CHAPTER II

REVIEW OF RELATED LITERATURE
In this chapter an attempt has been made to review the past studies undertaken on the related area of influences of work status of women or mothers with reference to different aspects or related variables. A researcher has to get a lot of information about the related studies or researches made so far. It enables a researcher to get enough ideas regarding the researches as to how much is done and how much is left out, that too in which direction.

The hypotheses and results of those researches become guidelines for those who like to undertake the new research work based on results of past research works. It defines the same concepts in a new way, in a new direction, in light of the new changing circumstances, societies, community and generations. Though similar topics of researches or studies are not a repetition of the same work area, but it leads to the changing attitudes and newer vision towards the same circumstances or situations with a new perspective. It shows the growth of both the person and the society from generation to generation.

How the time flows and how it affects the person remains still less understood. The present researches on women give us a fair idea of how women have gainfully employed themselves and have earned a
status in their society. It gives us an opportunity to gain knowledge or experience in view of the fast and rapid movement of Women Liberation that has brought many changes or reforms in area of women status in new society. Before understanding the present research work, let us review various different presentations of investigations related to the impact of Women Liberation Movement, especially the influence of working mothers on children. However, not much, research work has been actually undertaken to study the impact of emotional and mental and social or behavioural competency of working mothers on that of their children. Unfortunately very little work has been done in this field. It is difficult to say whether mother's employment is really a blessing or a curse, whether job of mother affects the competence or efficiency of their children in a significant manner or not. There is a great scarcity of both empirical as well as scientific evidence in this field to draw any inferences. Hence it is important and imperative to tackle the present problem in the modern phase of the society, especially because it is fruitful to understand personality development of the growing children and thereby to understand the competence of children belonging to working and non-working mothers, as undertaken by the present investigator, who happens to be also a working woman, supposed to be competent to undertake such a research.
However, let us first refresh ourselves with the knowledge and review of findings of researches that have been undertaken earlier, so that one can equip oneself with the new skills to tackle and adjust the strategies accordingly for future research.
Working women and their attitude to work has attracted attention of the researchers. Few surveys have been conducted on the attitudes of working women towards work, the reasons for their choice to work and the problems faced due to work. A few studies undertaken show that women from high socio-economic families are encouraged to work for reasons such as challenge to their capacity, trying to secure equality of states, use of one’s educational skills, availability of leisure time, whereas those from lower socio-economic families work for economic reasons.

Jauhari (1970, 1973) studied 250 Hindu working women of Lucknow. The data for this study were collected with the help of techniques, like questionnaire, observation and case study methods. It was found that most common reason for taking up a job was financial difficulty followed by utilization of education and service to fill up time. The economic necessity was found to be the most common reason with married women with children. The correlation between earning and education showed that the quantum of earning was not proportional to the level of educational qualifications. The spending of money was dependent on the amount of responsibility they had in the family; more than 50% of the women were not happy with their work.
Paranjape (1974) surveyed married and unmarried employed women graduates to study their socio-psychological problems and attitudes. Results indicated that improved educational opportunities and economic conditions have raised women's qualifications as well as their participation in the economic world by taking up jobs. The study also pointed out that married educated ladies were required to adjust at every stage, which resulted in a change in their personality.

Ranade and Ramachandran (1970) studied the attitudes of women towards employment, and in particular towards part-time employment. The study revealed that in Bombay 94% relatives or husbands of employed women favoured women taking up jobs. Nearly 90% parents and in-laws favoured it, and 70% grandparents approved it. In Delhi, 88% of women's relatives favoured women's employment. Such approval of married women's work is expected from family members in big cities where it is difficult to pay for high cost of rent and living expenses.

Singh (1974) studied 161 working women and 150 non-working women for their attitudes towards women's education and employment. Very liberal attitudes were revealed towards women's employment before marriage and after marriage in case of women without children, but working women had comparatively more liberal attitudes towards women's employment before marriage, and non-
working women after marriage without children. Opinions regarding economically independent vs. dependent women showed, that more of non-working (58%) than working women (44%) considered the status of a working and non-working women as equal. When asked to specify the suitable jobs, they responded that they were capable of taking up all types of jobs; simply there should be no restrictions.

Rani's (1975) study of 150 married working women revealed that their main motive behind seeking employment was to make use of their education. Service was the least influencing motive in their choice for working.

Karlekar (1975) studied the professionalization of women teachers. Few teachers were positively motivated towards teaching. Their primary interest was to take up a respectable job. Unsatisfactory relationships at work place were found to reduce involvement in profession. Those who were committed to teaching were from the economically under-privileged strata of the society.

It has been observed nowadays that medicine, home science, nursing, telephone, receptionist service, secretarial services etc. are some professions that attract more women. Some of these occupations may have unique problem. Working women may also experience multiple role stress where they have heavy family responsibilities. Some
women go for higher education, but do not make use of their education, thereby resulting in wastage.

It should be borne in mind that work factor is only one of the very many factors bearing upon a child's development. It may be a minor one when viewed as a part of a constellation of factors which include such other factors as the child's inherited intellectual and physical capacities, his parents emotional stability, the number and characteristics of other children in the family, whether he is being raised in urban or rural area and whether he grows up in an extended or an isolated nuclear family. When we undertake to discover the specific effects of a single factor of maternal employment, we must reconcile ourselves to the probability that the effect of any one, if any, will be insignificant, there is more significant interaction of some other factors. Furthermore, we must expect that the effects will not be the same on all, or even the majority of children. The effects will depend upon the other features of the child's situation, which will interact with the mother's presence or absence from the home to produce a discernible consequence.

It depends on how a child perceives the fact of mother's working. There are various studies related to the positive impact of work status of women.
Yarrow and her colleagues (1964) found that the least adequate mothers were those who did not work but wished they did. These were often mothers who had stayed home out of a sense of duty, but did not like the home making role. Mothers who stayed home and enjoyed it and those who worked and enjoyed it were the most adequate mothers. So the evidence suggests that when the mother is satisfied or at least content with her working role, and has arranged for adequate care and supervision for her child, there is little or no ill effect. But this is a very cautious inference.

Two variables viz. (i) sense of competence and (ii) attitude towards the women's role have differentiated working from non-working women. A number of studies across social class indicate that working women hold a less traditional notion of sex roles. (Birnbaum, 1971; Hoffman, 1963, Parnes and Others, 1970, U.S. Department of Labour, 1971). Dislike of house work related to employment status in the across-social-class study of Parnes and his associates (1970) and dislike of mothering role showed a slight relationship, but only for mothers with young children. However, among working mothers, those who like caring for children also showed higher job satisfaction. With respect to competence, both the Birnbaum study of educated women and a
study of middle class catholic mothers (Broverman, Vogel, Clarkson and Rosencrantz, 1972) found that working women had a higher sense of competence.

Children 5 years of age and older whose mothers work, were more likely to approve of maternal employment. Duvall, (1955) Mathews, (1963) and King, McIntyre and Avelson (1968) report that ninth graders whose mothers worked viewed maternal employment as less threatening to the maternal relationship. They also found that the greater the father's participation in household tasks, the more acceptance of maternal employment among the adolescent boys and girls.

Daughters of working mothers view work as something they will want to do when they are mothers, as reported by Hartley (1960) in her study of elementary school children and in four studies of adolescent girls (Banducci 1967, Below 1969, Peterson 1958, Smith 1969).

Douvan and Roy (1963) found that adolescent daughters of working mothers were more interested to be work-oriented than daughters of non-working mothers.

Vogel, Broverman, Clarkson and Rosenkrantz (1970) studied the relationship between the sex-role perception of male and female
adolescents and their mother's employment. It raised the estimation of one's own sex ie. Each sex added positive traits usually associated with the opposite sex; daughters of working mothers saw women as competent and effective, while sons of working mothers saw men as warm and expressive.

Propper (1972) found that the adolescent children of working mothers were more likely to report disagreements with parents but were not different from the children of non-working mothers with respect to feelings of closeness of parents, parental interest or support. The overall pattern may indicate more tolerance of disagreement by the working mothers rather than a more strained relationship. This interpretation fits well with the general picture of working mothers encouraging independence and autonomy in adolescent children.
Having an employed mother does seem to affect a child's image of the female role, and this seems to be particularly true for daughters (Marantz and Mansfield, 1977). Girls whose mothers work have less traditional views of female role, are more likely to admire their mothers or indicate that they would like to be like the mother.

For boys, there is some sign of a negative effect. In several studies, sons of working mothers were found to admire their fathers less than did sons of non-working mothers (Propper, 1972). Apparently the fact that the mother's work reduces the status of the father in some families and so the father is less admired by his son.

Girls with employed mothers seem to be a bit more likely to have high self-esteem, but again this finding is complicated. High self-esteem in the daughter is most likely if the mother enjoys her work and works primarily because she wants to. It is not enough merely to have a working mother. The mother, who works and would rather not love, presents quite a different role model from the mother who works and loves it. The significance of work for the mother seems to shape the response of the daughter.
Study by Keller (2001) sought to explore the role of attachment experiences in the development of relationships and psychological adaptation of pre-adolescent and adolescent children. Children aged 11 yrs to 15 yrs who had been placed in kinship care with a grandmother, aunt or other relative by age 7, were taken for study. A measure of “relatedness” was used as an attachment like construct. Self-Report Relatedness Questionnaire, Children’s Depression Inventory, Self-Perception Profile for Children, Adolescent Depressive Experiences Questionnaire was used as tool to assess relatedness, interpersonal and self-critical dysphonic experiences. Results demonstrated that relatedness to mother and caregiver and depressive cognitions concerning interpersonal and self-constructs independently affected psychological adjustment. Thus the environment and internal representation of mother as a working model influences the child’s psychological adaptation across the lifespan.

According to Hoffman (1974), the impact on school-aged and older children, when mothers are successful in their paid work appears to be overwhelmingly favourable, perhaps because she herself is more satisfied, is likely to have more structured and consistent rules in her relationship with her children, is less passive and fosters greater independence in her family. Daughters, particularly, hold their mothers in higher esteem and adopt them as role models, but their sons also are more likely to favour equality for women. There are some
indications of negative influence on the academic achievement of sons but not on daughters, where some evidence of a favourable effect has been found.
A study by Colwell (2001) examined links between mother's emotional coaching and children's emotional competence. The associations between maternal emotional framing, maternal expressiveness, mother-child synchrony and the presence of siblings and children's emotional understanding and emotional regulation were examined. Children whose mothers used to show highly negative emotional framing showed less emotional understanding and were rated by teachers as having marginally poorer emotional regulation, whereas children whose mothers used mildly negative emotional framing were rated by teachers as having better emotional regulation ability. No specific associations were found among measures of maternal expressiveness and children's emotional competence. It definitely focuses the importance of considering emotional coaching practices within the context of mother-child relationship quality.

Study by Morris (2001) examines associations between dimensions of the family context and children's emotional regulation. It offers evidence that parenting plays an important role in the development of children's emotional regulation and that children's emotional regulation and temperamental vulnerabilities are critical to consider when examining contextual influences on child adjustment.
There seems to be more disturbances in the relationship between daughter and father where the mother was working than in the relationship between mother and daughter. Here, the mothers working role in some way weakens or dilutes the father's role in the family, with the result that the daughter does not respect and esteem him as much as she would otherwise do. But more so, mothers are working because of their husbands' mobility. A man's mobility might make it necessary for his wife to work to supplement irregular earnings. For example, such situation can at the same time produce negative feelings towards him on the part of both the wife and the daughter.

And if this were true, the daughters' low regard for her father in mother-working households would not be in any sense a result of the mother's employment. Thus to know the effect of the mother's working per se on the adjustment of adolescent youngsters, there is a need to compare families in their paternal stability and economic level.

A study by Essig & Morgan (1946) was done on a group of adolescent girls whose mothers worked full-time, were compared, as far as adjustment is concerned, with a group of girls whose mothers did not work. The daughters of working mothers, in response to
questionnaires, more often indicated certain problems in adjustment as like they felt unwilling to discuss their activities and problems, lack of understanding when they attempted to explain their own conduct, feeling of having less "good time" together, especially family meals seemed to be a gloomy affair; felt rejected by their fathers, less attended to family life and "talked back" to their fathers quite often. But these two groups of girls were not matched according to economic level. It was suggested to take working mothers of low-income families where "child rearing was thought to be somewhat less permissive, more punitive and less "democratic" in such families as compared to middle-class families where there would be more tension between husbands and wives in working class." Therefore, the attitudes of the daughters of working mothers might simply be reflection of the interpersonal relationships prevailing in homes of this economic level whether or not the mother would be working.
Rouman (1957) studied a group of children referred to the guidance department of a large public school district for a variety of adjustment problems, including school failure, aggressiveness, excessive withdrawal, stealing, etc. The children of working mothers in this school district were never referred to the guidance office as "problem children". The result was that they adjusted adequately to the demands of the school as if like the children of non-working mothers. But those children of working mothers who were referred to as "problem children" were more prone to withdrawal tendencies. The mother's working might contribute to school maladjustment, as child initially might have faced difficulty in reaching adequately to other people; suffer from insufficient impulse control which leads them to aggression and stealing.

But whether it is the mother's working which is responsible for such problems, or whether both the problems and the mother's working are reflections of some other deep-lying home factors, is a question.

Another psychologist studied the adjustment of children of working and non-working mothers included a sample of 100 students (50 girls and 50 boys of 12-14 yrs). An equal number of children of non-
working mothers were randomly selected whereas number of working mothers was selected purposively from the same class. The High School Adjustment Inventory was used to assess the adjustment in five areas viz (i) Home, (ii) Health, (iii) Social, (iv) Emotional and (v) School. It was concluded that the children of working and non-working mothers were not significantly different in adjustment in home, school and emotional areas. It stated that it was the parental attitude which affected the school adjustment and not the working status. Also education of parents had a positive influence on adjustment. Further working mother were capable of making the optimum utilisation of the limited time at their disposal as compared to non-working mother. It was also concluded that the sex of the child was an influencing factor affecting health and social adjustment and also work status had the same impact as far as social adjustment was concerned.
Farley (1976) studied the working class women and noted that though these women preferred housework and found it satisfying, full time housewives were in fact, found to be more dissatisfied. It is not because they found housework menial and degrading but because it didn't lead to a sense of competence, social connectedness or self determination equal to that produced by the paid employment. It was concluded that working class women preferred the strains of carrying a double role to the performance of housework as a full time occupation.

Rapoport & Rapoport (1972) pointed out that "the dual career families provide security of a known income which has advantage in planning and domestic organization, childrens' schooling and so on". Another advantage is father's greater participation in family life which leads to an increased interaction between the father and children and may help correcting the imbalance in the conventional child-care and socialization. These advantages are attainable only where both the spouses actively appreciate equalitarian values rather than individualistic.
Some studies show that the "companionship" marriage facilitate more of maternal employment. The "helping" husband not only lessened the mother's daily household workload, but also was a resource in emergencies. Data indicated that husbands of employed women helped in household tasks and child care more than did husbands of non-employed women, yet, the wife still carried the greater share (Hoffman, 1961, Walker, 1970; U.S. Department of Labour, 1970). Even in dual - career family, where both husband and wife had a major career commitment, the wife had primary responsibility for these activities (Poloma and Garland, 1972). "However, the gender – based division of labour is probably becoming less rigid, and a husband's assistance and eventually his equal participation, will be more common in the future" (Hoffman, 1973).

A study by Mathur & Hemani (2005) was done in Jodhpur wherein 50 single earner and 50 dual earner families were randomly selected and administered Self Structured Interview Schedule and Parental Involvement Inventory. Findings indicated that mothers were doing their activities, but also men had started participating in tasks of personal care of the child.
A study by Yarrow, Scott, DeLeeuw & Heinig (1962) concluded that well educated women who work on outside jobs arrange to spend extra time with their children and do not press them to grow up for early independence or maturity. In contrast, less well-educated working mothers spend less time with their children than time spent by equivalent group of non-working mothers. They also put quite a lot of pressure on their children for securing their early independence and for engaging them in assistance with household tasks.

A study by Yarrow (1962) and Woods (1972) concluded that the same dual pattern emerges when we look at control and discipline. The children of less-educated or poor working mothers are generally under firmer discipline with stricter rules, while the children of well-educated working mothers are likely to receive less consistent and show strict discipline. It seems that the well educated and understanding mother, who may work for her own pleasure, makes a systematic effort to compensate for her absence by spending more of her free time with children. Such parents are careful not to make too many demands on the child to get their help around the house or to make them obey strict rules. The working class mother, on the other hand, may not like to work, but she doesn't feel guilty about doing it either. Her concern is to lighten her own load by having the children
help with household chores, and by having strict rules for the children to follow.

A study by Carmeli (2002) was undertaken wherein a sample of 134 adolescents was taken to study the impact of work and education on child. It concluded that mother’s and father’s education as well as the mother’s work status significantly affected the attitudes of both parents and children on the question of gender role. Parents with more education and families with full time working mothers tended to be more liberal. The mother’s place of birth, degree of family’s religiosity and number of children influenced parental attitudes but not those of their children.
A study by Smith (2001) on working mothers of different socio-economic class concluded that for the children of high socio-economic status women, no day care facility could satisfactorily replace maternal care whereas for the children of low socio-economic status women, any type of non-maternal care that enables a mother to keep functioning as a worker is considered superior to maternal care. This study is important because it clarifies some critical scholarly and popular assumptions about the importance of work, the nature of motherhood and the needs of children of different socio-economic classes.

Another study was undertaken by Tobio (2001) where in a sample of six discussion groups, 25 in-depth interviews and 1200 case surveys was taken with a aim to study the relationship between family and employment from the perspective of working mothers. The concept of strategy was used as an analytical tool to understand how women manage their double role in everyday life. It included three strategies - mainly substitute mothering, reducing distance between home, work and childcare and also extreme strategy of taking children to work or leaving them alone at home or indirectly then reducing or delaying the number of children. This is mainly to know the working
mothers' strategies for childcare to cope with both worlds as it is considered as an indicator of the social recognition of women as a worker.

There are certain evidences showing that children of working mothers as a group are more achievement-oriented than children of non-working mothers (Jones, Lundsteen & Michael, 1967) and have higher IQ's (Woods, 1972). These effects seemed to be stronger for children of working-class families, particularly for girls, which makes sense in terms of the differences in child rearing practices between working class and middle-class mothers. From various different studies it was inferred that (i) Less educated working mothers emphasize independence and maturity. (ii) Children of working mothers have somewhat higher achievement motives. (iii) Children of working mothers, particularly less well-educated working mothers do a bit better on IQ tests and in school. But all of these inferences were more significant for girls.
Pallavi, a reporter has quoted a number of incidences of difficulties and problems faced by about 5000 working women in different cities of India (Delhi, Bombay, Kolkata, Jaipur, Lucknow, Kanpur, Bhopal and Chandigarh). For example, almost 70% of working women are harassed by men using abuses and indecent language on their way and 21% suffer from physical harassment. Because of such trouble 22% of women in Bombay go to their job in local trains, 14% in rickshaw, tempo and taxi and 4% use their own cars. 57% of women suffer from tension in their working office in Delhi. Similar cases of harassment are quoted also in Jaipur and Kolkata on their way to work. About 48% of women in the survey think to leave off the job. It is said that the type of dress worn by the women (transparent, indecent and short) is responsible for such indecent behaviour of men towards women.
Most of the studies reviewed above pertain to attitudes of children or parents or family members towards working and non-working women or interpersonal relationship or personality characteristics and likes and dislikes of members of the family affected by work status of mothers. There is hardly any study undertaken to study the impact of level of competency on that of their young children. Competency as defined by the present author in earlier chapter means competency defined generally as emotional maturity, emotional competence free form mal-adjustment, tension, depression, etc resulting in capacity or behavioural effectiveness, and social adjustment or adaptability not simply attitudes but actually reflection in work effectiveness and healthy relations. The present author is more interested in studying whether the competency of mothers is reflected or related to competency of their younger children (a sort of heredity effect) and the effect of other related factors. The present study is to some extent, unique in area of study of problem as well as in experimental design and in statistical analysis to guarantee inferences. Further the author herself being an educated working married woman in a co-operative family thinks herself to be more competent to undertake such a study on competency of married working women as evidenced by her work described in the chapter that follows.