CHAPTER-II
REVIEW OF RELEVANT LITERATURE

Rosa. M.C., Preethi.C (2012) study was undertaken to study the relationship between Academic stress and Emotional maturity among higher secondary school students of working and Non-working mothers. A sample of 240 higher secondary students from Palakkad and Trissur districts were selected. Academic stress Scale and Emotional maturity Scale were employed to collect the requisite data which was analysed using Mean, S.D.,t-test and correlation. The findings of the study revealed that Emotional maturity of children of non working mothers is less than that of children of working mothers. The study revealed that negligible relationship exists between Academic stress and Emotional maturity of higher secondary school students. Children of working mothers are emotionally matured than children of non working mothers. Children of non working mothers are low stressed than children of working mothers. Children of working mothers possess high Emotional maturity and at the same time, they are more indisposed to stress and strain. In this context the factors for improving emotional maturity confront with the challenges of the present world. Self reliance must be generated in students. A healthy family atmosphere plays a significant role for the vital development of a child through the right track. The new social structure of nuclear families and working mothers deeply influence the children’s growth and development at each stage. Since family is the cradle of all social virtues, mother has the role of a pillar that supports and inculcates good values among the children.

Manjeet Kaur (2013) investigated the emotional maturity of adolescents of Chandigarh. The study was conducted on a group of 200 students, 100 boys and 100 girls from govt. and private senior secondary schools of Chandigarh. The findings of the study revealed that there was not any significant difference in various areas of emotional maturity of govt. and private school students; no significant difference in the emotional maturity level of boys and girls of senior secondary schools of Chandigarh.
Suneetha Hangal and Vijayalaxmi A. Aminabhavi (2007) assessed the impact of maternal employment on the selfconcept, emotional maturity and achievement motivation of adolescents. The sample consisted of 75 adolescents of employed mothers and 75 adolescents of homemakers, studying in 8th and 9th standards in Hubli-Dharwad cities of North Karnataka. Children’s Self-concept Scale by Ahluwalia, Emotional Maturity Scale by Singh and Bhargava and Deo-Mohan Achievement Motivation Scales were used to collect the data. The data were analyzed by ‘t’ test and ANOVA. The results revealed that the adolescent children of homemakers have significantly higher selfconcept. It was also noticed that children of employed mothers have high emotional maturity and female children of employed mothers are highly achievement oriented.

Ashna Dhawan and Anuradha Sharma (2012) as emotions do play central role in the life of an individual, one is expected to have higher emotional maturity in order to lead a effective life. It is also true that our behaviour is constantly influenced by the emotional maturity level that we possess. Especially, the adolescents who are observed to be highly emotional in their dealings need to be studied. Emotions are great motivating forces throughout the span of human life; affecting aspirations, actions and thoughts of an individual. Adolescents is a period when the behaviour getting influenced highly by the emotions. Emotional maturity can be understood in terms of ability of self control which in turn is result of thinking and learning. People with achievement motives are motivated by standards of excellence, delineated roles and responsibilities and concrete, timely feedback. And the power motive is activated when people are allowed to have an impact, impress those in power, or beat competitors. The present study objective is to study the Impact of Working and Non-working Mothers on the Emotional Maturity and Achievement Motivation of Adolescents. For this research, 60 adolescents (30 adolescents of working mothers and 30 adolescents of non-working) from the age range of 12 to 17 years were randomly selected from the public schools of Delhi and NCR Region. The results reported no significant difference between emotional maturity and achievement motivation.
of adolescents of working and non-working mothers and no gender difference was also found between the two. The study provides further research across other sections of society to uncover the possible differences or similarities that may be present.

Kyong Hee Chee, Rand D. Conger & Glen H. Elder (2009) study revisited the old research question of whether or not maternal employment would adversely affect children’s development. We reframed the question by asking how a mother’s temporal employment demands might be linked to child development. We used longitudinal data from a sample of 340 white, lower- to middle-class, dual-earner families living in the rural Midwest of the United States. The data were obtained from questionnaires and videotaped observations, and were informed by the mother, the father, the adolescent child, and a trained observer. As predicted, we found a strong relationship between a mother’s temporal employment demands and work-family conflict, which was significantly associated with her emotional distress. A husband’s egalitarian gender ideology was found to reduce the mother’s emotional distress. Maternal distress was then negatively associated with nurturant and involved parenting, which in turn predicted a reduction in the adolescent child’s emotional and behavioral problems over time.

Kalpna Arya (2005) the effect of employment of housewives on the academic performance of their adolescent daughters was investigated. For this study 120 households including employed and non-employed households were selected randomly from the Palampur city and University Campus of District Kangra of Himachal Pradesh. Data were collected on specific structured schedule for housewives and adolescent daughters through direct interview method. Results reported that academic performance of the adolescent daughters is affected by the employment of housewives.

Madhur Katoch, Shubhangna Sharma and Raj Pathania (2009) investigation was undertaken to assess the awareness of children of working and nonworking mothers towards their mother’s educational, occupational and political status on a sample of 200 children (11-15 yrs) enrolled from randomly
selected urban middle income families of Palampur town of District Kangra of H.P. Self-structured interview schedule was prepared, pre-tested and used to assess the awareness of children towards their mother’s empowerment. The results revealed that there was significant difference of awareness between children of working and non-working mothers towards their mother’s education. Chi-square value revealed significant difference between both children of working and non-working mothers towards their mother’s political interest. A significant difference was found among boys and girls of non-working mothers towards their occupational status.

Mari Kan (2012) examines the short-term and long-term effects of maternal employment on adolescent children’s outcomes, namely, on behavior and grades at school and on total years of education. Because a mother’s decision to work depends heavily on her husband’s socioeconomic characteristics in Japan, IV methods were employed to deal with this self-selection problem. The results show that maternal full-time employment itself does not hinder adolescents’ human capital development. Rather, maternal full-time work prevents sons from smoking at school, although the path of this phenomenon should be carefully examined with more detailed data. Effects of maternal employment are not observed for sons’ or daughters’ educational attainment after controlling for family and school characteristics.

Aughinbaugh and Gittleman (2004) examined the impact of maternal employment during a child’s first three years and during adolescence on the likelihood of children engaging in risky behaviors: smoking cigarettes, drinking alcohol, using marijuana and other drugs, engaging in sex, and committing crimes. Exploiting the mother’s fixed-effect model, they found no strong evidence that maternal employment affects the likelihood of these risky behaviors. The relationship between maternal employment and academic achievement depends on the socioeconomic characteristics of the household to which an adolescent belongs. Using ANOVA, Bogenschneider and Steinberg (1994) found that upper-middle-class and middle-class boys reported lower grades at high school when their mothers were working. This may be interpreted as indicating that additional
resources brought in to a household through the mother’s work have positive effects through investment in children’s education if the household is poor, but negative effects from a lack of children’s supervision overwhelm such a positive effect if the household is rich to begin with, although this assumes that the maternal employment status is exogenous.

Lopoo (2007) examined the relationship between a mother’s employment and the after-school activities of her adolescent children based on the second hypothesis. Using the individual fixed-effect model, he found a positive relationship between maternal employment and participation in lessons after school for the children of married women with at least a high school education, and found that maternal employment is also positively related to sports participation for the children of unmarried women.

This suggests that maternal employment affects adolescent children’s behavior through the additional economic resources that it brings into a household. Since Japan does not have panel data that contain parental socioeconomic status and working hours along with their children’s outcomes, research is very limited. Of the research that has been done, two studied relate to the effects of an adolescent’s maternal employment, specifically when the child is a junior-high-school student. Kawaguchi and Miyazaki (2009) found that men raised by full-time working mothers are less likely to support traditional gender roles. Tanaka (2008) tested the role model effect and found that full-time maternal employment has a negative effect only on sons’ educational attainment. Both of these studies treat maternal employment as exogenous.

Marinus H. van IJzendoorn & Marian J. Bakermans-Kranenburg (1996) meta-analysis on 33 studies, including more than 2,000 Adult Attachment Interview (AAI) classifications, presents distributions of AAI classifications in samples of nonclinical fathers and mothers, in adolescents, in samples from different cultures, and in clinical groups. Fathers, adolescents, and participants from different countries show about the same distribution of AAI classifications as nonclinical mothers do. The distribution of nonclinical mothers is as follows: 24% dismissing, 58% autonomous, and 18%
preoccupied mothers. About 19% of the nonclinical mothers are unresolved with respect to loss or trauma of other kinds. Mothers from low socioeconomic status show more often dismissing attachment representations and unresolved loss or trauma. Autonomous women and autonomous men are more often married to each other than can be expected by chance, and the same goes for unresolved men and women. Clinical participants show highly deviating distributions of AAI classifications, with a strong overrepresentation of insecure attachment representations, but systematic relations between clinical diagnosis and type of insecurity are absent.

Mody and Murthy (1988) reported low intelligence scores in children of employed mothers at the early age of 12 years. They also found that children of employed mothers as careless and slightly emotionally unstable in the early years but independent during later years as compared to children of non-employed mothers.

Nanda and Monochas (1971) revealed that employment of mothers had negative influence on their children and they become less cooperative, less sympathetic and exhibited indifferent social behavior. However, Muni (1995) observed that adolescents of employed mothers had a positive physical, intellectual and educational self-concept and were better adjusted than the children of housewives.

Suneetha Hungal Vijayalaxmi A. Aminabhavi (2007) A descriptive study conducted by involving 150 adolescents [12 – 15 years] to assess the impact of maternal employment of the self-concept, emotional maturity and achievement motivation of adolescents. It includes 75 adolescent of employed mothers and 75 adolescents of home makers studying in 6th and 8th standard in Hubli-Dharward cities of North Karnataka. Data was collected using emotional maturity scale and achievement motivation scales. The study evidenced that the adolescent children of home makers have significantly higher-self-concept than children of employed mothers.
Joshi, Pamela, bogen, kaaren (2007) A study conducted on non-standard schedules and young children’s behavioral outcomes among working mothers of low income families and its influences on school age children’s behavioral outcomes. They examined low income working mother and their children age 4-8 years. A three city study (N=206) found that maternal non-standard schedules are associated with negative behavioral outcomes for young children. The negative effect of non-standard schedules on behavior problems indirectly through increased parenting stress.7

Moatz M et.al (2004) A cross-sectional study on prevalence and risk factors of emotional and behavioral problems among school children and adolescents in Al-Abnae School Soudi Arabia. 1313 male students were included in the study. Among that 109[8.3%] students were emotionally and behaviorally disturbed students. Among studied socio-demographic variables, educational level, and mother occupation [working versus non-working] were associated with higher risk of developing emotional and behavioral disturbances in these children.

Hyde J.S, Else-Quest M.N Goldsmith H.H, Biesamz J.C. (2004) A study conducted in USA to find out the association of mother’s employment with child’s temperament and behavior problems. The study investigated spill over from the mother role to work role in a sample of more than 300 families and associated mother’s work outcomes with child’s difficult temperament at different age groups such as 3 yrs, 4 yrs, 6 yrs, 8 yrs and 12 year. The result found that the maternal sense of parenting competence and maternal depression produce behavioral problems in children.

Jackson A.P. (2003) A longitudinal study conducted in Pennsylvania aimed at the effects of family and neighborhood characteristics on the behavioral and cognitive development of poor black children. The study conducted in 178 single mother of black families. It investigates the relations among family resources[mother’s employment, income from employment] and child developmental outcomes[behavioral problems, brood reading, calculation] in the early school years. Result of the study indicated that behavior problems of
children depend on, the child’s gender, the mothers' depressive symptoms and to some extent her employment status.

D Souza E.S. (2002) An exploratory study was conducted to determine the psychosocial development of children in the age group of 8-10 years. A convenience sampling was used to select 100 school children and maternal employment status was taken into consideration. The findings showed that the favorable development in the domains of emotional, social and cognitive were 99%, 100%, 97% respectively. There was no difference between the mean psychosocial development score of male (m=149.55) and female (m=152.11) children. As a whole, all the selected factors (like type of family, number of siblings, socio-economic status, maternal employment status) as well as parenting level had significant prediction on the psychological development score.

Domingo, M and Keppley S. (2002) A study conducted on 106 adolescents (12-18 yrs) to find out the attachment score of adolescent children whose mothers were employed and how maternal employment varied as a function of children’s personality styles. Responses were obtained on 3 measures, Eysenack personality inventory, the adult attachment scale of Collins and Bartholones. A median split was performed to divide subjects into those scoring high and low on extraversion. The subjects were then grouped on the basis of their mother’s employment status during the subjects infancy (full time, part time, non-employed). The finding revealed that subjects high on extraversion and adolescents following full-time maternal employment during infancy. Adolescence who scored high as extraversion may have been more comfortable with continued maternal presence during infancy.

Fernander.S . (1999) An exploratory research was conducted to assess the impact of working mothers on the female children. The sample consisted of 60 children-30 boys and 30 girls in the age group of 10-16 years. The findings showed that the mother-child relationship was 86.6% with working mother’s children and 96.6% with non-working mother’s children. Boys of both categories at home were more exposed to punishment. The social adjustment showed that
out of 30 children (respondents) of working mothers, 3 were unable to build social relationship and 12 sometimes. In the non working mother's children 13 were always able to build social relationship and 15 sometimes.

Jose A. (1998) A correlative study conducted on behavioral problems among 494 school children studying in 6th and 8th standard of Kottayam District, Kerala. The Study revealed that girls of non-employed mothers had higher subjective well being and lower behavioral status than boys in the same age group. There was no association between birth order, sibling status, and type of family, presence of parents and occupation of father. The scholastic achievement and adjustment were positively correlated with subjective well being. Scholastic achievement, adjustment and subjective well being were negatively correlated with behavioral problem status.

S.K.Tomer, P.K.Menta P Warey, U.Tomer and J.S.Warnkar. (1998) A comparative study on the impact of work by the mothers on child health was conducted on Bilai. In this they compared a sample of 200 working educated mother and their 408 children with 200 non-working mothers and their 440 children by observational method. Results shows that physical and mental health status showed a significant co-relation with mother's length of service, type of substitute childcare and type of mother's profession. It identified that a significant number of children in study group were reposted to have psychological problems. Working mothers produced a significant nutritional and psychological impact on the children.

Sabapthy, T. (1986) He examined the relationship between the variables anxiety, emotional, social maturity, socio-economic status and academic achievements of students. He found emotional maturity was positively and significantly related to achievement in individual subjects and academic achievement in particular.

Kaur, M. (2001) The study was done on a sample of 356 students of XI class. It was found that there is positive significant correlation between general intelligence and emotional maturity. It was found that the students having high I.Q level have high emotional maturity and the vice-versa. It was also found that
the high I.Q level students have good academic achievement. This high emotional maturity has positive correlation with Intelligence, academic achievement and environmental catalyst.

Gakhar S. C. (2003) This paper probes into the relationship between emotional maturity and self concept on academic achievement of students at secondary stage. Conducted on a sample of 200 students of secondary stage, the study reveals that (i) there is significant difference in the emotional maturity of students of government and private schools; (ii) there is significant difference in the emotional maturity of students who are in hostels and day scholars; and (iii) there is significant difference in the emotional maturity of children of working and non-working mothers and the academic achievement on self concept. It was found a significant negative correlation is found between self-concept and emotional maturity. It was also found negative correlation between academic achievement and emotional maturity. There is significant difference in the emotional maturity of boys and girls. It is revealed that there is significant difference in the emotional maturity of students belonging to urban and rural areas and emotional maturity of students of rural areas is more as their mean scores on emotional maturity inventory is less. There is significant difference in the emotional maturity of students who study in government and private schools. Further emotional maturity of students of private schools is more as compared to their counterparts due to low mean score on emotional maturity scale. It also shows that there is insignificant difference in the emotional maturity of students who live in hostels and those who are day scholars. The study also reveals that there is insignificant difference in the emotional maturity of children of working and non-working mothers.

Suresh B. (2003) The objectives of the study were: (i) to find out the nature and extent of relationship between extraversion-introversion and adjustment of adolescents and to determine the influence of certain demographic and environmental variables on the relationships; (ii) to study the nature and extent of relationship between extraversion-introversion and academic achievement of adolescents and to determine the influence of certain
demographic and environmental variables on the relationship; (iii) to find out the nature and extent of relationship between adjustment and academic achievement of adolescents and to determine the influence of certain demographic and environmental variables on the relationship; and (iv) to study the inter-relationship between two of the three variables removing the influence of the third variable. The sample was selected using stratified random sampling method. It consisted of 1,418 adolescents in Thiruvananthapuram Revenue district. The tools used for data collection included the Kerala introversion-extraversion scale, the extraversion-introversion trait scale, adjustment scale, academic achievement indices and personal data sheet. Statistical techniques such as mean, standard deviation, t-test, product moment correlation and partial correlation values were used. Findings were: (i) the relationship between introversion and home adjustment was negative in total sample; (ii) the relationship between introversion and school adjustment was negative in total sample; (iii) the relationship between introversion and academic achievement was positive in adolescents who belong to high income families; (iv) the relationship between introversion and achievement in English was negative in adolescents which belong to the group both the parents are alive; (v) the relationship between academic achievement and home adjustment was positive in adolescents who belong to the group father alone alive; (vi) the relationship between academic achievement and community adjustment was negative in adolescents who belong to high income families; (vii) there was no relationship between academic achievement and adjustment in adolescents who belong to forward castes, low income families, nuclear families and large families; (viii) there was no relationship between extraversion-introversion and adjustment at home and community in adolescents who belong to the group both the parents not alive.

Lekhi, V. (2005) In her study on a sample of 939 adolescents of XI class studying in Sr. Secondary schools of Punjab state found significant correlation between intelligence and emotional maturity. It means that when the I.Q level of
the students is more than they show high class of emotional maturity and their behavior reflects a balanced personality.

Digumarti Bhaskara Rao & Digumarti Harshitha (2006) Life in general and for a student in particular has become highly competitive. Today there is no place for a mediocre student as there is a limited room at the top. The objectives of the study were: to identify the adjustment of secondary school students; to find out the difference in the level of adjustment between residential and non-residential secondary school students; to find out the difference in the level of adjustment between private and government secondary school students; to find out the difference in the level of adjustment between boys and girls. A sample of 200 students was taken from different residential and non-residential schools in Andhra Pradesh. The findings of the study were: the secondary school students were with low adjustment; the non-residential school students were more adjusted than the residential school students, though both were with low adjustment; there were no significant differences in the level of adjustment possessed by the private and government secondary school students, though both of them were with low adjustment; there was no significant difference in the level of adjustment possessed by boys and girls, though both were with low adjustment.

Hoffman (1963) found that the children of working mothers appeared to be less assertive and less affective in their peer interaction. These children helped someone less in household tasks than did the children of non-working mothers.

Moore’s (1975) data indicate that the children who had been left by their mothers from early infancy showed more dependent attachment to their parents than did any other children. They exhibited other symptoms of insecurity such as nail biting and bad dreams.

Mahajan (1966) brought to light that about 92% of unmarried college going girls would favour the traditional role of housewives in case their husbands disliked their working outside the homes.
Miller (1975) reveals that daughters of working mothers were found to be more aggressive and less passive than daughters of non-working mothers.

Ribble (1979) has found that children who were not fortunate enough to have the loving, caring and constancy of their mother during their earlier years reacted with negativism, hypertension, stupors sleep, diarrhoea and emotional imbalance.

According to Hoffman (1980), fulltime employment may result in less effective socialisation of sons because their more active behaviour requires greater parental monitoring and intervention than is necessary for girls.

Bronfenbrenner, Henderson (1984) and Alvarez (1985) have found that highly educated full time employed mothers described their three year old sons in especially negative terms. Their boys seemed demanding and non-compliant.

Rane (1986) found that neurotic disorders were located in the children of working mothers. Sharma (1986) has revealed that the children of non-working mothers were found to be more excited, tender hearted, sensitive, dependent and more protective.

Mody and Murthy (1988) have revealed that the children of employed mothers were found to be careless and slightly emotionally unstable in the early years compared to the children of non employed mothers.

The study of Ramu (1989) points out that working women are the first ones to admit that their work results in the neglect of children and accept that husbands often perceive the same. Vandell & Ramanan (1991) have found that children with latch key experience have more behavior problems. They are emotionally weak.

Sroufe et al (1993) have found that insecurely attached infants by contrast, often have later problems: inhibitions and negative emotions in toddler hood, hostility towards other and dependency during the school years.

Walzer (1996) has revealed that working mothers are more likely to think about their babies and to feel guilty if they become so consumed with the demands of their jobs that they fail to think about their babies.
Andrabi (1997) found that the children of working women experience more emotional adjustment problems.

Hill and others (2001) found that when a child’s mother works in the first year of life it can have a negative effect on the child’s later development. Koschanska (2001) has found that insecurely attached toddlers show more negative emotions (fear, distress and anger) while securely attached children show more joyfulness, even in the same situation.

Brooks-Gunn, Han and Waldfogel (2002) in their longitudinal study found that the three year old children of mothers who went to work before the children were nine months old had poorer cognitive outcomes than three year old children who had stayed at home with their mothers in the first nine months of the child’s life.

Aizer (2004) has found that the children without adult supervision are more likely to engage in anti-social or risky potentially dangerous behaviour.

Brackett et al (2004) have found that high emotionally intelligent individual is less likely to engage in self destructive or negative behaviours. Ora, Einaya &, Ehlas (2006) have that the children of working mothers were having more difficulties and being less adjusted to kindergarten. Their adjustment to day care was also poorer.

Vijayalaxmi & Bowlby (2007) have found that the adolescent children of home makers have significantly higher self concept. The children of home makers have significantly higher self concept and higher achievement motivation than the children of employed mothers. The female children of home makers are having significantly higher emotional maturity compared to the male children of home makers. The children of employed mothers are more socially maladjusted and lacked independence to a very highly significant level compared to the children of home makers.

Hock, McBride & Gnezda (2004) have revealed that there existed a positive relation between maternal separation anxiety and children’s anxieties and separation from their mothers. This is perceived as a threat to the child’s well being and/or to her own psychological equilibrium. Such anxiety may be reflected
in feelings of worry, sadness, or guilt. From the above cited studies it becomes obvious that no study has been conducted on emotional intelligence in Kashmir as yet. Therefore, the present investigator makes a humble attempt to study the emotional intelligence of children of working and non-working mothers. When mothers enter the employment market, their children face crisis just from their early age. They face hardships in terms of emotional support and rearing. There are hardly any crèches where she can park the children and expect them to be looked after until she can return from work and take care of them herself. Whole time servants are no longer within the reach of middle income families. A part—time sweeper is all that they can afford unless they are lucky enough to be in areas where women workers are available to wash up kitchen utensils once a day.

According to Santrock (2004), the children of working parents do not see their parents from the time they leave for school in the morning until about 6 or 7 PM. They are called latch key children because they are given the key of their home, take the key to school, and then use it to let themselves into the home while their parents are still at work. These children had negative latch key experiences. Without limits and parental supervision these children find their way in to trouble more easily, possibly stealing, vandalizing or abusing a sibling. After coming from school back to home children find the door locked from outside and wait for their parents to open the lock. In nuclear families most of the times these children sleep near the door.

As Erickson (1980) points out these pupils develop mistrust not only about their mother but about the whole world as they are not being cared properly. These children don’t get proper care from their mothers even when they return home after completing days work. They are usually exhausted and hardly get time to care for their children. The emotional intelligence is a new concept which gets shaped if there is more caring and rearing for the child and as it is expected that working mothers cannot give as better treatment to their wards as the non-working mothers can provide.