academic studies and future career.
The mothers of both the groups reported that they had equal knowledge of how their children were doing in school and reportedly had equally frequent contact with school personnel. The boys of low verbal ability belonged to homes having a significantly lower occupational level.

Raymond Lee Ownby conducted a study titled 'A multi-dimensional approach to a theory of parent behaviour.'

The major purpose of the study was to investigate underlying dimensional structure of judgments about parent behaviours.

The two principal factors of parent behaviour considered were affection-hospitality and control-autonomy. The study used alpha-factor analysis, hierarchical clustering and multi-dimensional structure of judgments about parent behaviour. It drew parents' behaviours from transcriptions of open ended interviews with parents about their typical behaviours. The study investigated that major aspect of parenting distinct from affection was one labelled as "active involvement which includes the activities undertaking to gratify the child's interests such as play or companionship, which were not primarily

1. Raymond and Lee Ownby (1972) : 'A Multidimensional approach to a theory of Parents' behaviour'.
oriented towards the satisfaction of children's affectional or physical needs or towards controlling the child's behaviour.

M.N. Mahale (1979) conducted a study entitled "Family Situations and Education of Adolescents".

The purpose of the Study was: -
- to analyse the relative importance of the economic status of the family to educational and vocational aspirations of the adolescents and to study the academic achievement of the adolescents in relation to the family situations.

The sample comprised of all the children studying in tenth standard of all English medium schools of Santa Cruz area and the parents of these children.

The main findings were as follows: -

(1) All the parents, irrespective of the size of family extended hospitality of their children's friends and never discouraged their coming home often.

(2) About 90 percent of the parents did not keep themselves informed about progress of their children.

(3) Higher the income level, higher was the percentage of parents who motivated their children to study by explaining to them the value of higher education.
In India, such studies are not made firstly because a small number of women enjoyed a working status, secondly, the culture of the country did not permit women to take all types of employment. The present study is different from previously stated researches as it attempted to answer the following questions where subjects were controlled on the basis of socio-economic status of their fathers and the samples were not stratified on the basis of sex.

-- 0 --