Review of literature

While planning for a research, the researcher has to survey the studies and the literature related to the topic. It helps the researcher to know about the work already done in that particular field and topic, nationally as well as internationally.

The survey of related literature also provides information and knowledge about the topic, sample, tools, method and result drawn by the previous researchers. Further, it also helps the investigator to avoid duplication of the work. It also helps in analyzing the work, previously done and comparing them with his on topic, selected for research.

Investigator can evaluate his own work, its’ merits, demerits, limitations, and quality. He can, therefore, improve his own work, he can also analysis the need of research on the concerned topic and its, worth, importance and relevance.

Movely says, “Survey of related literature avoids the risk of duplication, provides theories, ideas explanations of hypothesis valuable in formulating the problem and contributes to the general scholarship of the investigator”.

Man is a social animal. His/her first life experience comes from his/her family. Mother is the first teacher of the child. Studies have been conduct in India as well as abroad regarding the effect on academic achievement and adjustment of the children of working & non-working mother.

Feldman and Newcomb (1994)- Feldman, K. A. & Newcomb, T. M. (1994), “The Impact of College on Students, suggest that the amount of difficulty and the nature of the adjustments during the early college months depend on the particular background and adjustment characteristics. Academic achievement in high school tells so much about students’ background and adjustment characteristics.

Whitehead and Deborah (1991) study indicated that best predictor of grade point average was the intellectual cultural orientation of the family environment. In India, several investigations have assessed the differential effects of family interactions on psychiatric disorders.

Alpna Katreja (2007) conducted a study, “Role of female literacy in maternal and infant mortality decline”, and found that female literacy is the factor which may affect infant mortalities but also affect the number of socio-economic – cultural and health conditions related to the low status of women.

R.K. Upadhayay, Rohini Devi, and C.P.Pachauri (2006 ) in their work, namely, “Physiological workload of the working women while performing the household and professional activities”. Found that the activities in which extra weight was carried by the body weight demand more energy and heart-rate.
Poonam, & Bharati (2006); conducted a research, “Risk taking and decision making of working and non-working subjects” And observed that there was a significant difference in risk taking levels of both the groups. Non-working subject take more risk than working subjects. However, in decision making, there was no significant difference.

R.K.Sinha (2003). “The effect of maternal employment on children’s personality and general intelligence.” Found that the children of working mother s would score higher on extra version. Similarly, the children of non-working mothers would not score higher on extra version.

Cunningham (2008)-, “Making the Transition from High School to University, believes that the most critical of all changes required for successful adjustment from high school to college is academic differences.

Saroj Aurora and Anju Singh (2005) studied “Role o family climate in quality of mothering behaviour”. To find how does ‘work involvement ‘out side home with its ‘independency’ and ‘work-culture ‘contribute high cast mothering of progressivism, versus conservativism. They observed that progressive behaviour of high cast mothers belongs to working mothers who are either culture-conforming and lowly educated, or culture rebelling and highly educated. High cast, mothering of conservativistic behaviour is a feature of both, culture-conforming highly educated and culture-rebelling lowly educated mothers.

Sarada. Devi.M. and Rayalu.T.R. (2003) ; Conducted a study to identify “ Determinants of empowerment of working and non-working women”, They observed that empowerment emerged through step down regression analysis where educational status, spousal occupation and income, number of children, natal family support, and intrinsic personality trait of spouse are determinants of empowerment of working- women.

The determinant of power for non-working women are house type, spousal income, natal family support, in-laws support, spousal support and favourable personality traits of spouse.

Osmany.M., and Khan.W., (2003) ;studied, “ Organizational stress in working women.” And found that a woman has to play different role in her life, for example – as a mother, sister, wife, daughter friend, and in modern time bread -earners. She has to face stress in performing these roles. Occupational stress is the stress generated at work place and the work assigned to them. At most of the work places, they feel physical exhaustion and mental stress while performing their duties.

Academic adjustment:- In general, ‘adjustment’ term is used to express one’s adaptability to something. Different workers of psychology, sociology, social psychology and other field of social sciences and education have worked extensively on adjustment in adolescents boys and girls with reference to their academic, social, economic, health and other factors.

Mizelle (1999) suggested that,’’ Adjustment is of great concern to educationists. They have to know what they can do to help their student adjust and benefit from school”.
Kiyuru, et al (2009) stated that,” well adjusted students usually value what they are learning are positively in the classroom activities and secure high grades”.


While Adler, Raju, Beveridge, Wang, Zhu and Zimmermann (2008) assume that “adjustment to college is critical for academic success; poor college adjustment correlates with poor academic performance, low graduation rates, and poor success later in life”. Among college freshmen, one parameter that can be looked into that can be used to predict academic adjustment difficulties in college are their academic achievements as reflected in their final High School Examination.

Abdullah et al (2009) defined adjustment as “ Person interaction with his/her environment and covers academic achievement, personal growth and accomplishments outside the class room such as in art, Music, creativity and leadership.”

According to him” An adjusted student is one who passes his course with adequate grades.”

Yellaiah (2012) is of opinion that in adjustment there two factor that is environment and individual. The study of environment includes all social factors and in individual studies, biological factor are studied.

Brown (1999) “social adjustment means the success with which he is identified.” Explains social adjustment as a process through which the relationship between persons, groups and cultural elements are established on mutually satisfactory basis. A well-adjusted person acquires certain skills and ability to deal diplomatically with people. He possesses favorable attitudes and has a willingness to help others.

Academic Achievement:-- Every teacher wants to know that to what extent his student are absorbing, learning and achieving the matter, taught to them. For evaluating this, they conduct tests or examinations to assess the achievement of their student, time to time.

Nuthanap, 2007, conducted a study, “Academic achievement has been one of the most important goals of the educational process” because it plays a significant role in assuring quality. In high school, academic achievement is measured with the use of General Weighted Averages (GWAs). GWA is the average of grades in all subjects taken, whether passed or failed and serves as an indicator of students’ academic achievement in a given school year. GWA is reflected in the report cards of high school students. Establishing the possible relationship between academic achievement in high school and academic adjustment difficulties as college freshmen is important.
Smith (2000) found academic achievement as a task oriented behavior that allows the individual performance to be evaluated internally or externally and involves the students in competing with other students or, the otherwise, involves some students of excellence.

Rani Mohanraj and Latha (2005) investigated the relationship between family environment, the home adjustment and academic achievement in adolescent students and reported that family environment appeared to influence the home adjustment as well as academic performance. The majority of the sample perceived their family as cohesive, organized, achievement oriented and emphasizing on moral-religious issue with minimal conflict, cohesion, conflict-control, intellectual-cultural orientation and independence in the family environment, influenced home adjustment. Academic performance was significantly related with independence in family environment.

Preet (1992) studies of family environment of psychiatric patients in comparison to a control group resulted in significant differences in the psychiatric group and the control group. Found that the children of working mothers would score higher on extra version. Similarly, the children of non-working mothers would not score higher on extra version.