

**CHAPTER II**

**REVIEW OF**

**RELATED**

**LITERATURE**

## CHAPTER II

### Review of related literature

#### 2.1 Introduction

Review of related literature implies, locating, studying and evaluating reports of relevant researches, published articles, and related portions of encyclopedia and research abstracts. For any worthwhile study in field of knowledge the research worker needs an adequate familiarity with the work that has already been done in the area of his chosen field.

Review of related literature is an important research effort as it provides comprehensive understanding of what is already known about the topic. The main functions of citing review of literature are to provide a basis for developing a frame work. It provides up-to-date knowledge of the latest developments, findings, recommendations, tools and loop holes of researches. It helps to avoid duplication of what has already been done, and provides useful directions and helpful suggestions for research work. Thus an attempt has been made in this chapter to review the studies related to this investigation.

Review of related literature is an important research effort as it provides Comprehensive understanding of what is already known about the topic. In present chapter review s are given related to:

- **Peer-Adjustment**
- **Academic Achievement**

#### 2.2 Peer adjustment and academic achievement

**Choudhury et al. (1997)** A study on “academic achievement of the peer accepted and peer rejected children” on a sample of 136 children of 4th, 5th and 6th grades. Data were obtained using group socio-metric method and school records. Results of the study indicated that peer accepted children were found to be academically competent than peerrejected children.

**Chetanaet al. (1997)** Chetanaet al. carried a study on "academic achievement of sociometrically high and low status children" on a sample of 200 school children in the age group of 10-13 years. Data were obtained using peer nomination sociometric test (Coir et al., 1982) and school examination records. Results of the study indicated that popular group children had

higher academic achievement than the rejected group as revealed in the school examination of the academic year 1993-94.

**Ansari (1999)** studied the adjustment and achievement of the children of working and non-working mothers.

Major findings of the study were:

(1) The children of mothers working since their children's birth showed better adjustment patterns as compared to the children of non-working mothers.

(2) The children of the mothers working since some time after their birth showed better adjustment pattern than those of non-working mothers.

(3) The children of the mothers working since sometimes after their children's birth showed better adjustment than those of the mothers working since their birth.

(4) There was no significant difference in levels of achievement motivation of the children of the mothers working since their birth and those of the mothers working some time after their birth.

**Johnson (2000)** Research on "The peer group effect on academic achievement among public elementary school students" on a sample of American public elementary school students. Data were obtained by survey method about peer effect, parental education and number of reading materials in the home. Results of the study indicated that peer effect had a strong influence on academic achievement.

**KrnjajićStevan B. (2002)** Study highlighted, the quality of peer relationships considerably affects the process of adaptation and academic achievement and their motivational and emotional attitude towards school respectively. Empirical findings showed that there is bi-directional influence between peer relationships and academic achievement. In other words,

the quality of peer relationships affects academic achievement, and conversely, academic achievement affects the quality of peer relationships. Considering the fact that various patterns of peer interaction differently exert influence on students' academic behaviour, the paper analysed effects of

- Social competence,
- Social acceptance/rejection,
- Child's friendships
- Prosocial behaviour on academic achievement.

**Milošević Nikoleta M. (2002)** The study highlighted cooperation between a family, Peer group and school makes provisions for solving problems students face in their interpersonal relations and academic achievement. They single out a view of the effects of a micro-system on child's development, which states that immediate interrelations in a micro-system - a family - can effect interrelations in another micro-system - peer groups - or can effect academic achievement. The majority of authors agree that modes and spheres of influences that family and peer group exerts are numerous and diverse and that they depend on characteristics of a broader social and cultural community where a child is growing up as well as on parents' abilities and preparations

**Olle ten Cate Irene van de Vorst --- Sjoukje van den Broek (2012)** The study suggested that students are not put at a disadvantage when being tutored by their peer. It appears that near-peer tutoring has at least similar benefits as faculty tutoring.

### **2.3 Reviews on Peer-Adjustment**

**Essig and Morgan (1975)** By comparing 500 daughters of working and nonworking mothers found that the girls whose mothers did not work were better adjusted in the area of family life and expressed strong feelings of love towards their mothers. In contrast, there was a noticeable lack of love, understanding and interest between many of the working mothers and their daughters.

**Cohen (1978)** stated that there exists little or no difference in parents or child behavior related to mother's employment status.

**Kala (1986)** designed an investigation to study personality development and adjustment of pre-adolescent children born to working and non-working women from higher socio economic status families.

Major findings of the study were

- (1) Girls from the working mothers' group and boys from the non-working mothers' group showed better adjustment with peers.
- (2) The boys from the non-working group were better adjusted to teachers than those from working group. The girls from both the groups did not differ in adjustment to teachers
- (3) The girls from the working group were better adjusted at home than those of non-working. The boys from the two groups did not differ significantly in home adjustment.
- (4) The two groups of children did not differ in the locus of control.

**Sharma (1988)** compared the children of working and non-working mothers regarding their self-concept, socio-economic status and adjustment. Children of working and non-working mothers differed significantly on indicators of their school adjustment.

**Sharma (1988)** compared the children of working and non-working mothers regarding their self-concept, socio-economic status and adjustment.

Major findings of the study were

- (1) The children of working mothers had a greater feeling of rejection and they differed significantly from the children of non-working mothers
- (2) The children of working mothers had more adjustment problems than those of non-working mothers and the difference in these groups was significant.
- (3) The children of working and non-working mothers differed significantly regarding their social problems.
- (4) Children of working mothers had more health problems than those of non-working mothers
- (5) A significant difference was found between the children of working and non-working mothers regarding emotional adjustment.

(6) Children of working and non-working mothers differed significantly on indicators of their school adjustment.

**Mallik and Katyal (1993)** found that daughters of working mothers exhibited more frustration as compared to the daughter of non-working mothers. The first possible reason for such findings could be that the mother who is working loses a lot of valuable time due to employment which otherwise she would have devoted to her girl child.

**Educational Longitudinal Study of 1988 (NELS, 1988)**, base year and first year followed up were analyzed.

The findings showed that part-time employed mothers generally had the highest levels of involvement. Children performed better on base year tests when mothers were employed part-time or not employed.

**Singh (1996)** studied on personality characteristics of school adolescents in relation to their mother's employment.

The results revealed that subjects of working groups of mothers generally seemed to be outgoing, open-minded, emotionally more stable, bold, venturesome, adaptive to change, independent in decision making and active, while students of non-working group of mothers were found more

reserved, less outgoing, emotional, shy, conservative, withdrawing, traditional oriented and depending.

**Muni and Panigrahi (1997)** Research examined the effect of maternal employment on school going children's adjustment problems. The results reported that children of employed mothers were better adjusted in social, emotional and educational adjustment than the children of housewives.

Few studies revealed that maternal employment is not a liability, rather an asset for their children as it helps in grooming better adjusted children.

**Jain and Jandu (1998)** revealed the fact that no significant difference in adjustment of boys between employed and non-employed mothers existed. Girls of non employed mothers were more adjustable than employed mothers.

**Jain and Jandu (1998)** tried to study the school adjustment of adolescent girls and boys of employed and non-employed mothers.

Major findings of the study were

Q. — 428

- (1) There was no difference in the total adjustment between boys and girls of employed mothers
- (2) There was significant difference in the total adjustment between boys and girls of non-employed mothers. Girls were more adjustable than boys
- (3) No significant difference was found between boys and girls of employed mothers on emotional adjustment.
- (4) No significant difference was there between boys and girls of employed mothers on social adjustment
- (5) Significant difference was there between boys and girls of non-employed mothers on social area of adjustment. Girls were more adjustable.
- (6) Significant difference was there between boys and girls of employed mothers on educational area of adjustment. Girls were better in educational adjustment than boys.
- (7) No significant difference was there between boys and girls of non employed mothers in emotional area of adjustment
- (8) Girls of non employed mothers were better in educational adjustment than boys.

**Muni and Panigrahi (1998)** 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

**Barua and Barua (1999)** made an attempt to study the adjustment difference of adolescents in relation to maternal employment,

Major findings of the study were

(1) Significant differences existed in adjustment of adolescents of working and non-working mothers in three areas viz. emotional, social and educational. The adolescents of working mothers were better adjusted than their counterpart from non-working mothers in all the three areas.

(2) In case of non-working mothers, adjustment pattern of boys and girls adolescents differed significantly. Girls of non-working mothers were better adjusted than boys.

(3) In case of working mothers, both boys and girls had similar adjustment pattern.

## **2.4 Review related Academic Achievement**

**Powell (1963)** indicated that adolescent and college age children of employed mothers tended to be more achievement oriented than the children of home maker mothers.

**Poznanski et al. (1970)** confirm that the effects of maternal employment in the areas of school performance are generally more positive during adolescence than during the elementary school years. Maternal employment has been found to affect both mothers and daughters. Employed women possess a greater degree of self-reliance and self esteem with respect to child care skills. Working mothers being broad minded are aware of the emotional requirements of their children, promote positive emotions attachment, and lavish affection and warmth on girls and boys.

**Ramachandran (1981)** made an attempt to study the effect of maternal employment on socio-emotional and educational development of children. The major findings of the study were (1) Children of working mothers did not differ in any way from children of non-working others in terms of their social maturity, manifest anxiety, achievement in language within the high socio-economic class (2) Non-working mothers of boys within the middle socio- economic class were found to provide more facilities at home to children for the development of language and have more positive attitude towards play than the working mothers of boys. Working mothers of girls within, the high socio economic class had a higher level of anxiety for children as compared to non-working mothers of girls, whereas they did not differ from non-working mother's in terms of parent child interaction, facilities for language development at home and attitude towards play.



**Hetherington and Parke (1986)** explained that mothers may be more important in stimulating intellectual development and achievement needs in boys and girls, fathers may have relatively more influence on cognitive growth in daughters than in sons.

**Query and Kuruvilla (1988)** did not find a significant difference in the performance of the male and female adolescents whose mothers were not employed. But there was however, a difference between males and females where the mothers were working.

**Sultana (1988)** conducted a study of school achievement of adolescent children of working and non-working mothers.

Major findings of the study were

(1) There was no difference in the achievement in English, Social Studies and Language among children of working and non-working mothers.

(2) There was a significant difference in achievement in mathematics among children of working and non-working mothers. The children of non-working mothers achieved more than those of working mothers.

(3) There was no difference in academic achievement among children of working and non-working mothers studying in English or Hindi medium schools.

**Trivedi (1988)** made an attempt to study the scholastic achievement of adolescent children of working and non-working mothers.

Major findings of the study were

(1) The difference between the achievement scores of the children of working and non-working mothers was not significant.

(2) The difference between the achievement scores of children of educated and uneducated mothers was not significant.

**Kaur (1992)** conducted a study on child rearing practices, adjustment and academic achievement of children of working and non-working mothers. Children of working mothers showed significantly better emotional adjustment as compared to children of nonworking mothers. Male children of non-working mothers made significantly higher scores in the academic achievement as compared to male children of working mothers. Female children

of working mothers made higher scores in total academic achievement as compared to female children of non-working mothers.

**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

**Srivastava (1993)** made an attempt to study the impact of mother's employment and family climate on academic achievement, creativity and sociability of students at the data was analyzed with the help of t-test.

Major findings of the study were:

(1) A significantly high academic achievement was found in favors of non-working mothers group than the working mothers group.

(2) No significant difference was found in the creativity and sociability of the children of working and non-working mothers.

(3) Children of superior family climate showed significantly higher academic achievement than those belonging to poor family climate.

(4) No significant difference was found on creativity and sociability of the children of poor family climate and superior family climatHigher secondary stage.

**Rothman and Anne 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 and Samel (1995)** found no significant difference 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 but under-achievers in English in comparison with those of working mothers.

**Muller (1995)** The study examined how parental involvement intervenes in the relationship between maternal employment status and mathematics achievement inters of educational adjustment of 8th graders.

**Ayishabi and Kuruvilla (1998)** made an attempt to explore the effects of maternal employment on achievement motivation of school children. Major finding of the study was that motivation for achievement which was strong determinant of academic performance was found to be unaffected by maternal employment in Kerala

**Mittal (1998)** 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 daughter of working mothers.

**Saini (2005)** conducted a study on family environment and academic achievement of adolescent children of working and non-working mothers. Major findings of the study were (1) Children of working mothers were more independent than children of non-working mothers (2) As compared to the families and adolescents of working mothers, the families and adolescent children of non-working mothers have higher Mean score in the area of moral and religious emphasis

(3) More control exhibits in the families of non-working mothers as compared to working mothers (4) The higher Mean scores of adolescent children of working mothers indicates that these children are academically better than those of the children of non-working mothers.

## **2.5 Influence of parents on academic performance of adolescents**

**Steinberg *et al.* (1989)** conducted a study on “authoritative parenting, psychosocial maturity and academic success among adolescents”. In this study, the overtime relation between three aspects of authoritative parenting – acceptance, psychological autonomy and behavioral control and school achievement was examined in a sample of 120, 10-16 year

olds in order to test the hypothesis that authoritative parenting facilitates, rather than simply accompanies, school success. In addition, the mediating role of youngster’s psycho-social maturity was studied. Results indicated that

(1) Authoritative parenting facilitated adolescent's academic success

(2) Each component of authoritativeness studied made an independent contribution to achievement,

(3) The positive impact of authoritative parenting on achievement was mediated at least in part through the effect of authoritativeness on the development of a healthy psychological orientation toward work.

**Grolnick's (1994)** study examined a multidimensional conceptualization of parent involvement in children's schooling. Path analyses revealed indirect effects of mother behavior and intellectual/cognitive involvement on school performance through perceived competence and control understanding and indirect effects of father behavior on school performance through perceived competence. The results argue against a uni-dimensional understanding of parent involvement and support the view of the child as an active constructor of his or her school experiences.

**Chowdhary and Jayasmita (1997)** Chowdhary and Jayasmita performed a study on "Parental involvement and academic achievement of the peer accepted and peer rejected children". The result indicated the existence of lower parental involvement among peer rejected children. Academic achievements of peer rejected children were found to be less than peer accepted children, due to lower parental involvement. The result of this study set the stage and established an important ground work for subsequent study that could examine the process by which parental involvement may have influence in the academic achievement of accepted and rejected children.

**Kang *et al.* (1997)** carried out a study on "comparative study of parent-child relationships of high and low achievers" .

Results of the study indicated that parents of high achievers were more loving, trusted, shared more tolerance toward them as compared to parents of low activeness. Parents of low achievers were found to be less accepting, less encouraging and little democratic.

**Tejpreet *al.* (1997)** conducted a study on “A comparative study of parent-child relationships of high and low achievers” results of this study revealed that children who had warm relationships with their parents achieved higher in the classroom.

**Roychaudhary and Basu (1998)** studied on “parent child relationship, school achievement and adjustment of adolescent boys”.

The correlation coefficient values obtained after partial the effect of intelligence indicated that the pattern of mothering significantly influenced the school adjustment. Both mothering and fathering styles were associated with academic success, particularly rejection and neglect from parents was found to be highly detrimental.