CHAPTER VI
FINDINGS

We have already discussed the procedure and methods of the investigation and survey regarding the research work in hand. For this purpose, we have selected the samples of Student-mothers and non-student educated mothers from Atarrah College, Atarrah (Banda) and Bundelkhand College Jhansi affiliated to Bundelkhand University Jhansi (U.P.). After survey, we have collected data as shown in different Tables. On analysing and interpreting the data Chapter IV and V we have the following findings.

The success of the investigation depends upon the true findings inferred from the interpretation of the data collected for the purpose. On the basis of analysis of data given in previous Chapter the following findings may be given:

(1) According to the findings made in the investigation there exists significant difference between the means factor desurgency vs surgency, self assured vs apprehensive, conservative vs experimenting, group dependents vs self sufficient and relaxed vs tense of personality scores of the student and educated student non-mothers.

Hypothetically, there is no significant difference in factor desurgency vs surgency, self assured vs apprehensive, conservative vs experimenting, group
dependents vs self sufficient and relaxed vs tense of personality between student and non-student mother, who is educated. So the hypothesis is rejected.

(2) According to the findings under this investigation, we find that there exists non-significant difference between the means of dull vs bright, emotional, less stable vs emotionally stable, facts stiff vs participating, humble vs assertive, expedient vs conscientious, shy vs venturesome, tough minded vs tender minder, trusting vs suspicious, practical vs imaginative, forth right vs astute and undisciplined self conflict vs control of personality scores of student and non-student mothers, who are educated.

Further, we find under this investigation that there is no significant difference in factor stiff vs participating, dull vs bright, emotinally less stable vs emotionally stable, humble vs assertive, expedient vs conscientious, shy vs venturesome, tough minded vs tender minded, trusting vs suspicious, practical vs imaginative, forth right vs astute and undisciplined self conflict vs controlled of personality between the student and non-student mother, who is educated, the hypothesis is accepted.

(3) We find that there exists, non-significant difference between the means of factor home adjustment, social adjustment and school/college adjustment of
adjustment scores of the student and non-student mothers, who are educated. The student mothers find difficulty in home adjustment, social and college adjustments.

Therefore, the hypothesis "there is no significant difference in factor home adjustment, social adjustment and school/college adjustment of student and non-student mothers" who are educated, is accepted.

(4) There exists significant difference between the means of score of factor health adjustment and emotional adjustment of student and non-student mothers, who are educated. It is all due to the difference in environment.

Therefore, the hypothesis "there is no significant difference in factor health and emotional adjustment of student and non-student mothers" who are educated, is rejected.

(5) There exists non-significant difference between the mean of scholastic achievement scores of the children of student and non-student mothers, who are educated.

Therefore, hypothesis "there is no significant difference in the scholastic achievement of children of student and non-student mothers, who are educated", is accepted.

This work of investigation deplores a new field for the further investigation regarding personality, adjustment and achievement of the wards of mothers, who are engaged in services or education vs non-working (or student) mothers in different fields, i.e. rural or urban etc.

-- 0 --
CHAPTER VII

CONCLUSIONS, LIMITATIONS AND SUGGESTIONS FOR FURTHER STUDY

Under investigation we have studied the co-operative traits of student-mother and non-student mother as regards the Personality, Adjustment and Scholastic achievements of their children.

Conclusions: -

On the basis of above findings conclusions go as follows: -

(1) The personality traits reserved vs out going is similar among student mothers and non-student mothers respective to their work and field of work.

(2) As we think of the personality of the Student-mother or non-student mother, there is no difference regarding the trait of personality intelligent vs more intelligent, affected by feeling vs emotionally stable, humble vs assertive and expedient vs conscientious.

(3) To a great extent there is real difference of a personality trait i.e. sober vs happy go lucky, placid vs apprehensive, conservative vs experimenting, group dependent vs self sufficient and relaxed vs tense between educated student and educated non-student mothers.

(4) Regarding personality trait, shy vs venturesome, tough minded vs tender minded, trusting vs suspicious, practical vs imaginative, forth right vs shrewd and undisciplined self conflict vs controlled is equally distributed among the educated student mother and educated non-student mothers.
(5) Over all no significant difference was found in the traits of the personality between the educated student and educated non-student mothers.

(6) Every type of adjustment whether home adjustment, social adjustment or school/college adjustment is almost equally distributed among student and non-student mothers.

(7) The position of health and emotional adjustment is in rich quantity among non-student mothers in comparison to student mothers.

(8) The educational achievement of the children of educated non-student mothers was better than of the educated student mothers, because they could devote more time to take care of the studies of their children.

**Limitations:**

There were some limitations in carrying this study. It will be worthwhile to review the findings in the light of the following limitations under which the present study was conducted.

(1) The proposed study was restricted to the Bundelkhand district of Uttar Pradesh.

(2) The sample subjects of the study were from the urban area and particularly of educational centres.

(3) However, the personality and adjustment tests were administered almost under similar conditions but it is just possible that the fluctuations in interest, attention,
attitudes and environmental condition might have affected the result. The researcher hope that the effect of above factor should be small and negligible.

(4) Under the investigation two answer sheets were used. To complete both the answer sheet approximately 4 hour were required. Sometimes the researcher felt the lack of interest in some subject. Answer sheet of such subject were not considered while analysing the data.

(5) Only final Board Examination marks were considered as scholastic achievement of the children of both the mothers.

Suggestions for further Study

The Researcher has tried his best to come to a result with limited means and facilities. It requires more means and facilities. The generalisation has been drawn on the basis of rather small area of Bundelkhand region (Uttar Pradesh). It is, therefore, suggested that: -

(A) A similar study may be conducted on the larger area of different states of India of different geographical and social conditions.

(B) A similar study may be conducted in the rural areas where the illiteracy is greater in quantity.

(C) A comparative study of rural and urban mothers may be made on the same line under the same working atmosphere.

(D) A similar study can be made on the educated non-student ladies and uneducated ladies.
Comparative study can be done on boys and girls in relation to the scholastic achievement.

We have greater scope of this type of investigation in the backward areas where the facilities of further education and training are not available. Generally, the tribal areas, the hill areas and the areas of dense forests are the areas where the light of education has fallen a little and the women are generally illiterate.

There are some progressive areas where large industries have been installed and the women are the working mothers. These working mothers, for their educational and technical development go to some institutions. This educational development or technical development gives them better chances for employment. But some family women being educated do not go for further studies and remains in the family with their children. They either help their children in their educational tasks or engage any teacher for the help of their children education.

We will find a great difference in the scholastic achievements of the children of the mothers who are student in any institution and neglect the educational assistance required for their children.

There are some literate women who work in different fields and do not overlook the education of their children. In such position, there is great problem of adjustment for them but their children have better achievement in schools.
This investigation will help the student mothers in adjustment. The problems arising in the adjustment either in home or in the institution may be solved and the student mothers may be able to attend their family members and the children successfully. They may arrange the means and guidance for their children's education. The same may be done with the working women who work outside the house anywhere in the working fields. In this way, a new era of research on the problems of the adjustment of student mothers or working ladies opens. The problem related to adjustment when solved will lead them to the developed form of personality on the basis of all personality factors.

-- 0 --