CHAPTER II

REVIEW OF RELATED LITERATURE

Psychologically, adolescence is a marginal situation, which involves distinct developments and the accompanying changes. Need for adjustments and other tasks, which are essentially related to the various developmental stages are relevant to the period of adolescence also and they are likely to pose problems. Psychosocial problems of adolescents are varied like personality problems, school adjustment, home adjustment, peer group relations, social, educational and vocational problems etc. The present study is an attempt to study them in relation primarily to maternal employment and some other variables also.

The reviews of studies related to the subject are presented under five sub-headings. These are:

1. Maternal employment and psychosocial problems.
3. Maternal employment and academic achievement.
4. Psychosocial problems of boys and girls.
5. Survey of research on inter-relationships amongst dependent and independent variables in the study

2.1 MATERNAL EMPLOYMENT AND PSYCHO-SOCIAL PROBLEMS

Elder (1974; cited in Mcloyd; 1990) posited that problems in children's peer relations might stem from the styles of interactions that children learn from their parents.

Daughters of employed mothers were found to be more career oriented (Altman and Grosman, 1977) and had higher career aspirations (Parsons, Frieze and Ruble, 1978).
Thornton, Alwin and Camburn (1983) in their studies found that daughters of employed mothers had more egalitarian gender role.

The results of Joy and Wise's (1983) study revealed that there were no effects of maternal employment on Adjective Generation Technique Anxiety Scores and no interaction between maternal employment and gender. They found women had higher anxiety scores than did men.

Maccoby and Martin (1983) reported that parents of aggressive children tended to be authoritarian, but children of authoritarian parents might or might not be aggressive.

Sharma (1983-1988) found that the self concept level of the children of working mothers was higher than that of the children of non-working mothers, the children of non-working mothers were found to be more excited, anxious, tender hearted, sensitive, dependent and more protected in his study.

Daughters of employed mothers also demonstrated higher achievement and had more respect for women's competence (Hoffman, 1984).

Grollman and Sweder (1986) wrote a book named, 'The working parent's dilemma: How to balance the responsibilities of children and careers'. This book helped parents meet the challenge of balancing work and family life and to successfully manage the same. The authors questioned a thousand school aged children nation wide on how they felt about both of their parents working outside home. What they found was that children understood that mom and dad had to work to make money to buy them things they needed. The children also conveyed as to how much they appreciated those parents who work, but also make an effort to be with them at home.
Schultz and Moore’s (1986) research followed by multiple regression analysis revealed that the students who reported greater parental rejection experienced higher levels of loneliness than did their counterparts. Also, students who reported more parental psychological control were more apt to be lonely than were those who perceived greater parental autonomy.

Reschke and Knierim (1987) from their studies found that a majority of students thought that their parents exerted a high level of influence on them about their career choices. In addition, the students thought that their parents were more influential than friends or faculty members in their choices of the major.

Liyas (1990) found that virginity and good upbringing of the daughters were the most important concerns for the working mothers. They experienced anxiety and role conflict in regard to this issue.

Barling and MacEwen (1991) found that the mother’s attitude towards outside employment affected their mood, which in turn affected their parenting behavior. In short, parental strain due to inter-role conflict did affect the respondent’s attitude towards their children. The study showed that parents rejected children or punished children more often when experiencing strain due to employment. However, satisfaction with employment did not have negative or dissatisfied effect on children. The researchers believed that this was because satisfaction was not a stress creator like inter-role conflict. The results of this study are similar to other findings. It is mother’s attitude towards employment which affects children and not the fact of being employed.

Skinner, et al. (1992) have linked economic hardships to adolescent aggression in middle – class rural sample. Financial difficulty was related to irritable parenting and parent’s irritable responses to discipline situations evoked expressions of aggression in their adolescent children.
Abruzzese and Chambliss's (1993) findings from 112 male and 136 female college students who ranged in age from 17-36 years revealed that the student's self-esteem and current happiness were related to maternal employment status during early childhood.

Duckett and Richards (1995) studied the maternal employment and the quality of daily experience for the young adolescents of single mothers. Results of this study indicated that children of full-time employed mothers reported more positive self-esteem and daily affect than did children of unemployed mothers. Children of full-time employed mothers spent more time with their fathers and had more positive experience with both the parents than children of unemployed mothers.

Panda et al. (1995) found out that daughters of working mothers were extroverted, independent, confident, emotionally stable and less anxious, but more aggressive than the daughters of non-working mothers.

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

Lerner and Noh (1998) from their research concluded that the influence of maternal employment on children's educational and career aspirations was also linked to the mother's level of satisfaction; for example, mother's dissatisfaction with low-level job might cause her child to have higher career aspirations. Other findings associating maternal employment and adolescent development included sons of working mothers. It was found that they had better personality and social adjustment, had better family relations and showed better interpersonal relations at school; Daughters of working mothers were more outgoing, independent and motivated.
Mittal (1998) compared the self-concept of girls of working and non-working mothers. The latter were relatively higher on achievement and confidence, but they suffered from greater inferiority feelings as compared to daughters of working mothers.

Marchena’s (1999) findings suggested that the daily experiences of young children in dual-earner families were comparable to those of children in single-earner families. Parents in dual-earner families appeared to be successful in structuring children’s lives to provide them with daily peer and family activities. Children in dual-earner families were more likely, on an average, to spend time with parents who showed positive feelings while being with them.

Shernoff and Mihaly’s (2000) results revealed that adolescents from low-income backgrounds spent less time in many school activities than the other students, but reported more of enjoyment, affect, self-esteem and engagement when doing them. The opposite was true for many home and passive leisure activities.

Hoogstra’s (2000) analysis suggested that parent’s enjoyment of work played a significant role in the frequency with which they discussed their adolescent’s career plans and their own jobs or career with their teenage children. Teenagers in families with higher than average rates of career discussion also appeared to be more actively engaged in exploring potential career paths.

Brindle’s (2000) research suggested that young children looked after by other people might be more prone to bad behavior. Children who spend long days away from their mother particularly in the first year of life were more likely to develop problem behavior such as fighting and disobeying, according to the findings.

Encyclopaedia Britannica (2000) had reported that parental behavior affected the child’s personality and his likelihood of
developing psychological problems. In most modern societies, well-educated parents were more concerned with their children's academic achievement and autonomy and were generally more democratic than the less well-educated parents.

Matthew, et al. (2000) studied the link between parent's work pressure and adolescents psychological well being. They got the mounting evidence that parental work status in and of itself had no consistent association with children's or adolescent's psychological functioning.

Rivers and Barnett (2001) found no difference between children of working mothers and those of homemakers on any measures of child development. Researches showed that working mothers and their children were securely attached; one recent major study found that even infant day care did not harm the mother-child bond.

Zick (2001) examined the link between mother's employment pattern, the frequency of shared parent responsibilities in child’s homework/ reading activities and their children’s behavior and grades. Analysis indicated that:

1. when the mother was employed, the mother and father spend time more frequently on homework / reading activities than mothers who were not employed outside the home
2. the mother’s assistance with home work / reading was negatively associated with behavioral problems and positively associated with academic achievement and
3. parental goals and practices played significant roles in behavioral and academic achievement outcomes.

Hoffman's (2001) research had also found some social adjustment differences between children with employed and non-employed mothers. Daughters of employed mothers had been found to
be more independent, particularly in interaction with their peers in a school setting and to score higher socio-emotional adjustment measures. Sons of employed mothers did well academically but there was a strain in father-son relationship.

Daughters with employed mothers, across different groups had more positive assertiveness (i.e. they participated in class discussions, they asked questions when instructions were unclear, they were comfortable in leadership positions) and they showed less acting out behavior. They were less shy, more independent and had a higher sense of efficacy. Working class boys also showed more positive social adjustment when their mothers were employed and this was true for both one-parent and two-parent families.

2.2 MATERNAL EMPLOYMENT AND FAMILY ENVIRONMENT

The present study included family environment also besides the major variable i.e., maternal employment. In some families the employment of the mothers are necessary because of the family circumstances and this fact was accepted with little or no comment. Secondly, there are cases where the child is proud of the mother for the work she is doing or the child is interested in or sees distinct advantage in what the mother is doing. Thirdly, there are cases with complaints of the mother's absence for long hours, of her fatigue, irritability and confusion in the household or mother's inability to share young child's activities.

Moore (1963) from his findings concluded that the traditional way of thinking about time in families was to place parents as the masters of the schedule and children as the compliant ones who were to be taught the rules of punctuality and organization. In this light, the time of child was being highly structured, monitored and controlled by the timetables set up by parents.
Hoffman (1974); Lerner and Galambos (1986) from their study concluded that satisfaction was related to the quality of mother-child relations. Greater maternal role satisfaction was believed to lead to higher quality interactions. In turn, their interactions might be related to positive outcomes for the adolescents including greater behavioral flexibility and higher level of adjustment.

Bielby (1978), Willetts and Nock (1994) and Keith (1988) found that adolescent's family and career orientations were not significantly influenced by their mother's employment.

Goswami (1983-1988) from his study found that the lower-middle class and affluent-working mothers were plagued by anxieties, not because they could not afford the facilities, but because the facilities available were not at par with the demands. They suffered from tremendous strain because they had to harmonize the two roles, of a mother and the worker.

Scarr, Phillips and McCartney's (1989) article reviewed the effects of employment on women's marital relationships, on their children and on themselves. The conclusion drawn from this article was that employment was not what directly affected these relationships.

Cortes and Connie (1991) found that the daughters of working mothers were higher in achievement motivation than the daughters of the mothers who did not work. No relationship was found between maternal employment and career aspirations.

Wilson and Wilson (1992) from their study concluded that home environment exerted a significant influence on adolescent educational aspirations, which, in turn influenced the school-to-work transition. When parents had high educational training, and they were perceived by adolescents to had high expectations, adolescents had high aspirations.
Gurang et al's. (1992) findings revealed a strong relationships between the students, general perceptions of family cohesiveness, conflict and expressiveness and perceptions of depth, support and conflict from each parent. The findings provided support for the idea that perceptions of specific close relationship were an important component in adjustment and overall perception of social relationships.

The Results of Nathawat and Mathur's (1993) study indicated significantly better marital adjustment and subjective well being for the working women than for the housewives.

Karambayya et al. (1993) from their study concluded that working couples whose members had high levels of family involvement, were experiencing high levels of marital satisfaction and low levels of stress.

Almeida et al. (1993) from their study concluded that when wives had employment demand placed on them, they made it a priority to spend their available time with their children and drop back on completing household chores.

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

Rodriguez and Anderson (1994) from their study concluded that employed and non-employed mothers presented a similar profile in parenting their young children.

Frederick (1995) in his research found that the overall effect of working full time as a parent was that working women reduced the overall amount of housework that they did. In order to cope with the continued demands of paid work, employed mothers (25-44) spend
less time cooking and cleaning up (-6 hours a day), less time on housekeeping chores (-9 hours per day) and less time on childcare (-10 hours per day) than their non-employed counter parts.

Saxena and Rani (1996) revealed that non-working women experienced greater life satisfaction as compared to working women and attributed their happiness to the home environment.

Daly (1996) studied the families living in a hurried culture. He found that families had changed, dual-earner couples were now the dominant family forms in North America and they faced unprecedented demands in finding, protecting and negotiating time. For all families with working parents, the high proportion of time given to paid employment generally means less time for family interaction, child care, home maintenance and leisure activities.

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

Results obtained in Chowdhury and Aparajita's (1997) study showed that majority of mothers took up jobs for economic reasons, though fifty percent of them were against it. Thirty eight percent of employed mothers were not happy with their work outside home and felt guilty for neglecting their children and family.

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

Waite and Nielsen (1997) found that wives in dual-earner couples had more education, more training and more experience than such wives did thirty five years ago and they entered different occupations and made more money as a result. This shift of wives into
the labor force had boosted the income of dual-worker families. These were different women, with a different outlook and different goals for themselves and for their families.

Hoffman (1998) studied the effect of maternal employment on the family and the child and found that in the working class, employed mothers were less likely than full time home makers to have either authoritarian or permissive parenting styles and were more likely to use a style called authoritative. Employed mothers in the working class indicated a higher frequency of positive interactions with their children than did the full time home makers. Furthermore, the parenting variables were related to child outcomes. For example, the permissiveness of the married working class homemakers was associated with acting out behaviors in their sons and authoritarian control was related to problem behavior in daughters.

Lerner and Noh (1998) found that Children in lower income families tended to do better academically if their mothers were employed, but factors more influential to a child's academic performance seemed to include the mother's degree of satisfactions with her work situation, the balance of work and child care and the division of labor for household chores.

Hoffman's (1998) research had presented some evidence that employed mothers encouraged independence in their children more than non-employed mothers did. The encouragement of independence was consistent with the situational demands of the dual role since it enabled the family to function more effectively in mother's absence.

Noemi's (2000) study examined the relationship between work and family in a sample of African-American men and women from New York City and Chicago. He found that higher the frequency of interference of family roles in the work domain, lower the quality of marital and parental relationships. There was a trend towards
significance in the association between family-to-work interference and lower life satisfaction.

Kiger and Riley's (2000) research found how work factors (time, support and control) enhanced or impeded family performance and well being. Among working mothers in their sample, a partner's work family spill over and dissatisfaction with childcare arrangements were associated with stress. Childcare arrangements were pressing concerns for couples and could not be put off. The arrangements fell principally to mothers, not fathers.

2.3 MATERNAL EMPLOYMENT AND ACADEMIC ACHIEVEMENT

Powell (1963) and Stein's (1973) researches indicated that adolescent and college age children of employed mothers tended to be more achievement oriented than did the children of home maker mothers.

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

Daughters of employed mothers also demonstrated high achievement and had more respect for women's competence (Hoffman, 1984).

The findings of Gottfried et al. (1985) referred to contemporaneous findings which showed that educational attitudes regarding the child (aspirations, amount of TV viewing by the child and mother availability for out of school lessons), father's involvement and variety of children's experiences were all higher in the homes of employed mothers. Employment produced increased emphasis on education resulting in higher educational aspirations for the child and less TV viewing, were the findings.
Sharma (1986) found that study habits and attitudes of the children of both the groups, working and non-working mothers were very poor, but their school achievement was high.

Naylor (1986) studied the role that the family played in influencing their children’s employment and educational decisions. It was suggested that parents indirectly increase their children’s career options and career development skills by enhancing their own employability and career planning skills.

Dornbusch, et al. (1987) found that authoritative parenting was positively correlated with adolescents school performance, whereas permissive parenting was negatively related.

Sultana’s (1988) study indicated that there was no difference in the achievement in English, Social Studies and languages among children of working and non-working mothers. There was no difference in academic achievement among children of working and non-working mothers studying in English or Hindi medium schools.

Poor and black mothers are likely to work because of necessity and were more likely to use an authoritarian parenting style (McLoyd, 1990). However, argued that poor mothers who worked in participative settings should be more likely to use an authoritative style of parenting which was conductive to children’s socio-emotional functioning and academic achievement.

The study of Baya and Roby (1993) showed that mother’s employment had no significant effect on the children’s school performance, conduct and stress. But mothers with high educational level and high social class had surprisingly, a significant positive effect on their children’s school performance.
Rothman and Fay (1994) from their study concluded that there was no overall effect of maternal employment on adolescent children with respect to their academic achievement or sex role attitudes.

Panda et al. (1995) found no significant differences between the daughters of working and non-working mothers with respect to overall academic achievement; daughters of non-working mothers were superior in mathematics and science and inferior in English in comparison to those of working mothers.

Paulson and Sharon (1996) found that maternal employment did not influence either adolescent achievement or maternal or paternal child rearing style.

Paulson (1996) studied the effect of maternal employment on adolescent achievement. The researcher co-related data from a sample of 240 ninth graders and their families from school in the Southeast and Midwest. Significant findings suggested that maternal employment did not affect achievement. Adolescents whose parents fostered attitudes that were not consistent with mother's employment showed lower levels of achievement than their counterparts. The adolescent's achievement was most influenced in a positive light by a high level of involvement of the parents in the former achievement.

Parcel et al. (1996) investigated the effect of parental work and maternal non-employment on children's reading and math achievement. Results showed positive correlations between child's math scores and maternal cognitive abilities and paternal education. There were no significant correlations between maternal non-employment, hours worked or job complexity and math scores. For reading scores, there were positive correlations with maternal cognitive ability, marital status and paternal educational level. No correlation was found between the parental work and reading scores.
The results of Mittal’s (1998) study indicated that daughters of non-working mothers were relatively higher on achievement and confidence, but they suffered from greater inferiority feelings as compared to the daughters of working mothers.

Joshi and Verropoulou (2000) found that the family’s economic circumstances and mother’s academic achievement were more important predictors of a child’s educational success than the fact whether she had paid work. The study was on maternal employment and child outcomes. They analyzed relationship between reading and math ability and behavioral adjustment and the employment of mothers. Some of the findings, all of which took family poverty and mother’s education and academic ability into account were: mother’s employment in the first year of a child’s life may lead to slightly poorer achievement in reading. Math and behavior were not significantly affected. However, there was a small positive link between mother’s employment when children were one to four years old and their emotional well being as school children.

Hoffman’s (2001) research suggested that the daughters of employed mothers had higher academic achievement, greater career success, more non-traditional career choices and greater occupational commitment.

Hoffman’s (2001) earlier studies showed that sons of employed mothers in the middle class showed lower school performance and lower I.Q. scores during the grade school years than full time homemakers. In a recent study, the children of employed mothers obtained higher scores on the three achievement tests i.e. for language, reading and math across gender, socio-economic status and marital status, middle class boys included.
Hand (1949) studied the problems of adolescents and found that boys showed more worry about their educational and vocational future than girls did. Girls showed more worry than boys in the areas of personal and social relationships.

Lewis (1949) observed that in the categories 'Social' and 'Home Life' the incidence of problems among girls were over twice as much as that amongst the boys.

Roff and Brody (1953) studied the appearances and choice status during adolescence and found that both boys and girls were disturbed by unwanted attributes such as fatness, unattractive features, poor complexion and lack of or excessive height.

Amos and Washington (1960) in their study found that the areas of major concern for boys were school, money, work and future and self centered concerns whereas for girls self-centered concerns, money, work and future and school were areas of major concern.

Cole and Hall (1964) found that social problems trouble girls more than the boys, as do problems related to morals, relations, sex and marriage and problems around personal attractiveness.

Sarojini (1971) studied personality problems of pupils of age groups 8 to 16 years. Her findings revealed that during the years 14-16, boys had more adjustment problems than girls. Behavior, emotionality and adjustment problems were significantly more for boys than girls during the period of early adolescence.

In Wilson's (1975) study females reported engaging in significantly more career information-seeking behavior than males.
Tiwari (1977) after comparing the personality of high school boys and girls found that girls of Gorakpur region were superior in health and sociability than boys whereas the boys were superior to girls in industriousness.

Sudha (1979) in her study on school going girls indicated that the problem areas of greatest concern for them were morals, religion and academic achievement.

Mohanty and Pani (1981) reported that differences between mean scores of boys and girls in both emotional and social aspects of personality development were not significant.

Jain (1990) in his study of psychological problems of college students, as reported on Mooney Problem Checklist found that the areas of major concern for girls were Curriculum and teaching procedure (CTP), Personal psychological relations (PPR) and the Future: Vocational and Educational (FVE), whereas for boys these were Social recreational activities (SRA), Personal psychological relations (PPR) and Adjustment to college work (ACW).

2.5 SURVEY OF RESEARCH ON INTERRELATIONSHIPS AMONGST DEPENDENT AND INDEPENDENT VARIABLES

Douvan and Adelson’s (1966) in their studies found that the most successful adolescent experiences seemed to occur in families in which interest, involvement and intensity of interaction were at moderate levels - families in which teenagers were able to express their own view points freely; even if those view points conflicted with their parents and in which they could actively participate in family decision making.

Kohn’s (1969) findings revealed that adolescents were significantly influenced by the type of family in which they grew up. One
useful way to describe families was by social class, which was determined by parent's level of education, income, and type of work as well as by their lifestyle and cultural values.

Epstein and Mcpartland (1978) studied the effects on student's development of open and traditional family and school environments, among 4079 white students of grades 6th, 7th, 9th and 12th in sixteen secondary schools. Results indicated that at all grade levels greater participation in family decisions were associated with more positive personality development and school coping skills.

Elder's (1980), research suggested that teenagers were found most positive about parents who encouraged them to participate in discussions and consulted them about decision but reserved the right to make the final decision, as well as about parents who tried to give them equal say in decision making. Teenagers gave their lowest rating to parents who were autocratic and did not consult their children in making family decisions.

Coleman (1980) and Collins (1991) from their studies found that parents and teenagers usually shared similar attitudes about important issues and decisions: ideas of right and wrong, for example, or what made a marriage good, or what the long-run value of education was.

The results of Schwaz and Getter's (1980) study showed that the indices of neuroticism and major psychopathology of late adolescence were predicted by parental conflict. More neurotic daughters came from high conflict families with dominant fathers, whereas more neurotic sons came from high conflict families with dominant mothers.

Chatterjee and Shah (1981) in an attempt to examine the relation between parental behavior and the subjects (adolescent students) found that in case of female subjects, emotional social
adjustment scores were correlated with the perception of their fathers as nurturant and affectionate. No clear correlations emerged from the male subjects.

Gajer Piacuum, Smiljanic and Tomljenovic's (1981) study expounded that children whose psychological development was disturbed had unfavorable familial influences. They exhibited predominantly behavior disorders rather than depression.

Tyerman and Humphery (1981) compared the adolescents who were referred for outpatient psychiatric services with matched controls and found that families of the adolescent patients were lower in cohesion, expressiveness, independence and intellectual, recreational orientation and higher in conflict.

Singh and Chauhan (1983) examined the effect of family background on self-disclosure of 200 male adolescent 14-18 years old high school students. It was concluded from the study that adolescents in large nuclear non-service families had fewer restraints and more freedom, closeness, togetherness and mutual trust than children in medium or small-extended non-service families. Both groups of adolescents had the greatest amount of trust in their mothers and disclosed most often to them while they self disclosed least often to teachers.

Daugherty and Burger (1984) studied the influence of parents, church and peer on the sexual attitudes and behaviors of college students. Correlational analysis revealed that women's attitudes towards sexuality were strongly related to their perceptions of peer attitudes, but were unrelated to parental and church attitudes. Attitudes of men related to parental, but not to peer or church attitudes.

Sigel et al. (1987) from their study found that in most well-functioning families, parents still retained considerable influence on
children’s decisions, plans and priorities. This was largely because parents and children over a period of time had accumulated much experience together and had also learned to refine or adjust their expectations on matters important to each other.

Buhrmester and Furman (1987), Reid et al. (1989) and Buhrmester (1990) from their research found that friends mattered a lot during adolescence. They offered reassurance, understanding and advice and emotional and social support in stressful situations. The opportunity to share inner feelings of disappointment as well as happiness with close friends enabled the adolescents to better deal with their emotional ups and downs.

Kraus’s (1987) research on environment of 11-15 years old students showed that the greatest role in character formation was played by family environment although local and school environment were also important.

Lau and Cheung (1988) investigated the relationship between Chinese adolescent's perceptions of parental control and organization. It was found that greater parental control was associated with less of cohesion and more conflict with parents whereas the opposite was true for organization.

Burt, Cohen and Bjorck (1989) tested the main and stress moderating effects of perceived family environment on young adolescent's life adjustments. Analysis of the study demonstrated that families perceived as cohesive, organized and expressive were related to positive psychological functioning whereas families perceived as conflict ridden and controlling were related to negative functioning.

Youniss (1989) from his surveys of personal values suggested that adolescents generally supported values similar to those of their parents and selected friends with similar values as well.
Baumrind (1989) and Hart et al. (1990) from their studies found that an authoritative style of child rearing in contrast to child rearing that was permissive, provided children with both, the opportunity to gain experience in decision making and an adequate degree of adult guidance and control. The qualities of self-reliance and self-control and the successful academic and social achievement associated with authoritative parenting during childhood were also fostered by the authoritative parenting style during the adolescent years.

Flanagan (1990) and Smetana et al. (1991) from their research concluded that greater parent adolescent conflict frequently occurred in the families experiencing divorce, economic deprivation due to unemployment, or other serious stressors.

The findings of Hess’s (1991) study indicated that early adolescents who perceived their families as more cohesive and more satisfying were most likely to feel self competent and had better peer relations and grades.

Cassidy et al's. (1992) studies found that the children of parents who were especially expressive emotionally tended to had better relationships with their peers, apparently because expressiveness at home provided clean models of social relations from which a child could learn.

Steinberg et al's. (1992a) findings suggested that high acceptance, supervision and respect for children’s autonomy practiced by authoritative parents and a high degree of parental involvement in schooling were jointly associated with better relationship at home and better performance and social adjustment at school, as reflected in classroom involvement, bonding to teacher and conduct in the school.

Steinberg et al. (1992a) (1992b) from their studies concluded that successful school performance was linked to the presence of
appropriate parental support and involvement in children’s schooling and an authoritative style of parenting together with constructive peer relationships.

The studies reported in the present chapter show that the evidence in respect of relationships between different variables under study and differences between the adolescent children of working and those of non-working mothers, boys and girls, boys of working and non-working mothers and girls of working and non-working mothers on the various variables is available but not conclusive. The present study was, therefore, planned to further explore various aspects of the problem.