CHAPTER V
FINDINGS, INTERPRETATIONS, RECOMMENDATIONS AND SUGGESTIONS

Figures do not speak for themselves. The duty of the statistician is not complete with mere collection and analysis of data. But valid conclusion must be drawn on the basis of analysis. A high degree of skill and experience is necessary for the interpretation. Correct interpretation leads to valid conclusion. Future course of events can be forecast through the interpretation of data (S.N. Pillai, 1999, Pg - 8).

5.1: STATEMENT OF THE PROBLEM

It has been established that parents play an important role in their children's academic success (Schmidt et al., 2003). However, it does not appear that the influence of parental involvement in academic success has been studied to any great length. Since the destiny of children is in the hands of their parents especially mothers, their influence on their academic achievement needs intensive research. An employed mother can't spare much time with her children and also sometimes she has to undergo some marital conflicts due to her employment. She has to overcome marital conflicts through successful compromises, where she is always the willing loser. Thus emotional maturity plays a vital role in marital happiness. Marital happiness and modernity attitude is an essential one because the children brought up in such a happy family atmosphere will have positive attitude towards themselves and the society. This, in turn, enhances their academic achievement. Hence, it is good and necessary to know how far the academic achievement of children is influenced by emotional maturity, marital adjustment and modernity of employed women.

“Effect of emotional maturity, marital adjustment and modernity of employed women on academic achievement of their children”.

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5.2: OBJECTIVES OF THE STUDY

The researcher has undertaken the study with the following objectives:

1. To find out the level of various dimensions of emotional maturity such as emotional unstability, emotional regression, social maladjustment, personality disintegration, lack of independence and in total of employed women in Kanyakumari District with reference to their background variables.

2. To find out the level of various dimensions of marital adjustment such as person oriented, financial conditions, parenting style and in total of employed women in Kanyakumari District with reference to their background variables.

3. To find out the level of modernity of employed women in Kanyakumari District with reference to their background variables.

4. To find out the level of academic achievement of employed women’s children studying in IX standard, in Kanyakumari District with reference to their background variables.

5. To find out the level of various dimensions of emotional maturity such as emotional unstability, emotional regression, social maladjustment, personality disintegration, lack of independence and in total of employed women in Kanyakumari District with reference to their husbands’ background variables.

6. To find out the level of various dimensions of marital adjustment such as person oriented, financial conditions, parenting style and in total of employed women in Kanyakumari District with reference to their husbands’ background variables.

7. To find out the level of modernity of employed women in Kanyakumari District with reference to their husbands’ background variables.

8. To find out the level of academic achievement of employed women’s children studying in IX standard, in Kanyakumari District with reference to their husbands’ background variables.
9.1. To find out whether there is any significant mean difference in emotional maturity and its dimensions such as emotional instability, emotional regression, social maladjustment, personality disintegration and lack of independence of employed women in Kanyakumari District with reference to their age.

9.2. To find out whether there is any significant mean difference in emotional maturity and its dimensions such as emotional instability, emotional regression, social maladjustment, personality disintegration and lack of independence of employed women in Kanyakumari District with reference to their nature of family.

10.1. To find out whether there is any significant mean difference in marital adjustment and its dimensions such as person oriented, financial conditions and parenting style of employed women in Kanyakumari District with reference to their age.

10.2. To find out whether there is any significant mean difference in marital adjustment and its dimensions such as person oriented, financial conditions and parenting style of employed women in Kanyakumari District with reference to their nature of family.

11.1. To find out whether there is any significant mean difference in modernity of employed women in Kanyakumari District with reference to their age.

11.2. To find out whether there is any significant mean difference in modernity of employed women in Kanyakumari District with reference to their nature of family.

12.1. To find out whether there is any significant mean difference in academic achievement of employed women’s children studying in IX standard, in Kanyakumari District with reference to their age.

12.2. To find out whether there is any significant mean difference in academic achievement of employed women’s children studying in IX standard, in Kanyakumari District with reference to their nature of family.
13.0. To find out whether there is any significant mean difference in emotional maturity and its dimensions such as emotional unstability, emotional regression, social maladjustment, personality disintegration and lack of independence of employed women in Kanyakumari District with reference to their husbands’ age.

14.0. To find out whether there is any significant mean difference in marital adjustment and its dimensions such as person oriented, financial conditions and parenting style of employed women in Kanyakumari District with reference to their husbands’ age.

15.0. To find out whether there is any significant mean difference in modernity of employed women in Kanyakumari District with reference to their husbands’ age.

16.0. To find out whether there is any significant mean difference in academic achievement of employed women’s children studying in IX standard, in Kanyakumari District with reference to their husbands’ age.

17.0. To find out whether there is any significant mean difference in academic achievement of employed women’s children studying in IX standard, in Kanyakumari District with reference to their sex.

17.1 To find out whether there is any significant mean difference in emotional maturity and its dimensions such as emotional unstaibility, emotional regression, social maladjustment, personality disintegration and lack of independence of employed women in Kanyakumari District with reference to their various levels of educational qualification.

17.2 To find out whether there is any significant mean difference in emotional maturity and its dimensions such as emotional unstaibility, emotional regression, social maladjustment, personality disintegration and lack of independence of employed women in Kanyakumari District with reference to their various levels of occupation.
18.1. To find out whether there is any significant mean difference in emotional maturity and its dimensions such as emotional unstability, emotional regression, social maladjustment, personality disintegration and lack of independence of employed women in Kanyakumari District with reference to their various levels of monthly income.

18.2. To find out whether there is any significant mean difference in emotional maturity and its dimensions such as emotional unstability, emotional regression, social maladjustment, personality disintegration and lack of independence of employed women in Kanyakumari District with reference to their number of children.

19.1. To find out whether there is any significant mean difference in marital adjustment and its dimensions such as person oriented, financial conditions and parenting style of employed women in Kanyakumari District with reference to their various levels of educational qualification.

19.2. To find out whether there is any significant mean difference in marital adjustment and its dimensions such as person oriented, financial conditions and parenting style of employed women in Kanyakumari District with reference to their various levels of occupation.

19.3. To find out whether there is any significant mean difference in marital adjustment and its dimensions such as person oriented, financial conditions and parenting style of employed women in Kanyakumari District with reference to their various levels of monthly income.

19.4. To find out whether there is any significant mean difference in marital adjustment and its dimensions such as person oriented, financial conditions and parenting style of employed women in Kanyakumari District with reference to their number of children.

20.1. To find out whether there is any significant mean difference in modernity of employed women in Kanyakumari District with reference to their various levels of educational qualification.
20.2. To find out whether there is any significant mean difference in modernity of employed women in Kanyakumari District with reference to their various levels of occupation.

20.3. To find out whether there is any significant mean difference in modernity of employed women in Kanyakumari District with reference to their various levels of monthly income.

20.4. To find out whether there is any significant mean difference in modernity of employed women in Kanyakumari District with reference to their number of children.

21.1. To find out whether there is any significant mean difference in academic achievement of employed women’s children studying in IX standard, in Kanyakumari District with reference to their various levels of educational qualification.

21.2. To find out whether there is any significant mean difference in academic achievement of employed women’s children studying in IX standard, in Kanyakumari District with reference to their various levels of occupation.

21.3. To find out whether there is any significant mean difference in academic achievement of employed women’s children studying in IX standard, in Kanyakumari District with reference to their various levels of monthly income.

21.4. To find out whether there is any significant mean difference in academic achievement of employed women’s children studying in IX standard, in Kanyakumari District with reference to their number of children.

23.1. To find out whether there is any significant mean difference in emotional maturity and its dimensions such as emotional unstability, emotional regression, social maladjustment, personality disintegration and lack of independence of employed women in Kanyakumari District with reference to their husbands’ various levels of educational qualification.
23.2. To find out whether there is any significant mean difference in emotional maturity and its dimensions such as emotional unstability, emotional regression, social maladjustment, personality disintegration and lack of independence of employed women in Kanyakumari District with reference to their husbands’ various levels of occupation.

22.3. To find out whether there is any significant mean difference in emotional maturity and its dimensions such as emotional unstability, emotional regression, social maladjustment, personality disintegration and lack of independence of employed women in Kanyakumari District with reference to their husbands’ various levels of monthly income.

23.1. To find out whether there is any significant mean difference in marital adjustment and its dimensions such as person oriented, financial conditions and parenting style of employed women in Kanyakumari District with reference to their husbands’ various levels of educational qualification.

23.2. To find out whether there is any significant mean difference in marital adjustment and its dimensions such as person oriented, financial conditions and parenting style of employed women in Kanyakumari District with reference to their husbands’ various levels of occupation.

23.3. To find out whether there is any significant mean difference in marital adjustment and its dimensions such as person oriented, financial conditions and parenting style of employed women in Kanyakumari District with reference to their husbands’ various levels of monthly income.

24.1. To find out whether there is any significant mean difference in modernity of employed women in Kanyakumari District with reference to their husbands’ various levels of educational qualification.

24.2. To find out whether there is any significant mean difference in modernity of employed women in Kanyakumari District with reference to their husbands’ various levels of occupation.
24.3. To find out whether there is any significant mean difference in modernity of employed women in Kanyakumari District with reference to their husbands’ various levels of monthly income.

25.1. To find out whether there is any significant mean difference in academic achievement of employed women’s children studying in IX standard, in Kanyakumari District with reference to their husbands’ various levels of educational qualification.

25.2. To find out whether there is any significant mean difference in academic achievement of employed women’s children studying in IX standard, in Kanyakumari District with reference to their husbands’ various levels of occupation.

25.3. To find out whether there is any significant mean difference in academic achievement of employed women’s children studying in IX standard, in Kanyakumari District with reference to their husbands’ various levels of monthly income.

26.1. To find out whether there is any significant correlation between emotional maturity as well as its dimensions such as emotional unstability, emotional regression, social maladjustment, personality disintegration and lack of independence of employed women in Kanyakumari District and academic achievement of their children studying in IX standard, with reference to their background variables.

26.2. To find out whether there is any significant correlation between marital adjustment as well as its dimensions such as person oriented, financial conditions and parenting style of employed women in Kanyakumari District and academic achievement of their children studying in IX standard, with reference to their background variables.

26.3. To find out whether there is any significant correlation between modernity of employed women in Kanyakumari District and academic achievement of their children studying in IX standard, with reference to their background variables.
To find out whether there is any significant correlation between academic achievement of children studying in IX standard and their employed mothers’ emotional maturity, marital adjustment as well as modernity in total, in Kanyakumari District, with reference to their background variables.

5.3: HYPOTHESES

1. Employed women in Kanyakumari District have the same level of emotional maturity on the dimensions such as emotional unstability, emotional regression, social maladjustment, personality disintegration, lack of independence and in total, with reference to their background variables.

2. Employed women in Kanyakumari District have the same level of marital adjustment on the dimensions such as person oriented, financial conditions, parenting style and in total of employed women in Kanyakumari District with reference to their background variables.

3. Employed women in Kanyakumari District have the same level of modernity with reference to their background variables.

4. Employed women’s children studying in IX standard in Kanyakumari District have the same level of academic achievement with reference to their background variables.

5. Employed women in Kanyakumari District have the same level of emotional maturity on the dimensions such as emotional unstability, emotional regression, social maladjustment, personality disintegration, lack of independence and in total, with reference to their husbands’ background variables.

6. Employed women in Kanyakumari District have the same level of marital adjustment on the dimensions such as person oriented, financial conditions, parenting style and in total of employed women in Kanyakumari District with reference to their husbands’ background variables.

7. Employed women in Kanyakumari District have the same level of modernity with reference to their husbands’ background variables.
8. Employed women’s children studying in IX standard in Kanyakumari District have the same level of academic achievement with reference to their husbands’ background variables.

5.4: NULL HYPOTHESES

9.1. There is no significant mean difference in emotional maturity and its dimensions such as emotional unstability, emotional regression, social maladjustment, personality disintegration and lack of independence of employed women in Kanyakumari District with reference to their age.

9.2. There is no significant mean difference in emotional maturity and its dimensions such as emotional unstability, emotional regression, social maladjustment, personality disintegration and lack of independence of employed women in Kanyakumari District with reference to their nature of family.

10.1. There is no significant mean difference in marital adjustment and its dimensions such as person oriented, financial conditions and parenting style of employed women in Kanyakumari District with reference to their age.

10.2. There is no significant mean difference in marital adjustment and its dimensions such as person oriented, financial conditions and parenting style of employed women in Kanyakumari District with reference to their nature of family.

11.1. There is no significant mean difference in modernity of employed women in Kanyakumari District with reference to their age.

11.2. There is no significant mean difference in modernity of employed women in Kanyakumari District with reference to their nature of family.

12.1. There is no significant mean difference in academic achievement of employed women’s children studying in IX standard, in Kanyakumari District with reference to their age.
12.2. There is no significant mean difference in academic achievement of employed women’s children studying in IX standard, in Kanyakumari District with reference to their nature of family.

13.0. There is no significant mean difference in emotional maturity and its dimensions such as emotional instability, emotional regression, social maladjustment, personality disintegration and lack of independence of employed women in Kanyakumari District with reference to their husbands’ age.

14.0. There is no significant mean difference in marital adjustment and its dimensions such as person oriented, financial conditions and parenting style of employed women in Kanyakumari District with reference to their husbands’ age.

15.0. There is no significant mean difference in modernity of employed women in Kanyakumari District with reference to their husbands’ age.

16.0. There is no significant mean difference in academic achievement of employed women’s children studying in IX standard, in Kanyakumari District with reference to their husbands’ age.

17.0. There is no significant mean difference in academic achievement of employed women’s children studying in IX standard, in Kanyakumari District with reference to their sex.

18.1. There is no significant mean difference in emotional maturity and its dimensions such as emotional instability, emotional regression, social maladjustment, personality disintegration and lack of independence of employed women in Kanyakumari District with reference to their various levels of educational qualification.

18.2. There is no significant mean difference in emotional maturity and its dimensions such as emotional instability, emotional regression, social maladjustment, personality disintegration and lack of independence of employed women in Kanyakumari District with reference to their various levels of occupation.
18.3. There is no significant mean difference in emotional maturity and its dimensions such as emotional unstability, emotional regression, social maladjustment, personality disintegration and lack of independence of employed women in Kanyakumari District with reference to their various levels of monthly income.

18.4. There is no significant mean difference in emotional maturity and its dimensions such as emotional unstability, emotional regression, social maladjustment, personality disintegration and lack of independence of employed women in Kanyakumari District with reference to their number of children.

19.1. There is no significant mean difference in marital adjustment and its dimensions such as person oriented, financial conditions and parenting style of employed women in Kanyakumari District with reference to their various levels of educational qualification.

19.2. There is no significant mean difference in marital adjustment and its dimensions such as person oriented, financial conditions and parenting style of employed women in Kanyakumari District with reference to their various levels of occupation.

19.3. There is no significant mean difference in marital adjustment and its dimensions such as person oriented, financial conditions and parenting style of employed women in Kanyakumari District with reference to their various levels of monthly income.

19.4. There is no significant mean difference in marital adjustment and its dimensions such as person oriented, financial conditions and parenting style of employed women in Kanyakumari District with reference to their number of children.

20.1. There is no significant mean difference in modernity of employed women in Kanyakumari District with reference to their various levels of educational qualification.
20.2. There is no significant mean difference in modernity of employed women in Kanyakumari District with reference to their various levels of occupation.

20.3. There is no significant mean difference in modernity of employed women in Kanyakumari District with reference to their various levels of monthly income.

20.4. There is no significant mean difference in modernity of employed women in Kanyakumari District with reference to their number of children.

21.1. There is no significant mean difference in academic achievement of employed women’s children studying in IX standard, in Kanyakumari District with reference to their various levels of educational qualification.

21.2. There is no significant mean difference in academic achievement of employed women’s children studying in IX standard, in Kanyakumari District with reference to their various levels of occupation.

21.3. There is no significant mean difference in academic achievement of employed women’s children studying in IX standard, in Kanyakumari District with reference to their various levels of monthly income.

21.4. There is no significant mean difference in academic achievement of employed women’s children studying in IX standard, in Kanyakumari District with reference to their number of children.

22.1. There is no significant mean difference in emotional maturity and its dimensions such as emotional unstability, emotional regression, social maladjustment, personality disintegration and lack of independence of employed women in Kanyakumari District with reference to their husbands’ various levels of educational qualification.

22.2. There is no significant mean difference in emotional maturity and its dimensions such as emotional unstability, emotional regression, social maladjustment, personality disintegration and lack of independence of employed women in Kanyakumari District with reference to their husbands’ various levels of occupation.
22.3. There is no significant mean difference in emotional maturity and its dimensions such as emotional unstability, emotional regression, social maladjustment, personality disintegration and lack of independence of employed women in Kanyakumari District with reference to their husbands’ various levels of monthly income.

23.1. There is no significant mean difference in marital adjustment and its dimensions such as person oriented, financial conditions and parenting style of employed women in Kanyakumari District with reference to their husbands’ various levels of educational qualification.

23.2. There is no significant mean difference in marital adjustment and its dimensions such as person oriented, financial conditions and parenting style of employed women in Kanyakumari District with reference to their husbands’ various levels of occupation.

23.3. There is no significant mean difference in marital adjustment and its dimensions such as person oriented, financial conditions and parenting style of employed women in Kanyakumari District with reference to their husbands’ various levels of monthly income.

24.1. There is no significant mean difference in modernity of employed women in Kanyakumari District with reference to their husbands’ various levels of educational qualification.

24.2. There is no significant mean difference in modernity of employed women in Kanyakumari District with reference to their husbands’ various levels of occupation.

24.3. There is no significant mean difference in modernity of employed women in Kanyakumari District with reference to their husbands’ various levels of monthly income.
25.1. There is no significant mean difference in academic achievement of employed women’s children studying in IX standard, in Kanyakumari District with reference to their husbands’ various levels of educational qualification.

25.2. There is no significant mean difference in academic achievement of employed women’s children studying in IX standard, in Kanyakumari District with reference to their husbands’ various levels of occupation.

25.3. There is no significant mean difference in academic achievement of employed women’s children studying in IX standard, in Kanyakumari District with reference to their husbands’ various levels of monthly income.

26.1. There is no significant correlation between emotional maturity as well as its dimensions such as emotional unstability, emotional regression, social maladjustment, personality disintegration and lack of independence of employed women in Kanyakumari District and academic achievement of their children studying in IX standard, with reference to their background variables.

26.2. There is no significant correlation between marital adjustment as well as its dimensions such as person oriented, financial conditions and parenting style of employed women in Kanyakumari District and academic achievement of their children studying in IX standard, with reference to their background variables.

26.3. There is no significant correlation between modernity of employed women in Kanyakumari District and academic achievement of their children studying in IX standard, with reference to their background variables.

27. There is no significant correlation between academic achievement of children studying in IX standard and their employed mothers’ emotional maturity, marital adjustment as well as modernity in total, in Kanyakumari District, with reference to their background variables.
5.5: FINDINGS

SECTION-I:

A.1. Level of emotional maturity and its dimensions of employed women with reference to their background variables:

a) The level of emotional maturity of employed women in Kanyakumari District on emotional unstablility dimension with reference to their background variables is average.
b) The level of emotional maturity of employed women in Kanyakumari District on emotional regression dimension with reference to their background variables is average.
c) The level of emotional maturity of employed women in Kanyakumari District on social maladjustment dimension with reference to their background variables is average.
d) The level of emotional maturity of employed women in Kanyakumari District on personality disintegration dimension with reference to their background variables is average.
e) The level of emotional maturity of employed women in Kanyakumari District on lack of independence dimension with reference to their background variables is average.
f) The level of emotional maturity (total) of employed women in Kanyakumari District with reference to their background variables is average.

A.2. Level of marital adjustment and its dimensions of employed women with reference to their background variables:

a) The level of marital adjustment of employed women in Kanyakumari District on person oriented dimension with reference to their background variables is average.
b) The level of marital adjustment of employed women in Kanyakumari District on financial conditions dimension with reference to their background variables is average.
c) The level of marital adjustment of employed women in Kanyakumari District on parenting style dimension with reference to their background variables is average.

d) The level of marital adjustment (total) of employed women in Kanyakumari District with reference to their background variables is average.

A.3. The level of modernity of employed women in Kanyakumari District with reference to their background variables is average.

A.4. The level of academic achievement of employed women’s children studying in IX standard, in Kanyakumari District with reference to their background variables is average.

A.5. Level of emotional maturity and its dimensions of employed women with reference to their husbands’ background variables:

a) The level of emotional maturity of employed women in Kanyakumari District on emotional instability dimension with reference to their husbands’ background variables is average.

b) The level of emotional maturity of employed women in Kanyakumari District on emotional regression dimension with reference to their husbands’ background variables is average.

c) The level of emotional maturity of employed women in Kanyakumari District on social maladjustment dimension with reference to their husbands’ background variables is average.

d) The level of emotional maturity of employed women in Kanyakumari District on personality disintegration dimension with reference to their husbands’ background variables is average.

e) The level of emotional maturity of employed women in Kanyakumari District on lack of independence dimension with reference to their husbands’ background variables is average.

f) The level of emotional maturity (total) of employed women in Kanyakumari District with reference to their husbands’ background variables is average.
A.6. Level of marital adjustment and its dimensions of employed women with reference to their husbands’ background variables:

a) The level of marital adjustment of employed women in Kanyakumari District on person oriented dimension with reference to their husbands’ background variables is average.

b) The level of marital adjustment of employed women in Kanyakumari District on financial conditions dimension with reference to their husbands’ background variables is average.

c) The level of marital adjustment of employed women in Kanyakumari District on parenting style dimension with reference to their husbands’ background variables is average.

d) The level of marital adjustment (total) of employed women in Kanyakumari District with reference to their husbands’ background variables is average.

A.7. The level of modernity of employed women in Kanyakumari District with reference to their husbands’ background variables is average.

A.8. The level of academic achievement of employed women’s children studying in IX standard, in Kanyakumari District with reference to their husbands’ background variables is average.

SECTION-II:

B.1. Emotional maturity of employed women with reference to their age and nature of family:

a) Employed women differ significantly in the mean scores on their emotional maturity and its dimensions, with reference to their age.

b) Employed women do not differ significantly in the mean scores on their emotional maturity and its dimensions, with reference to their nature of family.
B.2. Marital adjustment of employed women with reference to their age and nature of family:

a) Employed women differ significantly in the mean scores on their marital adjustment and its dimensions, with reference to their age.

b) Employed women do not differ significantly in the mean scores on their marital adjustment except the person oriented dimension, with reference to their nature of family.

B.3. Modernity of employed women with reference to their age and nature of family:

a) Employed women differ significantly in the mean scores on their modernity, with reference to their age.

b) Employed women do not differ significantly in the mean scores on their modernity, with reference to their nature of family.

B.4. Academic achievement of employed women’s children with reference to their age and their nature of family:

a) Employed women’s children studying in IX standard differ significantly in the mean scores on their academic achievement, with reference to their age.

b) Employed women’s children studying in IX standard do not differ significantly in the mean scores on their academic achievement, with reference to their nature of family.

B.5. Employed women differ significantly in the mean scores on their emotional maturity and its dimensions, with reference to their husbands’ age.

B.6. Employed women differ significantly in the mean scores on their marital adjustment and its dimensions, with reference to their husbands’ age.

B.7. Employed women differ significantly in the mean scores on their modernity, with reference to their husbands’ age.

B.8. Employed women’s children studying in IX standard differ significantly in the mean scores on their academic achievement, with reference to their husbands’ age.
B.9. Employed women’s children studying in IX standard do not differ significantly in the mean scores on their academic achievement, with reference to their sex.

SECTION-III:

C.1. Emotional maturity of employed women with reference to their various levels of educational qualification, occupation, monthly income and number of children:

a) Employed women do not differ significantly in the mean scores on their emotional maturity except the dimensions emotional regression and social maladjustment, with reference to their husbands’ various levels of educational qualification.

b) Employed women do not differ significantly in the mean scores on their emotional maturity except the dimensions emotional regression and lack of independence, with reference to their husbands’ various levels of occupation.

c) Employed women do not differ significantly in the mean scores on their emotional maturity except the dimensions emotional regression, social maladjustment and lack of independence, with reference to their husbands’ various levels of monthly income.

d) Employed women do not differ significantly in the mean scores on their emotional maturity except the dimensions social maladjustment and lack of independence, with reference to their number of children.

C.2. Marital adjustment of employed women with reference to their various levels of educational qualification, occupation, monthly income and number of children:

a) Employed women do not differ significantly in the mean scores on their marital adjustment and its dimensions, with reference to their various levels of educational qualification.

b) Employed women differ significantly in the mean scores on their marital adjustment except the dimensions person oriented and parenting style, with reference to their various levels of occupation.

c) Employed women do not differ significantly in the mean scores on their marital adjustment and its dimensions, with reference to their various levels of monthly income.
d) Employed women differ significantly in the mean scores on their marital adjustment except the person oriented dimension, with reference to their number of children.

C.3. Modernity of employed women with reference to their various levels of educational qualification, occupation, monthly income and number of children:

a) Employed women do not differ significantly in the mean scores on their modernity, with reference to their various levels of educational qualification.
b) Employed women do not differ significantly in the mean scores on their modernity, with reference to their various levels of occupation.
c) Employed women do not differ significantly in the mean scores on their modernity, with reference to their various levels of monthly income.
d) Employed women differ significantly in the mean scores on their modernity, with reference to their number of children.

C.4. Academic achievement of employed women’s children with reference to their various levels of educational qualification, occupation, monthly income and their number of children:

a) Employed women’s children do not differ significantly in the mean scores on their academic achievement, with reference to their various levels of educational qualification.
b) Employed women’s children do not differ significantly in the mean scores on their academic achievement, with reference to their various levels of occupation.
c) Employed women’s children differ significantly in the mean scores on their academic achievement, with reference to their various levels of monthly income.
d) Employed women’s children do not differ significantly in the mean scores on their academic achievement, with reference to their number of children.
C.5. Emotional maturity of employed women with reference to their husbands’ various levels of educational qualification, occupation and monthly income:

a) Employed women do not differ significantly in the mean scores on their emotional maturity except the lack of independence dimension, with reference to their husbands’ various levels of educational qualification.

b) Employed women do not differ significantly in the mean scores on their emotional maturity except the dimensions emotional regression and lack of independence, with reference to their husbands’ various levels of occupation.

c) Employed women do not differ significantly in the mean scores on their emotional maturity except the dimensions emotional regression and lack of independence, with reference to their husbands’ various levels of monthly income.

C.6. Marital adjustment of employed women with reference to their husbands’ various levels of educational qualification, occupation and monthly income:

a) Employed women differ significantly in the mean scores on their marital adjustment except the dimensions person oriented and financial conditions, with reference to their husbands’ various levels of educational qualification.

b) Employed women differ significantly in the mean scores on their marital adjustment except the dimensions financial conditions and parenting style, with reference to their husbands’ various levels of occupation.

c) Employed women differ significantly in the mean scores on their marital adjustment except the person oriented dimension, with reference to their husbands’ various levels of monthly income.

C.7. Modernity of employed women with reference to their husbands’ various levels of educational qualification, occupation and monthly income:

a) Employed women do not differ significantly in the mean scores on their modernity, with reference to their husbands’ various levels of educational qualification.

b) Employed women do not differ significantly in the mean scores on their modernity, with reference to their husbands’ various levels of occupation.
c) Employed women do not differ significantly in the mean scores on their
modernity, with reference to their husbands’ various levels of monthly
income.

C.8. Academic achievement of employed women’s children with reference to their
husbands’ various levels of educational qualification, occupation and monthly
income:

a) Employed women’s children do not differ significantly in the mean scores on
their academic achievement, with reference to their husbands’ various levels
of educational qualification.
b) Employed women’s children do not differ significantly in the mean scores on
their academic achievement, with reference to their husbands’ various levels
of occupation.
c) Employed women’s children do not differ significantly in the mean scores on
their academic achievement, with reference to their husbands’ various levels
of monthly income.

SECTION-IV:

D.1. Correlation between emotional maturity and its dimensions of employed women
and academic achievement of their children:

a) There is significant correlation between emotional unstability dimension of
emotional maturity of employed women and academic achievement of their
children studying in IX standard, with reference to their background variables.
b) There is significant correlation between the emotional regression dimension of
emotional maturity of employed women except those whose monthly income
lies in the range above 20,000 rupees and academic achievement of their
children studying in IX standard, with reference to their background variables.
c) There is significant correlation between social maladjustment dimension of
emotional maturity of employed women and academic achievement of their
children studying in IX standard, with reference to their background variables.
d) There is significant correlation between personality disintegration dimension of emotional maturity of employed women and academic achievement of their children studying in IX standard, with reference to their background variables.

e) There is significant correlation between lack of independence dimension of emotional maturity of employed women and academic achievement of their children studying in IX standard, with reference to their background variables.

f) There is significant correlation between emotional maturity (total) of employed women and academic achievement of their children studying in IX standard, with reference to their background variables.

D.2. Correlation between marital adjustment and its dimensions of employed women and academic achievement of their children:

a) There is significant correlation between the person oriented dimension of marital adjustment of employed women and academic achievement of their children studying in IX standard, with reference to their background variables.

b) There is significant correlation between the financial conditions dimension of marital adjustment of employed women and academic achievement of their children studying in IX standard, with reference to their background variables.

c) There is significant correlation between the parenting style dimension of marital adjustment of employed women and academic achievement of their children studying in IX standard, with reference to their background variables.

d) There is significant correlation between marital adjustment (total) of employed women and academic achievement of their children studying in IX standard, with reference to their background variables.

D.3. There is significant correlation between modernity of employed women and academic achievement of their children studying in IX standard, with reference to their background variables.

SECTION-V:

E. There is significant correlation between academic achievement of children studying in IX standard and their employed mothers’ emotional maturity, marital adjustment as well as modernity in total, with reference to their background variables.
5.6: INTERPRETATIONS

The present study is an attempt to assess the effect of emotional maturity, marital adjustment and modernity of employed women on academic achievement of their children. Emotional maturity, marital adjustment and modernity of employed women are studied in relation to six background variables, such as age, educational qualification, occupation, monthly income, number of children and nature of family. The investigation signifies that the background variables selected for investigation have an important role in emotional maturity, marital adjustment and modernity of employed women which in turn influences the academic achievement of their children. And emotional maturity of employed women is analyzed under dimensions such as emotional unstability, emotional regression, social maladjustment, personality disintegration and lack of independence. Marital adjustment of employed women is analyzed under dimensions such as person oriented, financial conditions and parenting style.

The level of emotional maturity, marital adjustment and modernity of employed women is assumed to be moderate. The present investigation also reveals that the level of emotional maturity, marital adjustment and modernity of employed women is moderate. The level of all the dimensions of emotional maturity and marital adjustment are found to be moderate. Among the different dimensions of marital adjustment, the dimension parenting style has got the highest score. Among the different dimensions of emotional maturity, the dimension emotional regression has got the highest score. Also the level of academic achievement of children of employed women is found to be moderate.

Further, the study reveals that the level of emotional maturity, marital adjustment and modernity of employed women with reference to their husbands’ background variables is moderate. Also the level of academic achievement of children of employed women with reference to the background variables of their husbands is found to be moderate. The study also reveals that there is no significant difference in academic achievement of the children of employed women in K.K.District with reference to sex.
EMOTIONAL MATURITY:

“Emotional maturity” means a level of understanding and reacting to situations in a matured way. It makes an individual more stable emotionally and optimistic. Emotionally matured women adopt specific strategies to get rid of stresses of contradictory and competing dual role demands.

The investigation exhibits that the level of emotional maturity of employed women with reference to their age is moderate. The level of emotional maturity of employed women who belong to age group 40 years and above is high. There is significant mean difference in emotional maturity and its dimensions of employed women with reference to their age. Moreover the level of emotional maturity of employed women with reference to their husbands’ age is moderate. The level of emotional maturity of employed women is high for those whose husbands belong to the age group 40 years and above. There is significant mean difference in emotional maturity and its dimensions of employed women with reference to their husbands’ age.

Emotional maturity increases as age increases. This may be due to the psychological and sociological factors they are acquainted with through the long run of their life. Depression in a spouse is an issue that most couples will face at some point in their marriage. Marital adjustment and depression are strongly related. Women assuming multiple roles results in work family conflicts because time and energy are shared, clubbed and even extended across the two spheres of activity. When a housewife enters into gainful employment outside home she not only finds a change in her role and status within the family and outside it, but she also finds herself under increasing pressure to reconcile the dual burden of the two roles. Generally with the advancement in age and maturity, the adaptability of a person increases, hence elderly working women are likely to better adjusted to role conflicting situations than the younger ones. Emotionally matured employed women are not easily hurt and they accept criticisms readily. Also they accept the responsibility of their own actions without trying to alibi. Education and occupational attainments of employed women results in decreased emotional dependence of wives on their husbands. This economic and emotional independence may vary depending upon their age. Regarding this aspect, it is evident that aged employed women are more dependent on their husband which yields to better marital adjustment than that of their counterparts.
The study concludes that the level of emotional maturity of employed women with reference to their educational qualification is moderate. Employed women whose educational qualification is P.G. possess high level of emotional maturity. There is no significant mean difference in emotional maturity and its dimensions except the emotional regression and social maladjustment dimensions of employed women with reference to their educational qualification. Further the level of emotional maturity of employed women with reference to their husbands’ educational qualification is moderate. The level of emotional maturity of employed women is high for those whose husbands’ educational qualification is professional. There is no significant mean difference in emotional maturity and its dimensions except the lack of independence dimension of employed women with reference to their husbands’ educational qualification.

The traditional role of the woman as a mother had not changed in spite of her increased educational qualification. Employed women at all levels of education have equal problems to face so their depression levels are same. It is assumed that employed women whose level of educational qualification is low have to face more depression than those working women who are highly educated. There can be many reasons. But the most prominent reasons are highly educated employed women can get more satisfactory jobs because of their high level of education and their high level of education helps them in solving their household problems without depression. At the same time employed women whose educational qualification is professional faces the hardship of occupational strains which are confined to their profession. Employed women who are post graduates possess necessary knowledge and maturity to tackle the problems with ease and to make efficient decisions regarding their children’s development. Moreover the employed women whose husbands’ educational qualification is professional attain a sense of satisfaction as it is related to prestige and the varied experiences gained due to the professional knowledge gives a sort of emotional maturity to both of them.

The present study points out that the level of emotional maturity of employed women with reference to their occupation is moderate. Employed women whose occupation is teacher possess high level of emotional maturity. There is no significant mean difference in emotional maturity and its dimensions except the emotional
regression and lack of independence dimensions of employed women with reference to their occupation. Also the level of emotional maturity of employed women with reference to their husbands’ occupation is moderate. The level of emotional maturity of employed women is high for those whose husbands’ occupation is profession. There is no significant mean difference in emotional maturity and its dimensions except the emotional regression and lack of independence dimensions of employed women with reference to their husbands’ occupation.

High level of education leads to better occupation. It is evident that higher the level of occupation lesser is the degree of role conflict experienced by working women. The nature of the occupational status plays a vital role in emotional maturity of employed women. Employed women whose occupational status is low are confined to emotional stress and marital conflicts. Professionals also are subjected to job tension to some extent. But teachers possess high level of emotional maturity than their counterparts as they possess high level of job satisfaction because of their wide knowledge span, which makes them more experienced in manipulating difficult life tasks. The present study reveals that there is significant difference only in the emotional regression and lack of independence dimensions of emotional maturity. This may be due to the fact that emotional regression and lack of independence are highly related to the nature of occupation. Whereas emotional unstability, social maladjustment and personality disintegration prevails in emotional life of employed women irrespective of their various levels of occupation. The nature of employment, the level of spousal support and copying styles determines the psychological well-being of employed women. Employed women whose husband’s occupation is profession are more or less free from economic strains which are the important aspect which leads to the psychological well-being of employed women.

The study indicates that the level of emotional maturity of employed women with reference to their monthly income is moderate. Employed women whose monthly income is above 20,000 rupees possess high level of emotional maturity. There is no significant mean difference in emotional maturity and its dimensions except the emotional regression, social maladjustment and lack of independence dimensions of employed women with reference to their monthly income. Moreover the present study reveals that the level of emotional maturity of employed women
with reference to their husbands’ monthly income is moderate. The level of emotional maturity of employed women is high whose husbands’ monthly income is above 20,000 rupees. There is no significant mean difference in emotional maturity and its dimensions except the emotional regression, social maladjustment and lack of independence dimensions of employed women with reference to their husbands’ monthly income.

Monthly income is a crucial factor which determines the emotional setup, that is, the mental health of employed women. Inspite of the various problems faced by employed women, their monthly income provides a kind of satisfaction to them. The influence of the varied experiences and the financial well being of employed women inculcates in them a sort of emotional maturity with increased economic independence and social adjustment. Low-income employed women find it difficult to face the financial shortage. Whereas in the case of high-income employed women, as the monthly income increases the standard of life increases and the necessity to maintain the standard sometimes leads to stress and strain. This in turn leads to various emotional disturbances which comprise social maladjustment, lack of independence and emotional regression.

The study concludes that the level of emotional maturity of employed women with reference to their number of children is moderate. There is no significant mean difference in emotional maturity and its dimensions except the social maladjustment and lack of independence dimensions of employed women with reference to their number of children. Emotional maturity of employed women who have one child is high.

Employed mothers face role conflicts and problems of adjustment irrespective of the number of children. The pressures of managing multiple roles in employed women are the greatest, and the psychological benefits of employment are the least, under conditions of heavy family responsibilities especially when they have more than one child. Employed women having more children find it difficult to give appropriate care to each child. At times partiality problems occur due to the child rearing practices adopted by the mothers. Reduced autonomy and an ever-increasing workload, combined with the added burden of having many children makes the employed women’s emotional energy intolerable. At the same time skipping some of
the duties regarding their children makes them feel guilt which results in depression. Employed women who have one child also face stress and strain as the child in the absence of siblings is completely emotionally dependent on their mother. Thus the employed women differ significantly only in social maladjustment and lack of independence dimensions of emotional maturity with reference to their number of children.

Further the study reveals that the level of emotional maturity of employed women with reference to their nature of family is moderate. Emotional maturity of employed women who possess nuclear family is high. There is no significant mean difference in emotional maturity and its dimensions of employed women with reference to their nature of family.

Women are often expected to occupy a number of roles at the same time: wife, mother, homemaker, employee, or caregiver to an elderly parent. Meeting the demands of so many roles simultaneously leads to stressful situations in which choices must be prioritized. Women often are forced to choose joint family for getting rid of too many responsibilities and for the assistance rendered to her in all aspects, and especially for the security of her children. The women from nuclear families prefer to stay in nuclear families for better facilities, better understanding and a place where their individuality is respected. From the present study it appears that working mothers who belong to nuclear family background are better adjusted than those living in joint families. In a nuclear family, the working wife has to adjust herself with only her husband and children who are generally considerate, co-operative and sympathetic. But in the case of an extended family the working mother has to make adjustment with all the members who may not be so co-operative and sympathetic.

**MARITAL ADJUSTMENT:**

The phenomenon of marital adjustment is given priority in all cultures, because it is one of the most important obligations an individual makes in his or her life. A pleasant married life not only creates a satisfied life but it also contributes to the psychological well-being of the couples. Marital adjustment has been related to personality, job and home stresses, mental illness, depression, education, happiness
and success in life. An employed woman satisfied with her job is argued to be generally in a favourable position to make adjustments in her family and her dissatisfaction with her job affects her marital harmony adversely.

The investigation reveals that the level of marital adjustment of employed women with reference to their age is moderate. The level of marital adjustment of employed women belonging to age group 40 years and above is higher than those who belong to the age group below 40. There is significant mean difference in marital adjustment and its dimensions of employed women with reference to their age. Further the level of marital adjustment of employed women with reference to their husbands’ age is moderate. The level of marital adjustment of employed women is high for those, whose husbands belong to the age group 40 years and above. Also there is significant mean difference in marital adjustment and its dimensions of employed women with reference to their husbands’ age.

This may be the result of understanding and intimacy developed through years of combined living and sharing. As age increases mutual acceptance between husbands and wives enhances and individuality mellow down to companionship which is the fundamental aspect for marital happiness. Further as age increases maturity also increases. The problems faced in earlier years of married life makes the employed women more matured. Through years of manipulating the dual role, employed women get accustomed to the delegation of family and work roles and obviously determine which is to be given priority and to what extent. Also marital conflicts arouse when educated employed women through their egalitarian ideas and attitudes intimidate the culturally determined ordered priorities. These sort of marital conflicts are found to be less among aged employed women. When a woman works to contribute to the economic standing of the family there is greater appreciation of her contribution by the husband, which in turn reflects in marital relationship in the form of enhanced co-operation, understanding, mutual appreciation and equality in relationship. Probably husbands who belong to the age group 40 years and above have the mellowness for giving such appreciation.
The study exhibits that the level of marital adjustment of employed women with reference to their educational qualification is moderate. Employed women whose educational qualification is P.G. possess high level of marital adjustment. There is no significant mean difference in marital adjustment and its dimensions of employed women with reference to their educational qualification. Moreover the level of marital adjustment of employed women with reference to their husbands’ educational qualification is moderate. The level of marital adjustment of employed women is high for those whose husbands’ educational qualification is professional. There is significant mean difference in marital adjustment and its dimensions except the person oriented and financial conditions dimensions of employed women with reference to their husbands’ educational qualification.

Educational qualification of men and women has a significant effect on their attitude towards marriage life. The women being educated and employed bring about tremendous qualitative change in their own and their husbands’ marital adjustment. Irrespective of the level of education, marital conflicts are prevalent in employed women’s life. But educational qualification contributes to the smooth relationship, adjustment, practical prudence and tactfulness in the family life. Employed women who are post graduates have the necessary knowledge to lead a fruitful life, when compared to employed women of lower levels of educational qualification. Employed women whose educational qualification is professional possess high level of occupation. This high occupational status may lead to the negligence of family commitments due to the demands of the nature of occupation. This may lead to marital conflicts. Also when employed women possess higher educational qualification than that of their husbands’ it may lead to adverse effects in their marital relationship. Husbands’ high level of educational qualification is accompanied with the status of the family and it influences the parenting style of the employed couples. Combined with their husbands’ knowledge whose educational qualification is professional, employed women are able to contribute more to the all-round development especially intellectual development of their children. So, education and employment is a new age mantra for women to improve the level of marital adjustment among them and their husbands.
The findings of the study reveal that the level of marital adjustment of employed women with reference to their occupation is moderate. Employed women who are teachers possess high level of marital adjustment. There is significant mean difference in marital adjustment and its dimensions except the person oriented and parenting style dimensions of employed women with reference to their occupation. Furthermore the level of marital adjustment of employed women with reference to their husbands’ occupation is moderate. The level of marital adjustment of employed women is high for those whose husbands’ occupation is profession. There is no significant mean difference in marital adjustment and its dimensions except the financial conditions and parenting style dimensions of employed women with reference to their husbands’ occupation.

The nature of the occupation plays an important role in marital adjustment of employed women. High level of occupation which in turn enhances the financial conditions of the family. It facilitates in bringing up their children properly. Occupational strains and family stressors are closely related. They are interdependent and influence each other to a great extent. In this sense teachers are found to be more martially adjusted. Employed women who are teachers possess better martial adjustment because they are subjected to occupational trauma in a lower degree when compared to their counterparts. Teachers can conveniently schedule their time for their family tasks, than professionals. Moreover employed women consider her husbands’ occupation as a prestige issue. It is the husbands’ occupation which determines the status(class) of the family. High socio-economic status of the family leads to greater marital adjustment. Also it is evident that financial conditions of the family determine the parenting style. Thus it is evident that employed women differ significantly in the financial conditions and parenting style dimension of marital adjustment with reference to their occupation. Perhaps if the occupational status of employed women is higher than that of their husband it may lead to ego-clash and marital conflicts because husbands’ may feel inferior sometimes. The present study points out that employed women whose educational qualification is less than that of their husband possess better marital adjustment.
The level of marital adjustment of employed women with reference to their monthly income is moderate. Employed women whose monthly income is above 20,000 rupees possess high level of marital adjustment. There is no significant mean difference in marital adjustment and its dimensions of employed women with reference to their monthly income. Also the level of marital adjustment of employed women with reference to their husbands’ monthly income is moderate. The level of marital adjustment of employed women is high for those whose husbands’ monthly income is above 20,000 rupees. There is significant mean difference in marital adjustment and its dimensions except the person oriented dimension of employed women with reference to their husbands’ monthly income.

Successful marital relationship is based on many factors but economic resources are considered to be most essential. “Economic conflicts usually arise because of dissimilar attitudes on the part of husband and wife regarding the use of income. Further conflict arises when previous standards of living conflict with present income” (L.M. Terman, 1938, Pg. 222). This reveals that income is one of the important factors giving rise to conflicts between the married couples. But the present study reveals that there is no significant difference in marital adjustment of employed women with reference to their level of income. This may be due to the fact that in our cultural setup irrespective of the level of income the employed women are denied or secondary in decision making regarding economic resources. At the same time their occupational attainments have a positive effect on marital adjustment. Extra income can decrease financial stress and increase marital adjustment. Wife’s employment influences the husband’s well-being. Inequities in income may affect how husbands and wives perceive themselves in a marital relationship. As the monthly income increases the standard of life increases and the necessity to maintain the standard also increases. This in turn leads to various marital conflicts. Even though wife is employed the financial conditions of the family is determined altogether by the income of the husband which in turn determines the parental aspirations and parenting style. When wife’s occupational attainment exceeds her husband’s occupational attainments it sometimes makes the husband to feel inferior which obviously affects the couples personally. Due to this change in person oriented dimension, the total marital adjustment of the couples is affected.
The results reveal that the level of marital adjustment of employed women with reference to their number of children is moderate. Employed women who have one child possess high level of marital adjustment. There is significant mean difference in marital adjustment and its dimensions except the person oriented dimension of employed women with reference to their number of children. Children are considered to be the greatest aspect in marital satisfaction. Despite all their new earning power, mothers have continued to do what they have always done: look after their children and their homes. So personally they are accustomed to the family chores irrespective of the number of children. But the financial conditions and parenting style are greatly influenced by the number of children. As the number of children increases employed women have to face financial crisis for the upbringing of their children in a prosperous manner. Also they feel tough to give adequate care and concern to all the children. Thus number of children determines the child rearing practices. Sometimes conflicts arise between the couples when both of them try to bring up their children according to their wish and expect their children should resemble them in all aspects. Generally when the family size is small there may be a happy atmosphere in the family because the parents might feel less stress in satisfying the needs of their children. Thus the financial conditions and parenting style which are the dimensions of marital adjustment of employed women are greatly influenced by their number of children.

The present study infers that the level of marital adjustment of employed women with reference to their nature of family is found to be moderate. Marital adjustment of employed women who possess nuclear family is high. There is no significant mean difference in marital adjustment and its dimensions except the person oriented dimension of employed women with reference to their nature of family. Most of the employed women go for nuclear family, for the reasons of freedom, self-sufficiency and to bring up children according to their liking. The educated employed women need freedom in the expressions of their thoughts and acts which in turn leads to higher marital adjustment. But they lack the assistance in household duties, care and security of their children. At the same time few employed women prefer joint family in order to lessen their responsibilities in the day-to-day work and for the sake of their children. Also they are ready to make adjustments to get rid of the marital conflicts that prevail in the joint family.
MODERNITY:

Fundamental shift in values, attitudes, interest, increased literacy, education, use of mass communication, free from social taboos and change in the pattern of life are considered to be some of the aspects of modernization. Modernization implies fundamental reshaping the whole social set up of a society as well as family. Family is being pulled in opposite directions by two main forces: the first prods the family toward greater modernization while the other acts to strengthen traditional values. That is the reason why modernity is also described as a processed social change.

The study reveals that the level of modernity of employed women with reference to their age is moderate. The level of modernity of employed women who belong to the age group below 40 years is high. There is significant mean difference in modernity of employed women with reference to their age. Moreover the level of modernity of employed women with reference to their husbands’ age is moderate. The level of modernity of employed women is high for those whose husbands belong to the age group below 40 years. There is significant mean difference in modernity of employed women with reference to their husbands’ age.

The technological world grows day by day. It makes the mode of life and attitude of employed women modern. The physiological, psychological, intellectual and sociological factors influence the modernistic attitude of employed women. Modernity involves recent techniques, methods, or ideas. Synchronization of socio-economic development with the inter-related nexus of social, economic and psychological changes results in modernity. Sometimes employed women whose age is 40 years and above are not ready to accept modernity because of the crisis of modernity. They consider the crisis of modernity as prominent. That is, they consider modernity as a problem, that traditional ways of life have been replaced with uncontrollable change and unmanageable alternatives. Also they lack in the skill of physical and psychological acceptance of an adjustment to the changes brought about by modernity. Whereas employed women below 40 years can tackle the crisis of modernity in a better way.
The study finalizes that the level of modernity of employed women with reference to their educational qualification is moderate. Employed women whose educational qualification is professional possess high level of modernity. There is no significant mean difference in modernity of employed women with reference to their educational qualification. Further the level of modernity of employed women with reference to their husbands’ educational qualification is moderate. The level of modernity of employed women is high for those whose husbands’ educational qualification is professional. There is no significant mean difference in modernity of employed women with reference to their husbands’ educational qualification.

In this modern age, as a result of being educated, most of the women enter into the employment sector not only because of economic compulsions as in earlier times but also because of their desire for self-expression and having an independent identity. Education acts as brisk catalyzing agent in assimilation of modern culture. Education transforms thinking and exposes an individual to modern culture resulting in improved quality of life and rational approach. Education is found to be effective in moulding the attitude of the employed women in a positive direction towards modernity. Although education is the basis for urbanization and modernization which are considered as responsible for bringing many changes in the day-to-day life of employed women, the employed women in the contemporary society irrespective of their level of educational qualification are modern because of the exposure to mass media. Moreover, inspite of the various levels of educational qualification, the role of women today, is much broader – not the traditional role of wife and mother. At the educational level, modernization involves a fundamental shift in attitudes, aspirations, interest, development of knowledge and application, increased literacy and use of mass communication. Therefore the employed couples who are professionally qualified possess high level of modernity which results in positive attitude towards family and children’s education.

Findings of the present study reveal that the level of modernity of employed women with reference to their occupation is moderate. Employed women whose occupation is profession possess high level of modernity. There is no significant mean difference in modernity of employed women with reference to their occupation. Moreover the level of modernity of employed women with reference to their
husbands’ occupation is moderate. The level of modernity of employed women is high for those whose husbands’ occupation is profession. There is no significant mean difference in modernity of employed women with reference to their husbands’ occupation. The level of modernity of employed women is high for those whose husbands’ occupation is profession.

Employed women gain socialization experiences which affect their personal qualities. It is the transformation of personal qualities which influences the individual modernity. The nature of occupation and the environment in the work place contributes to the modernity of employed women and it is one of the important factors accountable for the variation in the degree of modernity. Even then employed women irrespective of their occupation are capable to implement modernity to a convinced extent to fulfill the demands of the modernized society. But those who are professionals are more modern. The occupational status gives the employed women numerous experiences from the modern world of work she is acquainted with. It helps in inculcating the modernistic attitude in her mode of life. This updates their knowledge and makes them modern in their attitude and outlook. No one can deny the verity that the prestigious profession demands modernized outlook and progressive shift in attitudes.

The present study also reveals that the level of modernity of employed women with reference to their monthly income is moderate. Employed women whose monthly income is above 20,000 rupees possess high level of modernity. There is no significant mean difference in modernity of employed women with reference to their monthly income. Further the level of modernity of employed women with reference to their husbands’ monthly income is moderate. The level of modernity of employed women is high for those whose husbands’ monthly income is above 20,000 rupees. There is no significant mean difference in modernity of employed women with reference to their husbands’ monthly income.

Personal factors such as occupation, socio-economic status, family income and family facility considerably influence the individual modernity in attitudes. The modernistic attitude of employed women is oriented by the range of their monthly income to certain degree. Regardless their level of income the employed women coupled with their interaction with the outside working world, induces changes in
their behaviour, perception and life style. Middle class employed women may dream for a glamorous modern life but it can be made possible only by sufficient income. High income helps to maintain the typical modern life.

The study concludes that the level of modernity of employed women with reference to their number of children is moderate. The employed women who have one child possess high level of modernity. There is significant mean difference in modernity of employed women with reference to their number of children.

Both employed mothers and homemakers today live in a very different environment than their counterparts forty or even twenty years ago. Change in maternal employment roles have been accompanied by many other changes in family life. In addition, women’s role has been reconceptualized and their childrearing orientations are different. Modern employed mothers encourage independence in their children. The encouragement of independence is consistent with the situational demands of the dual role since it enables the family to function more effectively in the mother’s absence. Also they wish their children should learn in standard institutions as their educational aspirations are high. These modernized attitudes determine the child-rearing practices. As the number of children increases employed women faces economical and emotional hardship in maintaining the modernity of her family and as a consequence they can exercise modernity only to a certain degree. The size of the family, size of the household and use of modern appliances are also relevant to the time required for the mothers to perform their roles satisfactorily.

The study signifies that the level of modernity of employed women with reference to their nature of family is moderate. The level of modernity of employed women who possess nuclear family is high. There is no significant mean difference in modernity of employed women with reference to their nature of family.

In this modern age every family, whether nuclear or joint has to strive a lot to meet the financial crisis. The single income family could not afford to face the cost of living at present. Hence dual income is a necessary aspect nowadays. The family income is an important factor that determines the nature of family. The opinion on the choice of family type is not associated with modernity. The various aspects of modernization can be adopted by employed women in both nuclear and joint family.
But the employed women who live in joint family face difficulties and have to be slightly submissive in their modernistic attitude because of the criticisms of other members in the family. But due to high level of education and employment, women are open to new ideas, well-informed and access to the world widens their mental horizon. Consequently, they are able to identify and cope with their problems better. This mental maturity and psychological strength enables them to tackle problems easily and make efficient decisions regarding their children’s development.

**ACADEMIC ACHIEVEMENT:**

Family plays an inevitable part in the various aspects of development of a child. It is the prime agency for learning. Family has a great responsibility in promoting social skills, providing fundamental knowledge, modifying behaviour, developing language etc. Women maintain close relationships with their children and perform practical services and their actions are framed by family conditions such as children’s growth and development, fathers’ educational beliefs and values, and the family’s material resources. The mother is perceived as more helpful in comparison to father. It is the mother who shapes parental monitoring and she has the ability to facilitate close parent-children relationships.

The study reveals that the level of academic achievement of employed women’s children is moderate with reference to their parents’ background variables such as age, educational qualification, occupation, monthly income, number of children and nature of family. The employed women are worried much about the inconvenience of sparing much time for their children in all the spheres of their life. Especially in the education of children, they could not pay due attention because of the dual role they play. Hence, it is found that the academic achievement of their children is moderate.

The study also reveals that there is no significant difference in academic achievement of the children of employed women in K.K.District with reference to sex. This may be due to the fact that there is no distinction in the amount of time allotted by the employed women to provide educational assistance to their children, regarding the sex of their children.
The present study indicates that there is significant mean difference in academic achievement of employed women’s children with reference to their mothers’ age. Employed women’s children possess high level of academic achievement whose mothers belong to the age group below 40 years. Also there is significant mean difference in academic achievement of employed women’s children with reference to their fathers’ age. Employed women’s children possess high level of academic achievement whose fathers belong to the age group below 40 years. Employed women who belong to the age group below 40 years are both physically and psychological fit to care their children in all aspects especially in their education than their counterparts. They strive a lot to fulfill their high educational aspirations regarding their children. But the employed women who belong to age group 40 years and above find it difficult to teach their child according to the present syllabus which is highly enriched and advanced than they have learnt in their days of schooling.

Findings of the present study reveal that there is no significant mean difference in academic achievement of employed women’s children with reference to their mothers’ educational qualification. Employed women’s children possess high level of academic achievement whose mothers’ educational qualification is P.G. There is no significant mean difference in academic achievement of employed women’s children with reference to their fathers’ educational qualification. Employed women’s children possess high level of academic achievement whose fathers’ educational qualification is P.G.

Educated mothers have higher knowledge of their children’s schooling, more contact and communication with the school, aware of their children’s achievement, monitor their children’s progress and lead them to pursue higher education. This shows that parents’ with more education are more concern about their children’s educational attainments. They give high importance to the education of their children through various practice of involvement. It is acceptable thought that educational level of parents is associated with children’s academic achievement. But whatever the level of education may be, mostly all employed women aspire high regarding their children’s education. Employed women who are not highly qualified wish that atleast their children should excel in education. For this they strive a lot. Even though their subject knowledge is not enough they provide moral support to their children. So
there is no significant difference in academic achievement of employed women’s children with reference to their educational qualification and that of their husbands’. Employed women who are post graduates possess enough subject knowledge to teach their children. Even if they find hardship in clarifying the doubts of their children as the syllabus is advanced, they take necessary efforts to get clear the doubts. Also they find time and are ready to spend time for their children’s education when compared to the employed mothers who are professionally qualified.

It has been analyzed in the present study that there is no significant mean difference in academic achievement of employed women’s children with reference to their mothers’ occupation. Employed women’s children possess high level of academic achievement whose mothers’ occupation is teacher. There is no significant mean difference in academic achievement of employed women’s children with reference to their fathers’ occupation. Employed women’s children possess high level of academic achievement whose fathers’ occupation is teacher.

Family, which plays an important role in the personality development of adolescents, is undergoing structural, emotional and inter-actional transformations. The contributions of mothers in shaping the personality of their children cannot be ignored. But an unprecedented number of women, especially mothers are entering the labour force either due to economic necessity or in search of identity. This has led to radical shift in the traditional role of mother as a ‘care taker’ to a ‘bread earner’ and has altered child rearing goals and practices. No matter what the level of occupation may be, the world of employed women includes their children and community, remunerated work, and themselves. They are ready to give first priority to nurture and guide their children which gives a sense of satisfaction and fulfillment from their nurturance. So there is no significant mean difference in academic achievement of their children. At the same it is noteworthy that employed women who are teachers can allot specific time for their children’s education and make it routine. The nature of their job permits for this convenience and it results in their children’s high academic achievement.
The present study reveals that there is significant mean difference in academic achievement of employed women’s children with reference to their mother’s monthly income. Employed women’s children possess high level of academic achievement whose mothers’ monthly income lies in the range 10,000-20,000 rupees. There is no significant mean difference in academic achievement of employed women’s children with reference to their fathers’ monthly income. Employed women’s children possess high level of academic achievement whose fathers’ monthly income lies in the range 10,000-20,000 rupees.

The notion that there is a significant association between socio economic status of the family of the students and their academic achievement is noteworthy. It is the monthly income which determines the socio economic status of the family. Employed women whose monthly income lies in the range 10,000-20,000 rupees can afford the demands of their children’s education. Also it is notable that in some cases the children of very high income families possess low educational aspiration. Also the money given from their parents makes them more lavish and consequently it distracts their academic achievement. At the same time some employed women who possess low income also aspire high regarding their children’s education and strive a lot for their children’s academic excellence. Usually children whose economic status is low possess self-motivation to excel in education so that they can occupy a prestigious job which in turn enhances their family status.

Conclusions of the present study reveal that there is no significant mean difference in academic achievement of employed women’s children with reference to their number of siblings. The level of academic achievement of employed women’s children is high for those who have no siblings.

Mothers’ own desire for achievement and time constraints influence the academic achievement of their children. Socio-psychological problems among the children of employed women are due to the mothers’ attitude, their availability, style of working and pattern of child-rearing practices they adopt. Number of children is an impervious factor which determines the child-rearing practices of employed women. Good child-rearing practices make the children more active, emotionally stable, independent, rule bound and high achievers in education. At times, inappropriate parenting occurred because of a conflict between employed women’s
attempts to meet their own needs and their children’s development of self-regulation and self-work. When there is only one child the employed women are easy to meet the educational demands of her child. Also they are able to provide more care and concern for both psychological and physical well-being of their child which consequently results in high academic achievement of their child. Employed women’s children who have siblings also achieve high due to their siblings’ involvement in their studies. Therefore there is no significant mean difference in academic achievement of employed women’s children with reference to their number of siblings.

The present study also reveals that there is no significant mean difference in academic achievement of employed women’s children with reference to their nature of family. The level of academic achievement of employed women’s children is high for those who belong to nuclear family.

This may be due to the fact that as academic achievement is associated with various factors, nature of family is not the only factor which determines the academic achievement of children of employed women. In both patterns of family employed women wish for their children’s higher educational attainments. The academic achievement of children is determined by strengths and protection that families offer to their children and it is more important than the pattern of the family. Moreover the employed women in the nuclear family find more time to spend for their children’s education. Because in a joint family the employed women have to meet the various demands of other family members and so they find it hard to allot ample time for their children’s education. At the same time employed women may receive assistance in their children’s education in the joint family set-up.

EMOTIONAL MATURITY AND ACADEMIC ACHIEVEMENT OF THEIR CHILDREN:

The present study reveals that there is significant correlation between emotional maturity of employed women and academic achievement of their children studying in IX standard, with reference to their background variables.
Although mothers’ age, educational qualification, occupation and monthly income are found to be important variables, chronic stress and parental stress were found to be even more influential variables on material depression and parenting self-efficacy. Thus the emotional setup of employed women influences their children’s life in all aspects. This view supports the finding of the present study that there is significant relationship between the emotional maturity of employed women and academic achievement of their children.

The present study also reveals that there is significant correlation between the emotional regression dimension of emotional maturity of employed women except those whose monthly income lies in the range above 20,000 rupees and academic achievement of their children studying in IX standard, with reference to their background variables. This may be due to the fact that wealthy people possess a positive attitude towards life as money gives a moral support to live in this society without frustration. So employed women whose monthly income is above 20,000 rupees leads a comfortable life than their counterparts and they are free from emotional problems to some extent. And their children growing in such a convenient atmosphere are free from worries and excel in their academic achievement. Therefore there is no significant correlation between emotional regression dimension of emotional maturity of employed women and academic achievement of their children. Whereas employed women whose monthly income is not sufficient enough to meet the economic crisis of their family suffers a lot in various aspects due to financial crisis. Consequently they encounter depression, stress and marital maladjustment. This adversely affects the academic achievement of their children.

MARITAL ADJUSTMENT AND ACADEMIC ACHIEVEMENT OF THEIR CHILDREN:

The present study reveals that there is significant correlation between marital adjustment of employed women and academic achievement of their children studying in IX standard, with reference to their background variables.

A good marriage not only produces a satisfied life but it also generates a sense of well-being among the couples as well as their children. Marital adjustment and child rearing practices are considered to be of influencing the emotionally stable characteristics in children. Mothers who are better-adjusted in the marital relationship
are helpful in developing obedience and conscientiousness in their children. It leads to better academic achievement of their children. This view supports the finding of the present study that there is significant relationship between the marital adjustment of employed women and academic achievement of their children.

**MODERNITY AND ACADEMIC ACHIEVEMENT OF THEIR CHILDREN:**

There is significant correlation between modernity of employed women and academic achievement of their children studying in IX standard, with reference to their background variables.

Fundamental shift in values, attitudes, aptitudes, aspirations, interest, development of knowledge and application, increased literacy, education, use of mass communication, free from social taboos, change in the pattern of life, marked increased in health and life expectations are considered to be the different aspects of modernization. Thus the ability of employed women to understand school subject matters, English proficiency and educational backgrounds which are the important aspects of modernity play an important role in supporting their children’s academic achievement. These views support the findings of the present study that there is significant relationship between modernity of employed women and academic achievement of their children.

The present study also reveals that there is significant correlation between academic achievement of employed women’s children with reference to their fathers’ background variables. Mothers who wish to work are faced with the double burden of paid employment and childcare. They also have to confront the widely held view that ‘a woman’s place is in the home’ and the prevailing popular opinion that a mother who also works outside the home is somehow harming the child. Husbands of working mothers are more likely and more willing to participate in childcare and are considered to have more affectionate relationship with the child. These views support the finding of the present study that academic achievement of employed women’s children is associated with their fathers’ background variables to some extent.
EMOTIONAL MATURITY, MARITAL ADJUSTMENT AND MODERNITY OF EMPLOYED WOMEN AND ACADEMIC ACHIEVEMENT OF THEIR CHILDREN:

The present study reveals that there is significant correlation between academic achievement of children studying in IX standard and their employed mothers’ emotional maturity, marital adjustment as well as modernity in total, in Kanyakumari District, with reference to their background variables.

Moreover the partial correlation specifically reveals that emotional maturity of employed women plays a fundamental role in their marital adjustment, modernity and also in the academic achievement of their children.

Emotional maturity influence marital adjustment and in the same way marital adjustment influence emotional maturity of employed women. Marital adjustment and depression are strongly related. Depressed married employed women have to face marital adjustment problems in their married life. They also cannot perform better in their married life responsibilities because they are under stress which affects their household work, their relationship with spouse and other members of their family. Because of depression and stress they cannot tolerate their spouses’ behaviour and immediately get irritated. This results in marital mal-adjustment and makes their life miserable. Also marital distress and relationship conflict also contribute to depression. Emotionally matured employed women are open-minded enough to listen thoughtfully to the opinions of others. They are not a chronic fault-finder. Emotional maturity gives the capacity to tackle difficult and demanding situations. The greatest problems of employed women emerge from the divergent demands, which family and profession make on them. The ambiguity and uncertainty of the roles in the dual-career families, together with the complexity of modern life and exaggerated emphasis on individuality make difficult for both husband and wife to adjust to their marital obligations. Modernity leads to the interaction with the outside working world which induces changes in behaviour, perception and life style of employed women. This consequently results in rational, pragmatic and individualistic outlook of employed women which strongly effects the academic achievement of their children.
5.7: RECOMMENDATIONS

1. This study suggests parental education for making parents aware of the appropriate child-rearing methods and their rights, privileges and duties of parents. For inculcating proficiency in time management skills especially the allotment of appropriate time for their children’s education employed women should be properly trained. There is a need for strategies for work-family balance. The strategies involve a combination of preference to either integrate or separate work and family domains, motivated by the needs of children, work, or personal preferences. Parenting education should involve assisting and supporting mothers in identifying and confronting gender related issues, addressing lower-income families’ needs for food, clothing, and shelter, accepting cultural beliefs and differences, and providing support and encouragement for their children. Also the parental education should involve support for their children’s homework, school work and other responsibilities.

2. The type of environment in which the child grows and develops has much significance. In this context, the family – as the immediate environment of the child holds uppermost position and has a very important role to play in their academic achievement. Parents especially the mothers in spite of their hurry to work should not deprive the child of affection, neither they should be over demonstrative. Due to deprivation of affection emotionally starved child focuses his attention on others. This distraction pulls down the academic achievement of children. The emotional climate which prevails in the home influences the academic achievement of children to a large extent. Hence, profound research in the field of development of emotional maturity and marital adjustment of employed women is needed.

3. Hurlock (1978) indicates that a new philosophy regarding the child’s status in the family has resulted in child-centred families as compared with adult-centred families of the past generations. Next, a swing from authoritarian to more permissive child training has placed more responsibility for control on the child. This is very much evident in smaller families (Rashmi Choudhuri, 2004, P. 185). Parents should adopt democratic child training methods. Especially the mothers should not be too autocrat or too permissive in child-upbringing. Mothers should be very conscious of the disciplinary aspects of their children. They should inculcate proper study habits in their children. It should be practiced by the children whole-heartedly even in the absence of their mother. These practices would work wonders in the academic excellence of their children.
4. Parents should spend enough time with their children. In spite their busy schedule parents should spare some time for outings. This strengthens the relationship between the parents and the children. Employed women should acknowledge that their children are their number one priority to nurture and guide. They should have a sense of satisfaction and fulfilment from their nurturance of their children in all walks of their life. These healthy thoughts and bondage directly influence the academic achievement of their children.

5. Parents, especially the mothers should collaborate with the school teachers of their wards to determine and decide what measures should be taken for the improvement of academic achievement and how to do so. The teachers and parents must pay attention to and constantly evaluate their own interpersonal behaviour and their methods of interacting with the students. This exercise would involve taking a good look at their styles of interaction, communication patterns, disciplining tactics, personal preferences, prejudices, and biases, which are probably highly valued and not easily given up (Elizabeth Daniel, 2005, P.29). Employed women should be ready to spare some of their time to have constant touch with the school teachers. They should attend the parents-teachers association meetings and all other school functions. Their due presence provides a emotional satisfaction to their children. This leads to enthusiastic involvement of children in their studies. Also it motivates them to excel in education and other co-curricular activities. Further research is needed to understand ways to develop strong connections between the home and school.

6. There is a sound mind in a sound body. This saying can be made true by the mothers, who are naturally gifted to work wonders in the family especially in the life of children. Mothers should pay due attention to the development of good physique and health habits among their children. Also they should take care of the inculcation of emotional and moral values and aesthetic sense in the minds of their children. They can join hands with school teachers to increase the whole-hearted involvement and participation of their children in the co-curricular activities too. This will lead to the harmonious development of the personality of their children in which the academic excellence is imbibed.
7. Employed women play a dynamic role. As a result they face many adjustment and emotional problems. Family members should be aware of the problems faced by employed women and should be supportive in all her spheres of life, especially in bringing up the children. Employed women need support not only from their husbands but also from the elders in the family. Few studies reveal the fact that the aspect of joint family works well in families in which both the parents are employed. If the employed women receive assistance from other family members they would be able to find some time to educate their children. Domestic responsibilities have to be reallocated within the family. This kind of openness in attitude and role fluidity will help in combating the familial problems and the concomitant psychological problems. This helps the employed women to reach greater heights in their career and help their children to reach greater heights in education.

8. Mass media exert stronger influence on the individuals in determining their attitude towards life, human relationships and individual’s obligations towards self and family. Hence, articles in the magazines, the radio programmes and telecast programmes can play a vital role in developing among the mass a better understanding of marriage, issues of marriage, marital adjustment, emotionally matured behaviours, modernity, child-rearing practices, problems faced by employed women and how to get rid of them, and appropriate work-family balance.

9. Marital adjustment is the underlying factor for the emotional maturity of individuals. A congenial climate for children to grow their ultimate potentials is possible only in a happy home atmosphere. Hence, appropriate guidance is needed in this aspect. For this purpose Guidance Bureaus should be established. They should not only be confined to educational institutions but they must be established by voluntary agencies and religious institutions. Counsellors should work in collaboration with doctors, gynecologists, psychiatrists, spiritual advisers, lawyers and social workers etc. (Mabel Fonseca, 1966, P. 237). The counseling program may include the programmes of work such as pre-marital counselling, marital and family counseling, appropriate child-rearing practices and psychological approach in handling the children. Based on these the Guidance Bureaus should develop educational programs which include series of lectures, study-groups, conferences and role play.
10. As the mental development of children varies their understanding capacity also varies. Therefore, mothers should understand the I.Q. of their children and accordingly they should allot sufficient time to educate them. This will lead to academic excellence of their children. In many studies parental level of education and educational expectations were shown to be a significant predictor of the academic achievement of their children. The abilities of mothers to understand school subject matters, English proficiency, and educational backgrounds play an important role in supporting their children’s academic achievement. So the mothers should have up-to-date knowledge. The intellectual horizon of employed women is higher than that of non-working mothers as they are acquainted with many experiences from the world outside. This helps them to understand their children intellectually and provide them opportunities for academic excellence.

11. Most of the employed women do not find enough time to take care of the studies of their children. So they send their children to tuition. But how far the children learn in a tuition centre is not noticed by their parents. This negligence may lead to adverse consequences. Even though the children go to tuition the employed mothers should take care of the studies of their children. They should keep in touch with the tuition teachers and have a constant assessment of the achievement of their children.

12. This study found that the lower the income, the more vulnerable the mother was to stress, and it also showed that chronic stressors had more influence on the maternal depression of low-income mothers than of middle-class mothers. Further it showed that the mental health of low-income mothers mediated the relationship between chronic stress and parenting. To maximize effective parenting under high-stress conditions, mothers need to first protect their own psychological well-being against environmental contexts. For the welfare of the children, attention must be given to the mental health of mothers and their welfare. Policy development and management for these issues are desperately needed.
5.8: SUGGESTIONS FOR FURTHER STUDY

1. A comparative study of the effect of emotional maturity, marital adjustment and modernity of employed women on the academic achievement of their boy children and girl children can be done.

2. The impact of emotional maturity, marital adjustment and modernity of employed women on home adjustment and school adjustment of their children can be studied extensively.

3. Personal well-being of women with reference to their emotional maturity, marital adjustment and modernity can be analysed.

4. A comprehensive study of the effect of emotional maturity, marital adjustment and modernity of employed women on the value based education of their children can be studied.

5. A proportional study on the impact of emotional maturity, marital adjustment and modernity of employed women on academic achievement of their children studying in different standards can be done.

5.9: CONCLUSION

“Mathru Devo Bhava”, “Pithru Devo Bhava”
“Acharya Devo Bhava”, “Athidi Devo Bhava”

Mother was given the first place of respect in the Vedas and Upanishads. It reveals the fact that mother and father are held in esteem among all the members of the family and the mother occupies the predominant place in the family (Sridevi, K.V and Beena P.J, 2008, P. 40). Mother is the axis of the whole family wheel and she plays a vital role. The mother is a unifying force who is the real manager of the home.

This study puts forth the view that home is the first and the closest environment for a child to come in contact with. The family, the fundamental unit of human society, lays the background for inculcation of education. It contributes directly or indirectly to the development of academic achievement in children. However, with the society in transition, many shifts have occurred in the functions of the family and have affected the academic achievement of children. One cannot halt the transition going on in society. Yet family still holds its significant position as a
social institution. Children are highly valued not only by their parents, who usually give top priority to the needs of their young, but also by society as a whole. The welfare of children is considered as a collective responsibility. Parental involvement plays an important role to cognitive and social development of a child, the involvement which is much appreciated in enhancing their child’s education excellence at school. Barriers to parental involvement in children’s education can come from the family as well as the school. The environment that prevails in a family plays a vital role in this aspect.

Traditionally the task of home making are assigned to women and the role of bread winner, holder of power and authority and status giver are assigned to men. But times have changed. Their entry into the labour market is dictated by family considerations and sometimes results in familial problems. Mothers have the great responsibility to contribute much for the development of the child in each dimension – physical, social, emotional, intellectual etc. so that the child may develop into a fully potential individual later. The high priorities of children’s formal education and obtaining prestigious professions strongly mediate women’s daily lives. As employed women cannot spare time for all the needs of all the family members at all times, their children, husband and others should assume a greater sense of responsibility. However, employed women should be ready to acknowledge their involvement in their children’s education. And therefore they should be conscious about their emotional maturity, marital adjustment and modernity which influence the academic achievement of their children to a great extent. This would be conducive to the educational progress of the children which, in turn, leads to the progress of the society and hence, the country as a whole.