CHAPTER – I
INTRODUCTION AND CONCEPTUAL FRAMEWORK

1.1: INTRODUCTION
A. EMPLOYED WOMEN

Women are the expressions of God’s creativity and personification of creative power. As a companion and wife of her husband, a mother to her children, she holds a psycho-emotional and social status within the four walls of the home. She is an economic unit in herself. The whole social fabric moves around the central figure – that is the woman.

The happiness, prosperity and well-being of the members of the family revolve around her and it is stressed by the proverb “Men build houses; women make homes”. A good woman is a dutiful wife to her husband: she is a loving mother to her children.

Today the educated women in India have to play a double role at home and outside. She is indirectly responsible for the Nation’s progress and development. One of the striking features in post- independent India is the phenomenal increase in the number of employed women among the middle class. Developmental activities and welfare work have also brought about a noticeable expansion of various professions. Along with these macro changes, there have been attitudinal changes, resulting in less resistance to women going out to work. Of course, acceptance is not without conditions. Entry into employment is determined by whether the job has social prestige; whether it is below that of the husband; whether it would involve mixing with men; whether it coincides with children’s needs etc.

In the rural areas, the average monthly income of families is less than half of those in urban areas. This situation has led them to organize themselves in order to obtain better standard of living. To achieve this women have to provide financial assistance. This has modernized work relations as well as gender relations. Involvement of women in public life is an element that transforms the status of women, as well as family relationships, the socialization of children and the organization and division of work. This implies the mobilization of women, their participation in public life and in activities outside the family circle, as well as a certain abandonment of domestic chores.
Recently, more and more women have been contributing financially to the family, just like men, and contributing to the education of their sons and daughters. Studies show that the gains obtained by women through credit or in jobs benefit their children to a great extent: access to better health, school education, clothing and other benefits. But for the adequate development of the child’s emotional life the child must feel more secure. The amount of affection given to the child during the early years of life seems to be related to the kinds of relationship which he can eventually form with other individuals. The mother plays a fundamental role in this connection. A ‘primary affection hunger’ is often spoken of to stress the child’s need of mother-love and other emotions contained in the mother-child relationship (Kundu, C.L, and Tutoo, D.N, 2006, P.109-110).

Employment doesn’t mean autonomy or authority. It does not mean liberation from domestic responsibilities. The strains of attending to dual role have been clearly brought out in many sociological studies. Research done by Goldfarb, W and Renee Spitz (1945) indicate that children institutionalized during infancy, who do not experience consistent ‘mothering’, become apathetic and socially unresponsive. Thus many studies reveal that one of the consequences of the dual burden and the priority of family responsibility has been influencing the achievement of their children.

B. EMOTIONAL MATURITY OF EMPLOYED WOMEN

The word ‘emotion’ is derived from the French word émouvoir, which means ‘agitation of the mind’. This is based on the Latin word ‘emotus’, the participle to emovere, which means ‘to move’ or ‘to be put in motion’. Emotion is the complex psychophysiological experience of an individual’s state of mind as interacting with biochemical (internal) and environmental (external) influences. The word ‘emotion’ is used in psychology to describe a state of excitement in the organism (Sandstrom, C.I., 1966, P. 149). According to Woodworth, R.S.,1945 “Emotion is a moved or stirred up state of an organism. It is a stirred up state of feeling that is the way it appears to the individual himself. It is a disturbed muscular and glandular activity that is the way it appears to an external observer” (Aggarwal, J.C, 1994, P.115). In spite of the pressure of environment and in spite of his own efforts, man is, throughout his whole life, the ‘victim of his feelings’. No aspect of a person’s mental life is more important to the quality and meaning of his existence than emotions. They are what make life worth living or sometimes ending.
Emotional maturity is the ability to assess a relationship or situation and to act according to what is best for oneself and for the other person in the relationship. “Emotional maturity, is not a state in which all problems are solved but, instead, is a continual process of clarification and evaluation, an attempt to integrate feeling, thinking and behaviour” (Jersild, A.T, 1954, P. 861-62). In the process of living, the emotionally matured person carries out the developmental task for his or her level of life and develops an ever-increasing number of abilities and skills for coping with the present and the future.

In this modern age, women especially employed women are facing difficulties in life, because the role of employed women is multidimensional. These difficulties gives rise to many psycho-somatic problems such as anxiety, tension, frustration and emotional upset in day to day life.

Women who are the shock absorbers have the capacity to withstand a reasonable amount of frustration and have the ability to revise her expectations regarding the demands of situations. She has the capacity to make effective adjustment with the members of her family. But emotional maturity means not merely the capacity for such attitude and functioning but also the ability to enjoy them fully.

According to Berbard H.Williams (1973) following are the criteria of matured emotional behaviour:

- Inhibition of direct expression of negative emotions.
- Cultivation of positive, up building emotions.
- Development of higher tolerance for disagreeable circumstances.
- Increasing satisfaction from socially approved responses.
- Increasing dependence of actions.
- Ability to make the choice and not bothered about other choices.
- Freedom from unreasonable fear.
- Understanding an action in accordance with limitations.
- Awareness of the ability and achievement of others.
- Ability to err without feeling disgraced.
- Ability to delay the gratification of impulses.
- Enjoyment in daily living.
Emotional maturity is not merely resolving all conditions that arouse anxiety and hostility but it is continuously in process of seeing oneself in clearer perspective, continually involved in a struggle to gain healthy integration of feeling, thinking and action.

Women’s education and employment reflects in skills including communication that improve conjugal relationship and family functioning. Women take up jobs necessitated by economic and psychological factors. This has resulted in structural changes in the family organization. Being a working spouse or parent involves the performance of multiple roles of worker, parent and spouse. These roles are interdependent in terms of time, energy and commitment required for their adequate performance. So, it results in role strain for the women and ultimately leads to their decreased psychological well-being and introduces a source of strain in the family mechanisms of balance. Hence, at a particular stage there is a fall in the emotional maturity which is the root cause for problems in the family life which seriously affect the academic achievement of their children.

C. MARITAL ADJUSTMENT OF EMPLOYED WOMEN

The relationship which becomes established among the biological heritage or organism, the environment, and the personality is adjustment (Shaffer, L.F., 1956). In simple words, adjustment is an all-inclusive term meaning relationship between an individual and his environment through which his needs are satisfied in accordance with social demands (Kundu, C.L, and Tutoo, D.N, 1998, P.529). The search for adjustment is not a novel one. Mankind has sought and still seeks ways of improving adjustment and enriching life.

Marital adjustment is the state in which there is an over all feeling in husband and wife of happiness and satisfaction with their marriage and with each other.

The Bible says, “…to avoid fornication, let every man have his own wife, and let every woman have her own husband… for it is better to marry than to burn.”(The Bible, I Corinthians 7:2-9). A similar view is shared by Hinduism and Islam. Marriage is a mere social obligation, since its main purpose is the performance of dharma as the perpetuation of family, as well as the continuation of the species, through progeny, as cited by Mabel Fonseca.
One of the most important relationships between a man and woman is marriage. It involves emotional and legal commitment that is quite important in any adult life. Marriage is a commitment with love and responsibility for peace, happiness and development of strong family relationships.

Marriage is a proof of willingness to accept life fully. It shows a readiness to accept responsibility, though the individual does not always prove mature enough to stand up to it. Marriage and family are interwoven parts of total process. In this regard therefore one takes into consideration not only the unity of the interacting personalities in marriage but takes into consideration the whole family unit in its totality, as each individual within the family is a contributory force to its happiness.

The term marital adjustment means the adjustment between the husband and wife – the adjustment to lead a happy married life. The adjustment is not confined to a single aspect. It includes biological, physical and emotional adjustment (Fred McKinney, 1949).

According to Dr. Propence, one of the four causes for failure in marriage is mental, physical and emotional abnormalities, cited by Karen Horney (1967). The success in marital adjustment lies in the ability to conceal the worst and reveal the best. Most of the successful marriages can be interpreted as successful compromises, where woman is always the willing loser.

All the marriages are aimed at happiness in one or another way. Most couples marry filled up with expectations. Some of the expectations will be realistic while others unrealistic. This is due to the complex nature of marriage and each individual is as complex as a universe. Marital adjustment calls for maturity that accepts and understands growth and development in the spouse.

Employed women are in a dilemma as to whether their employment is a bane or blessing, since their job occasionally becomes an obstacle to their happy married life, whereas the husband maintains his old life routine with no thought or expectation of changing it to suit his wife’s wishes. Women are subjected to change in roles which are dynamic. One partner expects much more of the other and if he or she fails to keep up with changing expectations and new roles, it does not always make for the desired compatibility in marriage, as noted by Mabel Fonseca.
Marital adjustment is one of the factors that shape the destiny of the children. Even the discipline in the parental home has been found related to later marital happiness. It appears that firm but not harsh discipline is more conducive to happy marriages than either exceedingly strict standards or extreme freedom in which the child has its own way. The absence of punishment rather than the use of severe or frequent punishment is conducive to later happiness in marriage (Terman, L.M, 1938, P. 143). Despite the vast growth of women’s education and career, she is ready to sacrifice herself for the sake of her family especially for the sake of her children.

D. MODERNITY OF EMPLOYED WOMEN

The word ‘modern’ is derived from the Latin word modernus. This is based on the root Latin word modo which means “just now”. Modernity is aimed towards a progressive force promising to liberate humankind from ignorance and irrationality. Modernity is simply the sense or the idea that the present is discontinuous with the past, which through a process of social and cultural change of life in the present is fundamentally different from life in the past. Modernization, according to Hautsky (1962), is a “process in which a society becomes modern”, (Rathi, R.N., 2003, P. 58).

According to Lucian Pye (1972) “Modernization is the process of profound change in which tradition-bound villages or tribal-based societies are compelled to respond to the pressures and demands of the modern industrialization and urban-centred world. The process might also be called westernization or simply advancement and progress." (Rathi, R.N.,2003, P. 58). Modernization, thus, implies fundamental reshaping of the whole social set-up of a society. That is the reason why it is also described as a processed social change (Atlas, S.H., 1970).

Mankind is always transforming, moving progressively in a direction that modernizes socio-religious, cultural, economic and geo-political aspects. Modernity as a whole is a reactive force – a reaction of comparisons and contractions to that which existed before. Some institutions and values of society are carried through modernistic changes, often those notions thought to be progressive and valuable to the new transitional society.
The “crisis of modernity” is the sense that modernity is a problem, that traditional ways of life have been replaced with uncontrollable change and unmanageable alternatives. The crisis itself is merely the sense that the present is a transitional point not focused on a clear goal in the future but simply changing through forces outside people’s control, as cited by Richard Hooker.

People experience modernity as a proliferation of alternatives either with regard to lifestyle or historical possibilities; future directed behavior tends to accelerate the proliferation of alternatives. In modern cultures, the future opens up a vast field of historical and lifestyle choices. This proliferation of alternatives is a source of great anxiety and has become unmanageable. Modernity has created a world view that is primarily abstract.

Modern cultures still repeat ways of thinking in the past – in fact, the bulk of modern culture is based on traditional ways of thinking repeated relatively unchanged – yet modern cultures tend to view these ways of thinking as innovations.

Modernity – the sense that the present is discontinuous with the past, is an illusion – and this illusion creates modernity itself. What has changed is social memory; people have disconnected most of their practices and ideas from their collective memory of their origins and meaning.

Women who live in cities seem to have reached a different status. However, the disparity between rural and urban areas is very evident: some regions reach the standard of living of developed countries, while others are below the average of developing countries. Modernity has influenced the mode of life of human beings especially, employed women to a great extent. It affects their emotional maturity and marital adjustment which in turn influence the academic achievement of their children.

E. EDUCATION

“A perfect education is one which trains up every human being to fit into the place he or she is to occupy in the social hierarchy, but without, in the process, destroying his or her individuality” (Aldous Huxley, 1928, P. 136).
The concept of education is like a diamond which appears to be of a different colour when seen from a different angle. Some great educators have defined education as development of the whole man, creation of a sound mind in a sound body, building of the powers of the human mind and spirit, increasing social efficiency, dispelling error and discovering truth, preparing for complete living. In a nutshell education can be defined as the complete development of individuality.

Education facilitates an increase in knowledge and widens the mental horizon of individuals. That is, it brings about changes in the attitudes and values of individuals about every realm of life and develops in them desire to improve through introspection. According to the level of educational qualification the individuals occupy certain status in the society. It is an indirect means for a contented life. Although education is made compulsory (primary level) in some areas, most of the children’s dreams do not come true. Apart from various factors which affect education, an important factor is the home environment.

It is the duty of the parents to provide educational opportunities to their children. Their duty does not end at this point alone. The parents should take the responsibility to provide educational facilities not only financially but also by providing moral support in terms of worry and tension free life to their children. The destiny of the children is in the hands of their parents. The atmosphere of love and security prevailing in the home makes the educational endeavour of children successful.

F. ACHIEVEMENT

The term ‘achievement’ is a general term for the successful attainment of some goal requiring a certain effect. Achievement means one’s learning attainments, accomplishments, proficiencies etc. According to Denis Baron and Harold W. Bernard, the concept of achievement involves the interaction of three factors namely, aptitude for learning, readiness for learning and opportunity for learning (Anice James, 2007, P. 300). Achievement in education precisely speaking implies one’s knowledge, understanding or skills in a specified subject or a group of subjects.
The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. The whole system of education revolves round the academic achievement of students. In the present socio-economic and cultural contexts academic achievement is the primary concern of all types of educational endeavours. Particularly at the secondary school stage, great emphasis is laid on achievement, right from the beginning of formal education (Noorjehan N. Ganihar, Wajiha A.M, 2009, P. 25).

Achievement means the academic status of children in different school subjects at any particular time. Achievement tests attempt to measure the knowledge and skills a person has acquired in a given area. A good achievement test will also measure the degree to which he understands and applies this knowledge and will assess his / her ability or readiness to begin more advanced learning (William, C. More and Max G. Wing, 1968, P. 400).

A lot of time and effort of the schools is used for helping students to do better in their scholastic achievement. Parents desire that their children should climb the ladder of performance to as high a level as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, schools and, in general educational system itself (Buch, M.B, IV survey, vol. I, P. 807). Although there are various factors that influence the academic achievement of the students, the home conditions influence the scholastic achievement of children very much. These home conditions, which are generally nomenclatured as the Socio-Economic Status (SES), may be further, subdivided as father’s occupation, mother’s education, family income, and so on.

Apart from these, parental attitudes also influence the academic achievement of their children. Parental involvement in children’s education is seemed to be one of the most important on going discussion in the field of education. Parent’s role and responsibility are extremely important to fulfill the development of a child. To be more specific, a child benefits when parents show a great involvement in his or her education; and when the parents have every confidence in helping their child to be successful in school. The students need someone to illuminate their path or assist them in the process of learning desired knowledge of skills. The concept of self study can be regarded as effective techniques in developing the good study habits. But still
they need some assistance from their parents to some extent. The academic achievement depends upon the encouragement and interest shown by the parents to their children. Especially mothers play a vital role in shaping the academic talents of their children. Havighurst, R.T. and Taba, H (1949) say, “Mothers who have a higher education are especially prone to encourage their children to aspire high educationally”.

G. WOMEN AS EDUCATORS IN THE FAMILY

No nation can progress without education and enlightened citizens. The family continues to be the fundamental nucleus of society. One of the principal roles of the family is to transmit values and attitudes to sons and daughters, with the aim of preserving the customs and habits of the group to which they belong and where they will often spend the rest of their lives. Therefore, the family as a social institution ensures that children follow the behavioral guidelines and observe the ethical and moral standards that have guided previous generations. However, this formerly clear situation has drastically altered throughout the twentieth century as societies all over the world have become more complex.

“Educating a man means, educating an individual but educating a woman means, educating the whole family”.

- Jawaharlal Nehru.

“If education has to be limited to men or to women, it should be given to women, for then it would more surely be passed on to next generation”.


These words emphasize the fact that woman plays an important role in educating the members of her family. Her constant support and encouragement will bring about progress in the family.

Traditionally, women have been given the role of educators in the family, with the great responsibility of raising human beings with values and attitudes that help them in their individual and social lives. People consider women’s place is principally in the home, where their tasks are limited to bringing up children and carrying out domestic chores. Therefore, their success in life completely depends on the efficiency with which they play their role as wives and mothers.
Women have gradually found their voice in their families, communities and even in public circles. They have thus become catalysts of social transformation, not more important than men, but rather with the same dignity and nature. The idea of women as educators, should permeate society. Cultural identity and family values are largely passed on to new generations by women. Many of the countries still believe that a woman’s place is in the home and tend to restrict their activities to motherhood and household work. The building of modern open societies cannot only be the province of governments or international agencies, but rather has to be accompanied by society as a whole, thanks to the values transmitted by the family especially the women (Rao, D.B., Pushpalata, D., Harshita, D., 2003).

A research on parent-child area supports the belief that there is a direct relationship between parent variables and child’s behaviour and personality. A popular view is that mothers’ employment reduces the time of contact between mother and the child. This, in turn, may affect the personality development and adjustment among the children. The existing theoretical construct and empirical studies on the effect of mothers’ employment reveals both positive and negative effects on the academic achievement of children. (Sridevi, K.V. and Beena, P.J., 2008, P. 43). But one cannot deny the fact that mothers are determining the educational achievement of their children directly or indirectly.

1.2: BACKGROUND OF THE STUDY

The researcher has critically reviewed a few studies related to the topic and has classified them into Indian studies and studies abroad.

Tiwari.G.P. (1970) conducted a study on the Family Dynamics of Dropouts at the Primary Level and found that husband and wife showed greater mutual possession, love and trust in non-dropout families. Also he found that mothers and fathers in the non-dropout families provided more of trust, love and submission towards their own children.

Nair.S.R. (1971) conducted a study on the Socio-Economic Status and Family Pattern of Graduate Teachers of Trichur District. His objective was to find out the socio-economic and professional status of the teachers along with an analysis of the
family patterns. He found that out of the total 68.7 percent of the teachers expressed their preference for individual family, for the reasons of freedom, self-sufficiency and to bring up children according to their liking.

Gaikwad, J.M (1988) investigated the Personality Traits of Elementary School Children in Relation to their Mother’s Marital Adjustment and Child-Rearing Practices. He found that emotional instability was more among children coming from families where marital adjustment was poor. Also he found that the well-adjusted mothers were found using healthy child-rearing practices.

Gulati, Shalu (1995) analyzed Parent Adolescent Communication as related to Family Satisfaction and Marital Adjustment. It was found that there was a significant positive relationship among family satisfaction, marital adjustment and parent adolescent communication.

Verghese (1977) explored Modernization and Alienation and their Empirical Structure and Relationship with Education. The correlational analysis revealed that there was significant relationship between modernization and education. Alienation from family was found to be prominent at the lower levels of education but declined in prominence at subsequent, higher levels of education. Region was associated only with alienation. Caste was found to be associated with modernity.

Ramana, P.V.L. (1985) investigated the Modernist Orientation and Role Performance of lady teachers of Visakhapatnam Municipal Schools. The investigation revealed that the respondents’ age, teaching experience, monthly income and religiosity made no significant contribution to the variations in the modernity of the respondents. Religion had a positive effect on modernity. It further revealed that married teachers were more modern than the unmarried.

Sultana.S. (1988) conducted a study on School Achievement among Adolescent Children with Working and Non-Working Mothers. She found that there was a significant difference in achievement in Mathematics among children of working and non-working mothers. The children of non-working mothers achieved more than those of working mothers.
Sarkar.U. (1983) examined the Contribution of some Home Factors on Children’s Scholastic Achievement. He found that the home variables such as educational environment, income, spatial environment, social background, provision of facilities and parent – child relationship, showed a significant difference between the high achievers and low achievers.

Shapiro, Amy Michelle (2001) analyzed Partner Discrepancies in Communication Style and in Emotional Expressiveness as Predicators of Marital Dissatisfaction. The study revealed that the combined effect of discrepancy in communication style and emotional expressiveness was expected to be the strongest predictor of marital satisfaction.

Mirgain, Shilagh, A(2003) studied The Emotional Life of Marriages: An Investigation of Emotional Skillfulness and its effects on Marital Satisfaction and Intimacy. The study revealed that emotional skillfulness was found to be positively associated with marital satisfaction and intimacy. Further, the association between emotional skillfulness and marital satisfaction was mediated by intimate safety for both husbands and wives.

Graham and Mary Alma (2003) examined the Relationship between Marital Conflict Characteristics, Children’s Social Problem Solving Ability and Child Adjustment. Their findings support the notion that child social problem-solving mediates the relationship between marital conflict and child adjustment.

Ruffin, George Lee (1993) studied the Marital Satisfaction of Husbands and Wives with similarities and differences in Income. The study revealed that husbands of employed wives share more of the housework and child care per week than husbands with unemployed wives. Wives who reported high work commitment also reported high marital satisfaction, as compared to non-working wives.

Michael Armer and Robert Youtz (1971) analyzed Formal Education and Individual Modernity in an African Society. Cross-tabular analysis provided evidence of clear and consistent educational influence on modern value orientations which were largely independent of selectivity factors and alternative modernizing forces. The effects were found to be quite uniform across different categories of youth, but variable across different value orientations. There was also limited evidence that school curriculum may be more important than organizational aspects of schools in shaping modern perspectives.
Xing–gui Zhang et.al. (2003) conducted a Comparative Research on Individual Modernity of Adolescents between Town and Countryside in China. The students from town were more modern than those from the countryside. The males were more traditional than the females. With the rising educational level, the students’ traditionality will decrease and modernity will increase.

Robin Shaw, B. (2000) investigated the Relationship of Academic Performance to Depression and Perceived Home Environment among Gifted High School Students. The study revealed that depression and perceived family environment were related to academic performance and that family environment appears to moderate the effects of depression on academic performance. Family cohesion had the highest correlation with grade point average (GPA).

Tiffany Oliphant Jackson (2007) conducted an Analysis of the Factors that influence Achievement among African–American Students. The study revealed that parental involvement was the key factor in influencing academic achievement. More African-American educators were needed to act as role models, and teacher’s attitudes affected achievements.

1.3: SIGNIFICANCE OF THE STUDY

An ancient Sanskrit saying says, “A woman in a home is the basis of society”. The home is the child’s first school and the instruction and experiences the child receives remain ever lasting in the child’s mind. A child gets his first education from his mother. The child’s first education basically shows him the direction in which he would be going in future. Therefore, a mother can give birth to a child who would uphold our country’s culture. It would make our society more dynamic.

Patterns which were once well adapted to the type of society known in the past have changed so as to have become more modernized. The nature and outlook of the family have also changed due to various external forces resulting in new social status and the economic independence which women now enjoy. The role of the economically independent women has acquired a new dimension. The reorientation of a woman’s role, her aspirations and outlook have led inevitably to changing ideas in the upbringing of her children.
Increased complexities in the present social setting emphasize family relationships, a challenging pattern and bring into play new forces, which invite intensive research. This adjustment is by no means static, it is a dynamic process; marital adjustment is thus so varied and many-sided that it must be considered in several perspectives to be appreciated and understood.

The bulk of marital discard and frustration are produced by very specific conflicts of interests, which cannot be attributed all the while to definite weakness of either person. At times both partners at first may be well adjusted to life in general, but may later develop maladjustment to each other, emanating from personal reasons and personal conflict or external sources rupturing the personal adjustments which then spread to wider spheres.

Marriage is a self-sustaining and self-perpetuating relationship; and its success depends largely on its ingredients. These ingredients consist largely of the personalities of the spouses and their respective role expectations. Marriage is not only an erotic harmony of union but also of many sided ever-developing non-erotic functions of affection, a community of traits, and feelings of interests, a life in common, a probability of shared parenthood and often an economic union.

The institution of human marriage from times immemorial has been a subject of critical investigation due to its close intimate relation to human happiness. The study on marital adjustment level of educated couples may be guidance to those who lack adjustment in their family life.

Whether the husband or wife has a significant role in bringing up their children is not a problem at all but both should pay proper attention to bring up their children. For that husband and wife should understand each other and should give respect to each other's attitude. Since parents are the first teachers, they play an important role in moulding their children's personality and their future.
Marital happiness is an essential one because the children brought up in a happy family atmosphere will have positive attitude towards themselves and the society. Future world is in the hands of the youth today. Therefore this study may perhaps help the parents to establish a happy family environment for their children and also help them to lead a contented and peaceful life now and then.

"A woman has to bring up her children; and that means to restrain them, to buy them things they want, to set them tasks, to punish them when they do wrong, to do all the unpleasant things. And the father, who has nothing but to do pet them and spoil them, comes in when all her work is done and steals their affection from her" (Bernard Shaw, 1971, Pg. 93-94). It shows that women play the key role in moulding their children's personality and future. Employed women are in a dilemma as to whether their employment is a blessing or not. Since their job occasionally becomes an obstacle to be a responsible mother, it indirectly affects the academic achievement of their children.

Family life has been declared as having both positive and negative effects on a student's academic success depending on the atmosphere at home. The home atmosphere is determined by the women of the family. In the case of employed women the home atmosphere is somewhat complex due to the varied roles played by her. Instead of just being a housewife and mother, she has become a companion to her husband and even a bread winner in the family. Thus she uplifts her family to achieve high economic status.

Even though the child is economically safe and is intelligent enough to achieve higher level in his education, no one can deny that the unhappy family background is an obstacle to the progress towards high academic achievement. The present investigation would really help the working women to improve the academic achievement of their children. It will enrich their life and make them give their fresh and selfless minds for the upliftment of the nation.
1.4: 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 for her children and also sometimes she has to undergo some marital conflicts due to her employment. It directly affects the children psychologically. She has to take the responsibility of providing educational facilities not only financially but also by providing moral support in terms of worry and stress free life to her children, by getting rid of marital conflicts.

An employed mother has to overcome marital conflicts often through successful compromises, where she is always the willing loser. If she can't be a successful compromiser, in spite of her emotional maturity and modern outlook then she would be an obstacle to the marital happiness. Marital happiness is an essential one because the children brought up in 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 study how far the academic achievement of children is influenced by marital adjustment, emotional maturity and modernity of employed women.

1.5: STATEMENT OF THE TOPIC

“EFFECT OF EMOTIONAL MATURITY, MARITAL ADJUSTMENT AND MODERNITY OF EMPLOYED WOMEN ON ACADEMIC ACHIEVEMENT OF THEIR CHILDREN”.

1.6: DEFINITION OF OPERATIONAL TERMS

ADJUSTMENT

Adjustment is a continual process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment.
Here the investigator means both the psychological and physiological processes which give a person the ability to bring about desirable changes in the state of his environment.

EMOTIONAL MATURITY

Emotional Maturity is a process by which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personally.

Here the investigator means the ability to display the emotions in an appropriate degree with reasonable control.

MARITAL ADJUSTMENT

Marital Adjustment is the adjustment which occurs in the married life of spouses.

Here the investigator means the understanding between the husband and wife (or spouses/couples).

MODERNITY

Modernity is simply the sense or the idea that the present is discontinuous with the past that through a process of social and cultural changes (either through improvement, that is, progress, or through decline) life in the present is fundamentally different from life in the past.

Here the investigator means the change in lifestyle and is a behaviour which tends to accelerate the changes or alternatives.

EMPLOYED WOMEN

Employed women are women who are kept occupied in regular trade or profession for wages or salary.

Here the investigator means the women who are engaged in one's work.
ACADEMIC ACHIEVEMENT

It refers to the attainment or accomplishment of an individual after a period of training or learning.

Here the investigator means those marks obtained by the students in the academic year.

1.7: 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 unstability, 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 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. 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.

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 educational qualification.
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 various levels of occupation.

18.3. 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 various levels of monthly income.

18.4. 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.

22.1. 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.

22.2. 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.

27. 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.

1.8: 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.

1.9: 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 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. 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 unstability, 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 unstability, 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.

1.10: POPULATION

“A population is any group of individuals that have one or more characteristics in common that are of interest to the researches.” (John W. Best, 1986, P.11).

The population of the present study consists of students of IX Standard and their mothers who are employed in Kanyakumari District.

1.11: SAMPLE

In any research, the study of the total population is not possible due to limited time, cost and other factors. So sampling is an important process in research.

A random sample of 585 students of IX Standard and their employed mothers (585) in Kanyakumari district are selected for the present investigation.
1.12: DELIMITATIONS

Delimitations are the boundaries of the study. The present study has the following delimitations:

1. The study is restricted only to limited number of schools in Kanyakumari District.

2. The study is limited only to employed mothers of IX Standard students studying in the schools of Kanyakumari District in Tamil Nadu.

3. The study is restricted only to limited number of occupations of employed women of Kanyakumari District.

4. Academic achievement was only measured with the help of the marks obtained in all the subjects in IX Standard half-yearly examination.