CHAPTER - II

REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

Research can never be undertaken in isolation of the works already done on the problems, which are directly or indirectly related to a study proposed by a researcher. A careful perusal of the research journals, books, dissertations, theses and other sources of information for relevant studies is one of the important steps in the planning of any research study.

Review of related literature, besides, allowing the researcher to acquaint herself with current knowledge in the field she is going to conduct her research, enables the researcher to define the limits of her field. By reviewing the related literature, the researcher can avoid unfruitful problem areas and unintentional duplication of well-established findings.

A summary of the writings of recognised authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested (John W. Best and James V. Kahn, 1992, P. 38). Hence, effective research is based upon the past knowledge. Related literature is like a cornerstone of a building on which the building is erected. Hence the investigator has gone through certain books, journals and research abstracts to get ideas with regard to her topic. The investigator has gone through certain international studies and some relevant studies of India. She has categorized them into two major categories as studies in abstracts form and in detail form. The studies in detailed form have been presented in Indian context and international context.

2.2. STUDIES IN ABSTRACT FORM

Linda Napholz (2000) conducted a study on “Balancing Multiple Roles among a Group of Urban Midlife American Indian Working Women”. Presented are the results of a secondary analysis of group data from a study of a six-week role conflict reduction intervention among a group of urban American Indian women (n =8). The specific aim of this researcher was to understand the process of balancing multiple roles as expressed
in the participants' daily lived experiences as mothers, wives, and workers. A construction of the process of balancing multiple roles was accomplished through the use of narratives. Balancing multiple roles represented a major current attempt on the part of the participants to integrate and balance traditional and contemporary feminine strengths in a positive, culturally consistent manner. The study themes included: traditional sex role expectation conflicts, family guilt, guilt management, transitioning inner conflict and stress, breaking the silence? learning to say no, and healing the spirit to reclaim the self. Further support for retraditionalization of roles for this group of Indian women was maintained as an effective means of balancing roles and achieving Indian self-determination.

Rubina Zahur, Angela Calabrese Barton and Bhaskar Raj Upadhyay (2002) executed a study on “Science Education for Empowerment and Social Change: A Case Study of a Teacher Educator in Urban Pakistan”. In this study they focus on the question, what should be the purpose of science education for children of the very poor class in caste-oriented developing countries such as Pakistan? In other words, in a country where the literacy rate hovers around 10 per cent for the poorest segment of society and where there is no expectation that children will complete primary school, of what importance is primary science education and to what end should it be offered in schools? They begin a conversation around this question by presenting, in this study, a case study of one teacher educator whose beliefs and practices sharply deviate from the norm - she believes science education ought to be about empowering students to make physical and political changes in their community. In particular, using the rich, contextual interview and observational data generated through case study, we show how Haleema’s (pseudonym) orientation to science teacher education are buttressed by three fundamental beliefs: that low levels of literacy and school achievement among poor children have as much to do with poor families' lack of power/influence on the purposes and processes of schooling as it has to do with opportunities and resources; that school science can begin to address inequalities in power by fostering a kind of scientific literacy among children that leads to individual and community empowerment around health and environmental issues, the very science-related issues that divide quality of life and opportunity for poor families; and that teacher education programmes can play a role in transforming a society's views about how science and scientific practices might play a role in bringing communities together to effect change for the better.
Scott, C.M., W.E. Thurston and B. Crow (2002) conducted a study on “Development of Healthy Public Policy: Feminist Analysis of Conflict, Collaboration and Social Change”. In the past two decades, the need for economic restructuring has served as a rationale for dismantling social programs in Canada. As it has been enacted, such social restructuring has disproportionately affected marginalized people, particularly women. In this study they explore the schism between the principles that underlie the development of healthy public policy and those that are driving current social policy development. Through this analysis they discuss the implications of policy development that is based upon principles of inequity, and they suggest that implementation of healthy public policy requires transformational change in the underlying principles of the social system. A policy shift based upon principles of equity and social justice has been espoused throughout the health promotion literature. They suggest that such a shift will be facilitated by strengthening collaborative relations among points of conflict within society and among policy makers and women's organizations.

Eleanor Wint (2002) conducted a study on “Sustainable Communities, Economic Development, and Social Change: Two Case Studies of Garrison Communities in Jamaica”. Although the concept of sustainable communities is often referred to as being closely allied to environmental sustainability, it also embodies notions of sustainable development, empowerment and increase in community autonomy. The concept of sustainability assumes a process of social and/or economic development that has as a high priority the needs of the future generation. However, models of social and economic development employed in developing countries must rely heavily on political, social and psychological empowerment techniques being employed at the community level, in order to warrant any type of sustainability becoming apparent. Two case studies taken from Kingston, Jamaica, demonstrate the process of community economic development (CED) employed and provide a source for analysis of one writer's criteria for sustainable development. Conclusions are subsequently drawn as to the usefulness of this particular CED model in contributing to sustainable community-driven action. The analysis also points to improvement in the quality of life, acceptance of a third-party support mechanism, the creation of an atmosphere for continued community decision making and continued visible government support as important
factors in the struggle to maintain a responsible, viable community which will be acceptable to present and future generations.

Robert S. Horton (2003) did a study on “Similarity and Attractiveness in Social Perception: Differentiating Between Biases for the Self and the Beautiful”. This study suggests that physical attractiveness is associated with interpersonal attraction and with specific personality traits, some of which are favorable and many of which are objectively unrelated to attractiveness. Interestingly, much of the research investigating the impact of attractiveness on liking and personality inference has not accounted for the role of the self in social perception. In this project he investigated the possibility that perceptual similarity between the self and target contributes to differential judgments of attractive and unattractive individuals. Participants completed self-ratings of physical attractiveness and evaluated a target who was high, medium, or low in physical attractiveness. As expected, participants rated themselves as relatively attractive and as similar on attractiveness to attractive targets. Target evaluations varied as a function of target attractiveness; however, self-ratings on attractiveness moderated the impact of target attractiveness on liking for and personality inferences about the target. Attractiveness similarity also completely mediated the effect of target attractiveness on liking. The findings are discussed with regard to implicit personality theory and implicit egotism.

Paula Niedenthal and Jamin Halberstadt (2003) conducted a study on “Top-down Influences in Social Perception”. This study makes a case for the importance of the study of social perception as a phenomenon separate from impression formation and social categorisation, and of great significance for social psychology. They claim specifically that the development of tasks for studying perception is critical for addressing the question of whether top-down processes influence perception. Three series of studies conducted by the authors, and which relied on newly developed tasks, are presented. The first two series examine the effects of emotion and adult attachment orientation on the perception of facial expression of emotion. The third examines the influences of emotion concepts on perceptual memory for facial expression. The studies together provide good support for influences of emotional state, personality factors, and prior knowledge on the perception of facial expression of emotion, and call, we hope, for greater attention to perceptual processes in social psychology.
Sue Jackson (2003) executed a study on “Lifelong Earning: Working-Class Women and Lifelong Learning”. This study argues that despite the rhetoric that surrounds lifelong learning, barriers to participation for working-class women are too often ignored or made invisible. Starting from a critique of current policies and practices of lifelong learning that are based in instrumentalism and individualism, the study addresses the diversities of working-class women’s multiple identities and considers some of the (apparent) wider benefits of learning for working-class women. The article concludes that many working-class women are trapped in a cycle of lifelong earning that centres on low-paid, low-status jobs. What they learn is that, in a learning society that remains driven by market forces based in inequalities of gender, race and class, there is no political escape.

Diane Reay (2003) conducted a study on “A Risky Business? Mature Working-class Women Students and Access to Higher Education”. This study looks at the experiences of a small, qualitative sample of 12 working-class women attending an Access course in a large, inner-city further education college. The risks and costs involved in making the transition to higher education were evident in the women's narratives, and both material and cultural factors inhibiting their access to higher education are examined. The desire to give something back, which motivated all these women's attempts to move into higher education is discussed. The women were either juggling extensive labour market commitments or childcare and domestic responsibilities with studying. In such circumstances, when any sort of social life is sacrificed, what becomes visible is time poverty, and, in particular, a lack of time for care of the self. Six of the women were lone mothers and it is further argued that complexities of marital status intersect with, and compound, the consequences of class. Beck’s thesis of individualisation is used as a backdrop to the women's stories in order to highlight the costs of individualisation for the working classes, but also to problematise the discrepancies and disjunctures between projects of the self and the women's experiences of returning to education. This study concludes with an exploration of the consequences of a policy of widening access and participation for working-class mature women and suggests that, while currently all the change and transformation are seen to be the responsibility of the individual applicant, universities, especially those in the pre-1992
sector, need to change if they are to provide positive experiences for non-traditional students like the women in this study.

Tony Vaux and Francie Lund (2003) did a study on “Working Women and Security: Self-employed Women’s Association’s Response to Crisis”. India’s Self Employed Women’s Association (SEWA) is an organization of women who work informally. Between 1989 and 2001, the areas in which they live and work were affected by cyclones, drought, and earthquake. This study traces SEWA’s response to these crises. It consistently focuses on the importance of income in sustaining livelihoods in the face of crisis. It tries to turn crisis to opportunity, often working in partnership with, and always trying to influence, government; it extends its policy influence by participating in key government commissions and committees. SEWA has developed a battery of institutions (such as the insurance scheme) aimed at reducing risk and increasing security. They suggest that SEWA’s members – who are poor working women – have developed a more appropriate response to disasters than have governments and aid agencies. In the search for human security, international agencies should pay greater attention to addressing the long-term vulnerability of poorer people. Greater attention should in general be given to the way that manmade economic policies and programmes can increase the risks that poor people face.

Leo A. Beem, Daniel Brugman, Karin Hst and Louis WC Tavecchio (2004) executed a study on “Students’ Perception of School Moral Atmosphere: From Moral Culture to Social Competence”. The School Moral Atmosphere Questionnaire (SMAQ) was constructed to measure differences in students’ perception of school moral atmosphere between schools. The instrument is based upon the constructs defined by the Just Community Approach that focused on students’ shared perspective and portrayed ideal types of school moral culture. This study presents reliability estimates of the SMAQ based on a generalizability study. A total of 1280 students from 32 normal secondary schools participated in the study. The design of the study includes the factors: type of school varying in educational level; school; grade level; class; and student. Variance components and reliabilities are estimated for two models. In Model 1 grade level is a fixed effect, in Model 2 grade level is a random effect. The results indicate that moral atmosphere in school can be measured reliably, although in Model 2 a considerable number of observations may be needed. Because score levels for some
subscales depend on the school type, reliabilities are higher for the entire population than for populations consisting of one particular school type. It is concluded that students' perception of moral atmosphere in normal secondary schools have a strong individual flavour. Perceived moral atmosphere should not be regarded primarily as a shared perspective among students within a school like a moral school culture, but as an instance of the social competence of the individual student.

Heiko Henkel (2004) conducted a study on “Rethinking the Dr Al-harb: Social Change and Changing Perceptions of the West in Turkish Islam”. Since the end of the Cold War, many observers have directed their attention to what they perceive as the escalation of an older conflict between the West and Islam. The orientalist Bernard Lewis, for instance, builds much of his analysis on the classic Islamic contrast between dr al-Islam and dr al-harb (house of Islam and house of war), which, in his reading, demonstrates the inherent hostility of Islam toward non-Muslims. Conflict, however, is only one aspect of the complex relationship of Islam to 'Western' society, and for the great majority of Muslims dr al-Islam and dr al-harb are no longer relevant categories for defining their relationship to non-Muslim societies. Nevertheless, the problematic addressed by the conceptual opposition of dr al-Islam/dr al-harb points to an issue that has remained important to religious Muslims and has been answered in different ways at different times: in what kind of a society can one live a Muslim life? In Germany, many religious Muslims have recently undergone a significant shift toward a more 'integrational' stance. To understand this shift I examine the transnational experience of Turkish Muslims in Germany, particularly that of a second generation of Turkish migrants, alongside recent developments in Turkey itself, where there has been an accelerated integration of Islam into modern Turkish society. In so doing, I sketch a historical process in which, for many religious Muslims in the Turkish Islamic tradition, liberal society has come to appear as a social context conducive to the practice of Islam.

Bast, Kristen N. (2005) executed a study on “Examining the Relationship between Perception of Friendship and Self-concept in Adolescent Girls”. Self-concept, hope, and peer relationships are popular areas of psychological study, particularly when studying adolescents. Close peer friendships have a positive influence on the development of a good and positive self-concept for adolescents. Research has shown that friendships with peers are more crucial to the psychological development of
adolescent girls than adolescent boys. For this study, it was hypothesized that female adolescents’ assessments of relationships with peers can predict their self-concept, or that higher scores on the social competence domain of the Perceived Competence Scale for Children and the friendships domain of the Children’s Domain Specific Hope Scale will predict higher scores of general self-concept as measured by the general self-worth domain of the Perceived Competence Scale for Children. Using correlational analyses, results showed statistical significance for these analyses, confirming the hypothesis presented. For this sample of adolescent girls, peer relationships and hope have a strong, positive relationship with self-concept.

Isabel M. Santos and Andrew W. Young (2005) made out a study on “Exploring the Perception of Social Characteristics in Faces Using the Isolation Effect”. The age, sex, and distinctiveness of faces can be judged from objective and partially independent facial features. In contrast, the physical basis of other social judgements, such as attractiveness, intelligence, and trustworthiness is not as yet entirely understood, despite the consistency of these judgements from faces. The present set of experiments investigated the perception of social characteristics in faces, using an adaptation of the von Restorff/isolation paradigm to determine which social characteristics are spontaneously encoded from the face. The isolation effect involves enhanced memory for perceptually salient items in a list (items that are isolated in the sense that they are in numeric minority) and our results suggested that its locus is at the encoding stage of the recognition memory experiment. Isolation in the present experiments was achieved by manipulating the number of faces included in the sets on the basis of certain characteristics. Because the manipulation of the characteristics of faces in a set to be learnt was not mentioned in most of the experiments, any resulting memory increment for the isolated items could be taken as an index of spontaneous processing of the manipulated social characteristic. Age and sex were found to be spontaneously encoded from faces. Results for other characteristics were mixed, ranging from distinctiveness and attractiveness, for which there was some indication of spontaneous processing, to intelligence and trustworthiness, which did not seem to be spontaneously encoded from faces. For intelligence, an isolation effect was found only when the experiment required a judgement that led to activation of the appropriate stereotype.
Amato, Paul R. (2005) did a study on “The Impact of Family Formation Change on the Cognitive, Social, and Emotional Well-Being of the Next Generation”. How have recent changes in U.S. family structure affected the cognitive, social, and emotional well-being of the nation's children? Paul Amato examines the effects of family formation on children and evaluates whether current marriage-promotion programs are likely to meet children's needs. Amato begins by investigating how children in households with both biological parents differ from children in households with only one biological parent. He shows that children growing up with two continuously married parents are less likely to experience a wide range of cognitive, emotional, and social problems, not only during childhood but also in adulthood. Although it is not possible to demonstrate that family structure causes these differences, studies using a variety of sophisticated statistical methods suggest that this is the case. Amato then asks what accounts for the differences between these two groups of children. He shows that compared with other children, those who grow up in stable, two-parent families have a higher standard of living, receive more effective parenting, experience more cooperative co-parenting, are emotionally closer to both parents, and are subjected to fewer stressful events and circumstances. Finally, Amato assesses how current marriage-promotion policies will affect the well-being of children. He finds that interventions that increase the share of children who grow up with both parents would improve the overall well-being of U.S. children only modestly, because children's social or emotional problems have many causes, of which family structure is but one. But interventions that lower only modestly the overall share of U.S. children experiencing various problems could nevertheless lower substantially the number of children experiencing them. Even a small decline in percentages, when multiplied by the many children in the population, is a substantial social benefit.

King, Kristen A. (2006) did a study on “Primary Caregivers’ Reactions to their Head Start Preschoolers’ Negative Emotions: Predicting Emotion Competence and Social Competence in a Low-income, Ethnic Minority Sample”. Primary caregivers’ reactions to preschoolers’ negative emotions and their relation to social and emotion competence were examined in 95 primary caregiver-child dyads from a low-income, primarily African American, Head Start sample. After controlling for primary caregivers' self-reported depressive emotions, disorganized parenting, and harsh parenting, several significant relations were found between caregivers' self-reported reactions to children's
negative emotions and teacher ratings of children's emotion and social competence. Helping children cope and reacting with distress to children's negative emotions predicted child emotion lability/negativity and disruptive behavior problems. Caregiver encouragement of emotion expression predicted boys' emotion regulation ability. Emotion regulation fully mediated the effect of caregiver expression encouragement on boys' prosocial behavior.

Downing, Vanessa Lynn (2006) made out a study on “Exploring the Influence of Family-of-origin on the Career Aspirations of High-ability Adolescent Women”. The current study sought to understand how girls' perceptions of their parents' gender role attitudes and the career aspirations parents have for their daughters influence girls' career aspirations and planfulness in regard to multiple roles. A non-experimental field survey explored how variables of interest related to each other in a sample 161 female junior and senior students attending an urban, single-sex, public high school populated primarily college-bound women. Cluster analyses revealed three groupings of girls with varying levels of career aspiration and planfulness for future multiple roles depending on their perceptions of themselves as achievers, their perceptions of their parents' career aspirations. Findings also included significant relationships between parents' and daughters' attitudes in regard to vocational and relational gender roles, and in regard to agreement between their levels of career aspiration for the daughters. Implications of the study and suggestions for future research building upon the findings are discussed.

Woo, Colleen (2006) conducted a study on “The Impact of Television Viewing on College Women’s Self-image”. One particularly problematic perception perpetuated in the American media is the ideal female body. Comparison to the ideal body can lead women to experience negative psychological problems ranging from increased body dissatisfaction to eating disorders when they fail to measure up to the beauty standards presented in television programs (Byrd-Bredbenner and Murray, 2003; Fouts and Burggraf, 1999; Groesz, Levine, and Murnen, 2001; Hargreaves and Tiggemann, 2003; Hendriks, 2002; Nathanson and Botta, 2003). Because of the potentially negative impacts of the stereotyped woman, this study set out to investigate the effects of television viewing on women’s self-perceptions. Television is selected as the medium because it depicts unrealistically thin images of women as normative, even though the idealized image portrayed in television does not reflect the actual shape and size of the
The research question guiding this research asks whether mediated and idealized images of American women affect self- and other-perceptions of college-aged females. To analyze the research question and subsequent hypotheses, a focus group and Likert-type questionnaire were administered. The findings provide support for the research question and all but one of the hypotheses, demonstrating that television images of the thin ideal still have a negative effect upon body image among females in this age group.

Luo Yunjuan and Hao Xiaoming (2007) did a study on “Media Portrayal of Women and Social Change: A Case Study of Women of China”. A major question in studying the relationship between mass media and society is whether mass media are agents of social change or reinforcers of the status quo. This study examined media portrayal of women to explore the relationship between the media and society within the Chinese context. Through a content analysis of 352 cover pictures of Women of China, China's official English women's magazine for foreign publicity, the authors investigated whether and how the media portrayal of Chinese women relates to China's social changes. Our findings show that the image of Chinese women presented by the covers of Women of China is to a large extent influenced by the socio-economic and political-ideological changes in China. Rather than a literal portrayal of the “reality,” it is a symbolic representation of the Chinese women created through the interaction of party ideology, editorial policy, and readers’ taste as well as the changing reality of Chinese women's life and work. The interlocking of party control and societal influences has determined the typical images of “Chinese Women” suited to particular periods of time in the contemporary Chinese history.

Antoinette Lombard (2008) made a study on “Social Change through Integrated Social and Economic Development in South Africa: A Social Welfare Perspective”. Thirteen years into democracy, South Africa is still facing deep-seated social and economic inequalities. The country's macro-economic policy fosters economic growth, which is essential for socio-economic development, but at the same time it also highlights the challenges required for development, which will benefit the majority of the population in South Africa. In line with a neo-liberal capitalist macro-economic policy, in which the role of the state is scaled down, the Government's Accelerated and Shared Growth Initiative calls on social partners to achieve social change through integrated
social and economic development. Social work, as one of the partners in social change, is well positioned to take up its role as facilitator of social reform in the new democracy. The relationship between developmental social welfare services, social security and the expanded public works programme will be explored within the context of an integrated social-economic development plan for reducing actual poverty on the one hand, and empowerment for escaping poverty on the other.

2.3. RELATED INDIAN STUDIES

Study – 1

Investigator : Dua, R. (1993)

Title : A Study of Adjustment, Family Role Expectations and Modernization of Working and Non-Working Women.

The objectives of the study were: (1) To determine if there is any difference between working and non-working women in respect to home, social, emotional, marital, health and overall adjustment. (2) To find out whether working and non-working women differ as far as their familial role expectations are concerned. (3) To study the differences in the modernized outlooks of women (working/non-working) in respect to religion, education, family planning, women’s freedom, sex-bias, women’s status, marriage, caste, family structure and overall modernization. (4) To assess the effect of employment on modernization, adjustment and familial role expectations of women on varying their level of education (total) or controlling it (moderately educated / highly educated). (5) To know the variations between working and non-working women in relation to age, caste, family structure and income on all the three variables chosen under study, i.e., adjustment, familial role expectations and modernization.

A sample of 300 working and 300 non-working women ranging between 22-35 years of age, using random sampling technique, was drawn from total working and non-working women of the Pilibhit, Shahjahanpur, Budaun, and Bareilly Districts of Rohilkhand region. Tools used to collect data included Personal Data Schedule, Adult Adjustment Inventory, Familial Role Expectation Scale, and Modernization Inventory. Means, S.D. and t - Test were used to analyze the data.

The 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 to overall adjustment. (2) The working and non-working women varied
significantly in respect to familial role expectations. (3) Level of education was not identified as determinant of familial role expectations. (4) The working women had shown a more modernized outlook as compared to the non-working women, on all the dimensions chosen under the study except towards family structure. (5) Various independent variables like age, caste, income, family structure, level of education had also influenced the modernizing values to a certain extent.

Study – 2

Investigator : Devi, Shakuntala (1993)

Title : A Study of Socio-Psychological Correlates of Conflict Between Family Role and Job Role Among Women Teachers.

The objectives of the study were: (1) To construct and standardize a Role Conflict Scale (RCS) for women teachers. (2) To study the nature and incidence of role conflict among women teachers. (3) To study the socio-psychological correlates of role conflict among women teachers with respect to personality factors, socio-economic status, educational level, marital status, type of school, location of school, financing and management of school, type of family and teaching experience. (4) To find out the differences of role conflict experienced by women teachers with respect to their educational level, marital status, type of school, location of school, financing and management of school, type of family and teaching experiences.

The women teachers working in the various schools in the state of Haryana constituted population for the study. The investigator randomly selected a total of 75 schools from 6 districts i.e. Hisar, Kurukshetra, Karnal, Kaithal, Yamuna Nagar and Ambala. While selecting these schools, only government, private and aided schools were considered. Thus, as many as 360 women teachers (an equal number of women teachers working in rural and urban areas i.e. 180 each) randomly picked up from boys, girls and co-educational schools constituted the sample. Tools used were: (a) Role Conflict Scale for women teachers prepared by the investigator herself, (b) Socio-economic Status Scale by R. Bhardwaj, S. Gupta and N.S. Chauhan, (c) 16 Personality Factors Questionnaire (Form A) by R.B. Cattell and H.W. Eber. The following techniques were used for analyzing the data: (1) K-S Test, (2) Mean, median or P50, P75, P25, (3) Product moment coefficient of correlation, and (4) t-Test.
The main findings were: (1) The distribution of role conflict scores among women teachers was normal. (2) Conscientious (G), Venturesome (H), Suspicious (L), Self-sufficient (Q2), Controlled (Q3), Humble (E), Women teachers experienced high Role Conflict. It was also found that troubled (O) and reserved (A) women teacher experienced high intra-role conflict. The study also showed that less intelligent (B) women teachers experienced high role conflict. (3) The study also showed that sober (F) and relaxed (Q4) women teachers belonging to upper lower class of socio-economic status experienced high role conflict. (4) Comparison of role conflict among women teachers showed that married women teachers experienced high role conflict and unmarried women teachers experienced the lowest role conflict. Teaching experience also affected the role conflict faced by women teachers. The study also revealed that married women teachers experienced more inter-family role conflict than unmarried women teachers. The study also revealed that women teachers with respect to various demographic variables such as J.B.T/B.Ed. married/unmarried, rural/urban, nuclear/joint family, more than five years/less than five years of teaching experience, government schools/aided schools/private schools, and girls schools/boys schools/co-educational schools and girls schools/boys schools/co-educational schools experienced more intra-job Role Conflict than inter-job role conflict.

Study – 3


Title : A Study of the Perceptions of Professional Women with Regard to Professionalism and Professional Problems with Special Focus on Woman Teachers in Higher Education.

The objectives of study were (1) To study the perceptions of women teachers in academic (higher education) with regards to professionalism. (2) To study the perceptions of women professionals in the professions of medicine, administration, law and media with regard to professionalism. (3) To study the differences in the perceptions of women professionals in the professions of academic, medicine, administration, law and media with regard to professionalism. (4) To study the professional problems of women in academics. (5) To study the professional problems of woman professionals in the professions of medicine, administration, law and media. (6) To study the differences in the professional problems of women professionals in the profession of academics,
medicine, administration, law and media. (7) To prepare profiles of selected women professionals with outstanding achievements in the respective professions.

The study was descriptive in nature. The sample consisted of purposively selected 223 professional women belonging to the five professions, viz., academics, medicine, administration, law and media from the state of Gujarat. For data collection a ranking scale for professionalism, questionnaire for studying professional problems of professional women and an interview schedule constructed by the investigator were used. Data were analyzed using Kendall’s co-efficient of concordance (W), a non-parametric measure along this content analysis were used for response of interview schedule.

The findings of study were: (1) The women professionals in any of the five professions do not perceive professionalism in a significantly different way. (2) There do not seem to be effects of perceive the dimensions of professionalism, such as, commitment, accountability, code of conduct, pursuit of excellence, sincerity, professional culture and autonomy in different ways to meet the specific requirements of professions. (3) By and large, women professionals seem to be accepting the prescribed concepts of professionalism. (4) There are not many differences in the problems focused by women belonging to different professions in spite of the differential structures, ethos and professional culture of the different professions. In case of a few problems it can be said that the women belonging to the male-oriented professions such as law and administration, face them to a greater degree. (5) From the six profiles of the professional women with outstanding achievements it can be concluded that family environment and their upbringing has played an important role in the selection of their careers. Although in case of all the six women professionals, their concern have not been systematically planned but they all agreed that planning of career leads one to professional success. All the six women professionals have clear future professional goals and are putting in adequate efforts to reach their goals.

Study – 4


**Title** : Study of Decision Making Power of Working and Household Women.

The objectives of the study were: (1) To study the decision making power of educated and uneducated working and household women. (2) To know the decision
making power of housewives of unemployed husbands. (3) To know the priorities of types of decision have educated and non-educated working and nonworking housewives. (4) To know whether the decision making power among working and household women can be developed.

The nature of the study was survey. The sample consisted of 550 housewives including educated and uneducated working and nonworking and the housewives whose husbands were unemployed. The tool was developed by investigator in form of A.B, C forms. The content analysis and percentage were used to analyze the data.

The findings of the study were: (1) Decisions in case of educated working, uneducated working and educated housewives are taken by the concern of husband and wife both while in case of uneducated housewives the husband play an important role. (2) Educated families give importance to their children in group decisions. (3) The educated housewives doing physical work have more decision power than uneducated housewives doing physical work while educated housewives doing mental work have more decision power than uneducated housewives doing mental work. (4) Educated housewives have more decision taking power than uneducated housewives while working housewives have more decision taking power than nonworking housewives. (5) Educated working housewives give more importance to economic decisions, uneducated working housewives give importance to legal decisions and educated and non-educated housewives give more importance to social decisions. (6) Educated working and nonworking housewives take decisions more on the basis of common sense and thinking. They use some criteria for taking decisions give emphasis on group decisions and their family members generally accept their decisions. (7) In case of unemployed husbands, husband and wife both have same importance in decision taking. (8) Educated working housewives take less legal decisions and more technical decisions while uneducated working housewives take less technical decisions and more legal decisions. (9) Most increase in decisions taking power was found among the educated working housewives as a result of training, secondly among educated nonworking housewives, thirdly among uneducated nonworking housewives and least increase was found among uneducated working women. (10) Decision taking power of educated and uneducated housewives increases as a result of increase in age and income. Increase in level of education also affects the decision power positively.
Study – 5


Title : A Comparative Study to Socio-economic Status and Values of educated and Uneducated Women in relation to their Attitudes towards Social Change.

The objectives of the study were: (1) To determine the influence of socio-economic status of women in relation to their attitudes towards social change. (2) Comparative study of socio-economic status of educated and uneducated women in relation to their attitudes towards social change. (3) Comparative study of socio-economic status of rural and urban women in relation to their attitudes towards social change. (4) To determine the contribution of values of women in relation to their attitudes towards social change. (5) Comparative study of values of educated and uneducated women in relation to their attitudes towards social change. (6) Comparative study of values of rural and urban women in relation to their attitudes towards social change.

This study was survey type. The sample comprised of 500 women of rural and urban areas and it included educated and non-educated women. Sample was selected from four japadas of Citrakoot Mandal Dham, namely, Banda, Chitrakoot, Mahoba and Hamidpur. The Stratified Random Sampling Method was used to select the sample. Tools used were: (1) Socio-economic Scale developed by S.P. Kulshreshtha, (2) Personal Value Scale by Shanta Kumari Agrawal and P. Singh and (3) Social Change Attitude Scale by P. Singh. Obtained data were analyzed with the help of Mean, kurtosis, skewness, standard error and correlation coefficient.

The findings of the study were as follows: (1) The background of women, urban or rural and their education is related to their attitudes towards social change. (2) Social values of women of educated class are highly positive and effective. (3) There is significant low correlation of socio-economic status of women of each class and their values in relation to their attitudes towards social change. (4) In present days television, other means and media and government and non-government organizations and institutes play an important role in developing positive attitudes towards social change. Attitudes towards social change among the women of each class, namely, rural, urban, educated and uneducated are more or less same. (5) On the basis of the results hypotheses number 1,2,3,4,5 and 6 are rejected.
Study – 6


Title : Perception of Principals, Teachers, Students and Community Concerning the Educational Environment of DAV Centenary Public Schools in the State of Punjab and their Attitude Towards that School System.

The objectives of the study were: (1) To develop an educational environment questionnaire to measure the perception of principals, teachers, students and community. (2) To develop attitude scale to measure the attitudes of principals, teachers, students and community towards DAV centenary public school system. (3) To study and compare the perception of principals, teachers, students and community concerning the emotional environment of DAV centenary public schools of Punjab. (4) To study and compare the attitude of principals, teachers, students and community towards centenary public school system. (5) To study the relationship between perception of educational environment and attitude towards school system of principal, teachers, student and community. (6) To give suggestions to streamline the educational program of DAV centenary public school of Punjab in the directions as would be suggested by the study.

The research was descriptive survey in nature. The sample comprised 28 principals, 195 teachers, 300 students from 31 DAV centenary public school and 121 community member selected with the help of stratified random sampling technique. Educational Environmental Questionnaire and Attitude Scale were developed by researcher for data collection. The data were analyzed by t-ratio and correlation technique.

The findings of the study were: (1) There was significant difference about the notion of principals and students regarding school plants and equipments. Similar findings were obtained in case of perception of principals and community, teachers and students, teachers and community, students and community. (2) Significant difference existed between the perception of principals and student about the curriculum co-curricular activities, but mean score of principals was higher as compared to the mean score of students. Similarly the perception of principals was higher as compared to the students. (3) Significant difference was found between the perception of teachers and method of teaching but insignificant difference was found between other groups for it. (4) On the measure of assessment and evaluation, there was insignificant difference in the perception of principals and teachers, principals and community but significant
difference existed between other graphs. (5) Significant difference was found between the perception of principals and teachers, principals and students, principals and community on the school’s rules, regulations and policy but insignificant difference was obtained between other groups on the school’s rules, regulations and policy. (6) On the measure of human relationship, there existed insignificant difference in the perception of principals and teachers, teachers and community but significant difference was found between other groups on the measure of human relationship. (7) Principals and teachers, teachers and community, student and community did not differ significantly regarding the opinion of the school but differences were significant between other groups. (8) Insignificant difference existed in the perception of principals and teachers, but significant difference existed between other groups on the over all educational environment of DAV centenary public schools. (9) The attitude of principals, teachers, students and community towards centenary public school system did differ significantly from each other. (10) Significant positive correlation existed between the total attitude of principals towards DAV school system and their total perception regarding the educational environment of DAV centenary public school. (11) Significant positive correlation existed between the total attitude of teachers towards DAV school system and their perception about the total education environment of DAV centenary public school. (12) The correlation between the total attitude of students towards DAV school system and their perception about the total education environment of DAV school was found to be significant. (13) The significant positive correlation existed between the attitude of community and their perception about the total education environment of DAV centenary public schools.

**Study – 7**


**Title** : Impact of Education on Improving Economic and Social Status of Women in Bombay.

The objectives of this study were: (1) To what extent women are conscious about their socio-economic status. (2) To what extent working women have developed the sense of independence in comparison to housewives. (3) How far the functions of women on being educated have changed in the family on being educated? (4) How far the status of women has changed in the family on being educated as per the indicator
Sample was selected of women as well as men. The sample of women was selected from various strata viz. educated and uneducated, working and non-working. The process of sampling was purposive i.e. purposefully 100 educated and 100 uneducated women were selected. These women belonged to both working and non-working set ups. In order to find out the status of women as per the mindset of men, a group of 100 men was selected purposefully. All the men were related to sample women as brothers or fathers or husbands or friends. In order to collect data as per the objectives of the study following tools were used (1) Observation technique was followed to study the behaviour, attitude and function of women. (2) A questionnaire was prepared to get information about social and economic conditions regarding equality, inequality in economic and social conditions. (3) A questionnaire of attitude towards women empowerment was developed. (4) Interview schedule was prepared to interview the women regarding change in status of women. (5) In-depth case study of five women was prepared through naturalistic inquiry process. The data were analyzed with the help of simple statistical technique.

Main findings that have emerged from the present study were as follows: (1) In case of economic empowerment, the earnings of women were given secondary status. (2) Decision marking rested with the males in the family. (3) Education or no education did not have much impact on the status of women in the family. (4) Earning of women did not empower them in decision-making process. (5) Birth of a girl child was not appreciated in a family. (6) Getting education was prerogative of men than women. (7) Match making was the prerogative of parents/elders in the family. (8) Educated women got married at higher age than their counterpart uneducated women. (9) Although a female child was no longer considered burden to family, a male child was preferred than a female child. (10) During their education, females were expected to help in household duties. (11) Decision for marriage was the prerogative of parents although consent for marriage was sought from the prospective bride as formality. (12) Inter caste marriage was not accepted amongst educated / uneducated women. (13) Males got married at higher age than female both in case of educated / uneducated persons. (14) Educated women were having better economic status than their uneducated counterparts. (15) Educated women had better chances of getting employment as per their choice than uneducated counterparts. (16) Permission of family members was very
important in case of educated as well as uneducated women for visiting or meeting relatives. (17) Women were not free in spending their earned money both in case or educated / uneducated women. (18) Educated women were consulted before making any kind of investment in the family whereas uneducated women were not consulted in such cases. (19) Educated women were given more dowry than uneducated women. (20) Parents were not ready to send their daughter outside their residential territory for pursuing higher studies. (21) Men did believe that women had right to refuse marriage proposal. (22) Man favored women’s further education if women continued their routine household work functioning. (23) Men as well as women believed that a divorcée or a widow should get maintenance and be allowed to remarry.

**Study – 8**


**Title** : Social Factors Affecting Participation in Sports of Rural and Urban College Female Students.

The objectives of the study were: (1) To know the socio-economic and cultural background of players among the sample respondents. (2) To study the effect of urban and rural background of the sports women on their performance in individual and group sports activities. (3) To study the concept of players about the role of politics in overall organization of sports and selection of team members for group sports activities. (4) To assess the level of constraints as felt by the sports women and their effect on individual players and team as a unit. (5) To study the attitude of sports women towards physical education and self development. The null hypotheses was that the social factor significantly does not influence the participation of rural and urban college female students in sports.

The sample comprised 201 female students from urban area and 199 female students from rural area. The Survey method of research was used. All students belonged to different colleges of M.P. Questionnaire and interview schedule developed by researcher were used for data collection. Data were analyzed by frequency, average and chi-square test.

The findings of the study were: (1) The urban and rural background of the family, type of family and family size did not influence the extent of participation of the female students in sports and games. (2) The food habits, exposure to cinema, television, radio,
newspaper and magazine did not influence the participation of female students in games and sports irrespective of rural and urban background. (3) The social taboos, like, purda system, and untouchability did not affect the participation of female students in sports and games irrespective of rural and urban background. (4) The attitude of non mixing with boys, hesitation of wearing of sport kit, family restriction, frequent traveling and going outside for longer period for participation affected the extent of participation by the female students in sports and games in rural as well as in urban areas. (5) More participation of female students in sports and games was observed where their family members had taken active participation in sports and games. However, occupation of parents did not affect the level of participation. (6) Social status and family income affected the participation of female students in games and sports in rural as well as urban area. (7) Political set-up, political instability and infrastructure facilities did not affect the participation of female students in games and sports irrespective of rural and urban background.

2.4. RELATED STUDIES ABROAD

Study – 1


Title : Correlates of Probable Alcohol Abuse among Women Working in Nursing Homes.

The purpose of this nationwide study was to assess the prevalence of probable alcohol abuse (PAA) among women working in geriatric care, and to study its demographics, medical and work-related correlates.

The employees of geriatric nursing homes and geriatric hospital wards in Iceland with 10 patients or more were invited to participate in this cross-sectional study. The response rate was 80% (n=1515), with 96% being women (n=1432). Men were consequently omitted from the study. Questions were included on demographics, psychosocial factors, workplace environment, health behavior, and medical history. PAA was defined as (a) having been given such a diagnosis by a physician, (b) having missed work because of drinking, or (c) if alcohol use was considered a problem by the employee herself, her family, friends, or the employer.
A total of 4.8% of the employees fulfilled the criteria for PAA. These women were younger (41 vs. 45 years of age), more often single (25% vs. 15%) or divorced (13% vs. 9%), and less satisfied with work than the other women. Odds ratios for asthma, fibromyalgia, chronic fatigue, pain syndromes, mental disorders, and work-related accidents were elevated. Despite this, no differences were found concerning amount of sick leave. Their psychosocial work environment was worse but the physical work environment was the same.

Women with probable alcohol abuse working in nursing homes have significant medical problems and psychosocial morbidity that is not reflected in more sick leave.

Study – 2

**Investigator** : Gunilla Isaksson; Lisa Skr and Jan Lexell (2005)

**Title** : Women’s Perception of Changes in the Social Network After a Spinal Cord Injury.

To describe how women with a spinal cord injury (SCI) perceived changes in the social network, and how these changes affected their ability to participate in occupation.

Thirteen women, aged 25 to 61 years, with a SCI were interviewed twice. The interviews focused on their ability to participate in occupation, their relations with individuals within the social network, and changes in the social network following the SCI. The analysis was carried out using qualitative content analysis.

The women described an emotional need for social support after the SCI to participate in occupation. This was a new experience that required time to adapt to. The women also described a need for practical social support from the social network members to manage meaningful occupation. After the SCI, the women had developed new habits through close cooperation with members in the social network. The women felt that they had become more responsible for the development of their relations. Many relations had improved after the SCI, while some had decreased. The women had also developed new relations with other persons with disabilities.

The women perceived substantial changes in the social network following the SCI, which in several ways affected their ability to participate in occupation. To adapt to their new life situation, the women gradually developed different strategies. The results point out the need to identify persons in the social network that women with SCI develop relations with, and integrate them in the rehabilitation process.
Study – 3


Title : Women in Leadership Positions in Tennessee Public Schools: A Qualitative Study of Female Directors of Schools.

The purpose of this qualitative research study was to determine the best methods for achieving key leadership roles in education. The problem was to define the qualities that are important in leadership positions and to determine how those qualities relate to the top-level positions in school systems across Tennessee.

Nineteen female directors of schools were interviewed. Directors also completed the Multifactor Leadership Questionnaire (5X-Short). Characteristics of transformational and transactional leadership styles were included in the study. Most of the directors scored high on using the transformational factors (idealized influence, inspirational motivation, intellectual stimulation, individualized consideration) of leadership and on using the contingent reward style of transactional leadership.

The female directors of this study perceived communication skills, a caring attitude, honesty, being a visionary, and having people skills as important leadership characteristics. Other emergent themes included the qualities of males and females in the workplace, barriers to success, and the best practices that leaders are currently using in the workplace. The retention of top leaders in education is important. The perceptions of the 19 directors of Tennessee’s public schools in this study are vital in understanding how women in leadership positions work. Mentoring, peer coaching, and providing time for directors to network, collaborate, and receive quality professional development are essential practices that should be promoted and continued to retain these leaders. The implication from this study is that higher education institutions should also consider best practices for preparing future administrators to be successful.

Study – 4


Title : Effects of Nutrition Education and Body Image Curriculum for Female College Students on Improved Body Image and Self-esteem.

The purpose of the study was to enable researchers to better understand the effects that nutrition education and body image curriculum has on body image
satisfaction and self-esteem following an academic based body image curriculum for female college students. Designing and implementing efficient prevention programs have become a difficult task for prevention researchers and educators (Levin, 2003). Establishing nutrition education efforts for the college population is suggested technique to combat inappropriate dieting behaviors (Haberman and Luffey, 1998; Skinner, 1991; Seymour, Hoerr, and Huang, 1997). Some researchers (Piran, 1995; Springer, Winzelberg, Perkins, and Taylor, 1999) believe this concept may cultivate weight preoccupation and unhealthy dieting practices, which in turn can encourage disordered eating behaviors. Springer et al. (1999) attributed the success of their body image curriculum for college students to the fact that they excluded nutrition education components. This debate suggests that purposeful prevention variables need to be identified, so effective eating disorder prevention programs can be established. A total of 125 college female students participated in three experimental groups in the study. Pre and post semester variances were measured using a 3 x 2 (Groups X Pre/Post) MANCOVA. The dependent measures used in the MANCOVA included the EAT-26, BSQ, RSE, and CSNK-E and participants’ BMIs represented the covariant. A Chi-square test of independence analysis was used to evaluate two questions on the KU-EEBQ. It was hypothesized that implementing nutrition education components into a body image curriculum would not decrease body satisfaction or self-esteem. Overall, body satisfaction and self-esteem did decrease in mean averages but MANCOVA analysis was not significant. A significant interaction for current weight on the KU-EEBQ in the Diet and Image group (Chi-square (1, N = 58) = 22.13, p <0.05) and the Nutrition Education group was found (chi-square (1, N = 89) = 9.105, p < 0.05). Students were more likely to view their current weight as being healthy at post intervention compared to pre intervention. These results support the evidence that nutrition education components can successfully be implemented into a body image curriculum.

Study – 5

Investigator : Booth, Caroline Susanne (2005)

Title : The Relationship among Career Aspiration, Multiple Role Planning Attitudes, and Wellness in African-American and Caucasian Undergraduate Women.

In 2002, 60 percent of both Caucasian and African-American women were active in the workforce, however, it is surprising to discover that overall women only earn
three-fourths of men's earnings. Despite unprecedented availability and accessibility of educational and career options, over 50% of young undergraduate women today are continuing to choose female-dominated careers lower in status, prestige, and compensation. The question of why women, particularly young women making initial career choices, continue to choose career paths that place them at an economic disadvantage remains to be fully answered (Nauta, Epperson and Kahn, 1998; O'Brien, Friedman, Tipton and Linn, 2000). A number of theories have been proposed that attempt to explain women's career aspirations, however, Social Cognitive Career Theory (SCCT, Lent, Brown, and Hackett 1994; 2000) has shown considerable promise. Of particular interest in SCCT are the contextual supports and barriers of the model that are hypothesized to influence career aspirations (Lent, Brown, and Hackett, 2000). Two important contextual variables known to be significant for women are multiple role planning attitudes (Swanson and Woitke, 1997) and wellness (Smith, 2004), although the true relationship of these variables to career aspirations remains largely unknown and unstudied. The purpose of this study was to test the relationship among career aspirations, multiple role planning attitudes, and wellness among a population of undergraduate women and to examine differences between African-American and Caucasian undergraduates. Specific goals were to determine if multiple role planning attitudes and wellness predicted career aspirations and determine if African-American undergraduate women and Caucasian undergraduate women differed on these variables.

Results indicated that multiple role planning and wellness did not predict career choice or major choice but did predict career motivation for the overall sample. In addition, cultural differences were observed in career motivation, multiple role planning, and wellness. Implications of these findings are discussed as is how counselors can use this information to facilitate women's career development process.

Study – 6

Investigator : Skye McDonald, Cristina Bornhofen, David Shum, Esther Long, Clare Saunders and Kerryn Neulinger (2006)

Title : Reliability and Validity of The Awareness of Social Inference Test (TASIT): A Clinical Test of Social Perception.

The Awareness of Social Inference Test (TASIT) is an audiovisual tool designed for the clinical assessment of social perception with alternate forms for re-testing. Part 1 assesses emotion recognition, Parts 2 and 3 assess the ability to interpret conversational
remarks meant literally (i.e., sincere remarks and lies) or non-literally (i.e., sarcasm) as well as the ability to make judgments about the thoughts, intentions and feelings of speakers. This paper aims to examine TASIT's reliability and validity.

Some 32 adults with severe, chronic brain injuries were administered Form A twice, one week apart. 38 adults with brain injuries were readministered alternate forms over a period of 5 - 26 weeks. Construct validity was examined in subsets of a sample of 116 adults with brain injuries by relating TASIT performance to standard tests of neuropsychological function and specific social perception measures.

Test-retest reliability ranged from 0.74 - 0.88. Alternate forms reliability ranged from 0.62 - 0.83. TASIT performance was associated with face perception, information processing speed and working memory. Socially relevant new learning and executive tasks were significantly associated with TASIT performance whereas non-social tasks showed little association. Social perception tasks such as Ekman photos and theory of mind stories were also associated.

TASIT has adequate psychometric properties as a clinical test of social perception. It is not overly prone to practice effects and is reliable for repeat administrations. Performance on TASIT is affected by information processing speed, working memory, new learning and executive functioning, but the uniquely social material that comprises the stimuli for TASIT will provide useful insights into the particular difficulties people with clinical conditions experience when interpreting complex social phenomena.

**Study – 7**

**Investigator** : Robbins, Patricia (2006)

**Title** : The Development of Social Competence within Various Classrooms of Girls with Emotional/Behavioral Disorders.

A set of three in-depth case studies of female students with Emotional Behavioral Disorders (EBD) was conducted to examine the factors that contribute to the girls' placement decisions, their social competence as a function of their placement and their teachers' contributions to their development of social competence. Three girls from the upper grades of elementary school participated, one who was identified as having EBD and placed in a special day class made up entirely of students with EBD, one girl who was identified as having EBD and placed in a general education classroom, and one girl
who was going through the process of being identified by the school as a student with EBD and spends her day at school in both a general education classroom and a resource classroom. Data collection included observations within the class and at recess, interviews with the teacher and parents of the student with EBD, and teacher questionnaires. Open coding, an inductive method, was used to identify themes throughout the interviews. The four major themes that emerged included (1) the lack of awareness of both the parents and the teachers about the emotional/behavioral problems and how to effectively work with the students on these areas of shortcomings, (2) placement type was not a factor in the development of social competence within these students, (3) the minimal social competence instruction provided in any of the classroom settings to the girls with EBD, and, (4) the inadequate amount and/or type of training reported by the general education teachers in working with students with EBD. The findings as a whole support the hypothesis that there is no one clear-cut choice in terms of most effective placement for developing social competence, in students with EBD and determination of a classroom type needs to be based upon each individual student's needs and the options of educational settings available.

**Study – 8**

**Investigator** : Daniels, Elizabeth A. (2006)

**Title** : Media Representations of Active Women: What are Girls Seeing and does it Affect their Self-concept?

Whereas some media portray unrealistic images of women's bodies and promote unattainable standards for women's physical appearance, other media portray women as active and athletic. The present studies investigated the prevalence of images of physically active women in magazines popular among adolescent girls (Study 1) and examined the impact of images of women on girls’ self-concept (Study 2). In Study 1, 7 magazines popular among adolescent girls were analyzed for images of physically active women. Results revealed that only 7% of photographs of women depicted physically active women, primarily engaged in fitness exercises rather than sports. The sparse images of women athletes were coded for stereotypicality, athlete role, and ethnicity. Results showed that women athletes were not more likely to be portrayed in feminine-stereotyped sports as compared to masculine-stereotyped or neutral sports. They were generally depicted performing a sport as opposed to being sexualized. Images depicted
both White women and women of Color. Findings indicated that women athletes are largely invisible in mainstream magazines teen girls read. A second experimental study investigated the impact of media representations of women athletes on adolescent girls’ self-concept. Girls viewed 5 photographs in one of four conditions – sexualized athletes; performance-focused athletes; sexualized non-athletes; non-sexualized, non-athletes – and completed a survey on self-concept and media diet. Analyses showed that girls who saw photos of performance-focused women athletes reported less body shame compared to girls who saw photos of sexualized non-athlete women. Higher levels of magazine reading were associated with greater body surveillance and body shame. Implications are discussed with regard to the possibility that performance-focused images of women athletes may ameliorate body objectification in adolescent girls. In addition, girls who read a high volume of popular magazines may be at risk for increased body objectification.

Study – 9

Investigator : Ikeya, Chie (2006)

Title : Gender, History and Modernity: Representing Women in Twentieth Century Colonial Burma (Myanmar).

This study is the first social history of twentieth century colonial Burma to analyze the central role gender played in discourses of colonialism, modernity, and nationalism. It revises the dominant historiography on colonial Burma that reifies and overly emphasizes the significance of ethnicity and is principally concerned with the identification of the origins of the Burmese nationalist movement. This study redresses in particular the occlusion of women and draws attention to the multiple connections between gender and both sides of the colonial struggle, colonial and anticolonial. Through an interwoven analysis of English and Burmese sources ranging from census reports and confidential memos to missionary pamphlets, fashion advertising, and serialized fiction, my research investigates the emergence of colonial discourses concerning Burmese women and the explosion of censorious and misogynistic representations of 'the modern girl' during a formative period that defined Burma's transition from a pre-modern polity to a modern nation-state. What interests motivated these discourses and representations? Why were there no parallel discourses concerning men or masculinity? I argue that modern colonial rule produced a set of conditions in
which colonizing and colonized women and men in unequal relations of power co-authored essentially gendered discourses and binary representations of 'East' and 'West,' 'tradition' and 'modernity,' 'Buddhist' and 'secular,' and 'colony' and 'nation.' The socio-historical conditions I attend to include: the large influx of single male immigrants from England and British India; the establishment of secular government-funded educational institution; the formation of a new textual culture which was founded on popular print and visual media; and the centrality of the status of women to the colonial civilizing mission and the modernization projects of the indigenous elite. This study examines the complex and sometimes contradictory effects these conditions had on the status of women in colonial Burma and on the emergence of a popular discourse on 'Burmese women' that became a privileged idiom for articulating, interpreting, and discussing new and old social inequities.

Study – 10

Investigator : Pandya, Sophia (2006)

Title : Muslim Women's Changing Religious Practices in Bahrain: The Impact of Modern Education.

This study is about Muslim women's religious practices in Bahrain, and the transformation of these practices since the rise of modern education in that country. While many associate the Islamic resurgence movement as being oppressive of women, here the focus is on various ways in which both Sunni and Shia Bahraini women perceive their participation in the resurgence, and how they negotiate modernity with religion. Included is a history of modern Bahrain, especially of economic, political, educational, social, and religious currents. This project also offers an analysis of a Sunni Quranic school for women, the changing role of the women’s lives, and religious aspects of individual Muslim women in Bahrain. This research was carried out in 2002-3, while the investigator was in Bahrain as a Fulbright scholar, and consists of formal and informal interviews, as well as my observations of daily life. Both primary and secondary sources, as well as Internet sites, also inform this study. I found that changes in women's religious practices reflect their newly educated statuses in Bahrain, which has in many cases given Bahraini women a greater level of social and political awareness. Through religion, Bahraini Muslim women are actively participating in improving their lives and their societies.
Study – 11

**Investigator** : Helis, Eftyhia (2006)

**Title** : Stress Reactions of Women in Response to Preferential Treatment in the Workplace: The Role of Self-esteem.

This study assessed the reactions of women towards preferential treatment in a context of gender discrimination. In an experimental paradigm, female participants were exposed to selection conditions based on merit or preferential treatment and they experienced these conditions either alone or in the presence of another participant (female or male). Their perceptions of the fairness of the procedures as well as their emotional and physiological reactions (cortisol levels) towards preferential selection and discrimination were assessed in relation to the social context (when another participant was informed of their selection status). The role of self-esteem of women was also assessed in relation to these effects. Findings of the present study support the notion that women perceive procedures of preferential treatment less favourably than merit-based procedures. It was shown that conditions of discrimination had a more prominent effect on women's emotional reactions compared to conditions of preferential treatment. The presence of another woman during the selection procedures was related to women's cognitive and affective reactions in situations of success and failure. It is suggested that self-esteem had a prominent role in reactions of women as the experimental conditions more readily affected women with low self-esteem.

2.5. CRITICAL REVIEW

Majority of the studies focused on analysing the multiple roles of Indian working women, empowerment and social change of women, feminist analysis of conflict, social perception, working class women and lifelong learning, working class women students, self-employed women, social competence, perception of friendship and self-concept of girls, career aspiration of adolescent women, women’s self-image, women and social change, modernisation of working women, family and job role among women teachers, and social status of women. Survey method was adopted in most of the studies reviewed. Tools like Familial Role Expectation Scale, Modernization Inventory, Role Conflict Scale for Women Teachers, Social Change Attitude Scale, Ranking Scale for Professionalism, Multifactor Leadership Questionnaire etc., are used. Most of the
studies adopted random sampling method and the samples selected are the college girls, working women and non-working women etc. Means, Standard Deviation, ‘t’ test, ANOVA, Kurtosis, Skewness, Correlation Analysis, Regression Analysis, Chi-square Analysis, Percentage Analysis, Differential Analysis, etc., are the statistical analyses used in the studies reviewed.

The review of related literature of both Indian and foreign studies has revealed the fact that none of the researchers has studied the social perception of working women. There are quite a good number of studies to show the status of working women and their attitudes. But, no study has yet been reported on the social perception of working women in Tamil Nadu. Hence, the investigator intends to study the Social Perception of Working Women in Tamil Nadu.

2.6. REFERENCES

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