CHAPTER V

SUMMARY AND CONCLUSIONS
CHAPTER-V
SUMMARY AND CONCLUSIONS

In the preceding chapters, introduction to the study, review of related literature, method of study, analysis and interpretation of results were discussed. In the present chapter the summary and conclusions of the study are presented to provide background of the findings, design and procedure of the study along with conclusions and suggestions for further research have been presented in the following paragraphs.

INTRODUCTION

Children are the supreme asset of the nation and the huge human resource need to be developed and nurtured properly for the country’s progress. They can develop into productive assets if conducive and congenial atmosphere is assured to them. Early childhood period is crucial in the growth and development of an individual. The foundation of their proper physical, mental social and psychological developments are laid in early childhood.

EARLY CHILDHOOD CARE AND EDUCATION

Early childhood, the period from two to six years of age is considered important as well as crucial in one’s life. It has a far reaching impact on later growth and development of a child and therefore has an important role in making of a person.

Growth proceeds at a slow rate. But early childhood period is ideal for learning new skills. The child enjoys repetition. He is adventurous. Speech skills are developed during this period. The ability to comprehend develops. Although the common conception is that the child during this period is incapable of learning.
Piaget believes that he quickly learns to distinguish among various features of the immediate environment and modifies his behaviour according to its demands.

During this period the child reaches the stage of extremely rapid development of spoken language. He masters much of his native language. It is interesting to note that all children learn their native language without much of formal instruction. The child develops ego-centricism and thinks that everyone thinks the same way he docs, that everyone thinks the same thing as he does. That is, quite logical. That every thing he thinks is 'right'. However, ego-centricism gradually diminishes through the child's interaction with others, particularly with his peers and friends.

There has been a global consensus that children successful transition from early stimulating centers to primary education is particularly important because children's performance and behaviour in the first few years of school substantially affects subsequent achievements transistorizes. After all there has been interdependence of various sub sectors of education (Tilak-2004). It is a matter of ground reality that either early childhood education providers are least concerned on this matter or if concerned, they make the early education activities as down ward extension of primary schooling irrespective of age specific and contextually sensitive pedagogical considerations. They do not further organize various stimuli and interventional strategies keeping the onus of the mind on adjustment of these entrants in new physical settings, larger class size, and comparatively structured academic inputs and formulized core process practiced in primary schooling system. This unwanted wider gap between two root streams might perhaps not only acts as strongest reason for prevalence of high drop out phenomenon in first few years of primary schooling against nearly universal enrolment rate but also of producing unprepared slate of school readiness skills (Pandey-2004).
The National Policy on Education, 1986 “specially emphasizes investment in the development of the young child, particularly children from sections of the population in which first generation learners predominate.” Recognising the holistic nature of the child development viz. nutrition, health and social, mental, physical, moral and emotional development. Early Childhood Care and Education (ECCE) has been given high priority and would be suitably integrated with the Integrated Child Development Services Programme, wherever possible. This would also be provided as a support service for universalisation of primary education and the local community would be fully involved in these programmes. It has been rightly said, "A full integration of child care and pre-primary education will be brought about, both as a feeder and strengthening factor for primary education and for human resource development in general." The Revised NPE, 1992 has also reiterated the postulates and provisions of the NPE, 1986 on ECCE.

Realising the crucial importance of rapid physical and mental growth during early childhood, a number of programmes of ECCE were started particularly after the National Policy for children (1974). The existing ECCE programmes include:

(i) ICDS.
(ii) Scheme of assistance to voluntary organisations for conducting Early Childhood Education (ECE) centres.
(iii) Balwadis and day-care centres run by voluntary agencies with Governments' assistance.
(iv) Pre-primary schools run by the State Governments, Municipal corporations and other governmental and non-government agencies.
Maternal and child health services through primary health centres and sub-centres and other agencies.

Sarv Shiksha Abhiyan

SCHEDULE CASTES IN INDIA

Population of scheduled castes in India as per 1991 Census was 138.8 millions. They constitute about 17 per cent of the total population of the country. One out of every 6 persons in India belongs to one or other scheduled caste.

When India became independent, it committed itself to securing a social order based on social justice and equality. The Constitution of free India, promulgated in 1950, is unequivocal is securing equality for all the groups of population. The Constitution contains several provisions that aim to abolish all forms of discrimination and put these groups at par with others. Articles 14, 15 and 16, under Part III entitled Fundamental Rights, are unequivocal with regard to giving equality to all irrespective of religion, race, caste, sex, place of birth or any of them. Article 17 envisaged untouchability to be abolished and its practice was declared a penal offence by the Untouchability Offence Act, 1955.

To ensure that the scheduled castes (SC) fully benefit from the fundamental rights, article 46 of the Constitution directs the state under the Directive Principles of State Policy: ‘To promote with special care the educational and economic interest of the weaker section and in particular of the scheduled castes and the scheduled tribes, and to protect them from social injustice and all forms of exploitation. The special status which was conferred on SC initially for a period of 10 years has since been continued.

The females of schedule caste are not too much educated for the early child hood care and education of their wards. They are still living in certain phobias of
insecurity, unworthiness and self-pity. The condition is worse in rural areas than the urban areas.

WORKING AND NON-WORKING MOTHERS

Indian society is extremely complex and its social and economic structure is significantly different from that in the western industrial society. In India, majority belongs to middle class whose living standards are rapidly changing with time. Role of Indian women is no longer confined to the four walls of the house. The old prejudices, traditions and customs, which were conceived to degrade women, are being given up.

Non-working mothers are those women who remain confined to the domestic sphere and manage all the household chores including child-rearing. To be a good homemaker, such a mother needs to be proficient in domestic chores. House-keeping and bringing up children are her first priority and full-time job.

The term working mothers refers to those mothers who are employed on full time basis and stay away from their homes for a fixed number of hours. They include teachers, doctors, nurses, bank employees, clerks etc. Working mothers are those women who besides performing their domestic roles, work outside home for a wage or salary in order to realize their potentialities and thus creating a meaning for themselves and achieving self-reliance. Besides this, the factor of economic compulsions is also very important in this regard. As the cost of living is very high, a single man cannot pull alone the requirement of family. So, woman has to share the responsibility of her husband so that they both can impart proper education and meet the other basic requirements of their children. A working woman thus has to cope up with a tight schedule of duties, official as well as domestic. The demands on her time and nerves are constant and consistent. The
working mothers, therefore, can afford less time for their children as compared to non-working mothers.

**EMOTIONAL MATURITY**

Emotional maturity is regarded as an outcome of healthy emotional development. It should be regarded as relative, not final or absolute. The process of maturing emotionally is never complete. Emotional maturity is a stage which is achieved after long period and it is very essential in human life. It is the acquisition of adaptive behaviour that reduces minimizes escapes and avoids emotional disturbances in an individual. A person is emotionally stable when his responses to a situation are:

a) appropriate to the demand of situation
b) appropriate to the degree of development

A person will be called emotionally mature when he is able to tell proper emotion in a proper situation and express it in proper quality.

According to **Merriam Webster's Collegiate dictionary (2000)** Maturity is the quality state of being mature, fully developed.

Thus maturity is based upon growth, so the word signifies the end of the growth. It is said that a person is matured when he stops growing.

**Plutchile (2002)** An emotion in a patterned bodily reaction of either protection, destruction, reproduction, deprivation, incorporation, rejection, exploration or orientation or some combination of these which is brought about by a stimulus.

It is generally said that emotional maturity is related to mental health, positive attitude and high standard of achievement in the field of education, there
is a need to develop healthy emotions right from the beginning through home and then through secondary school environment. Lack of Emotional Maturity can greatly damage the emerging unity of the personalities of growing individuals. Emotional Maturity appears to be one of the fundamental requisites, which go to pronounce one's mark as a successful teacher.

SOCIAL MATURITY

Social maturity is a sort of ‘Psychological Weaning’, with no clear cut ages defined. It is indicated by such behaviour as self-reliance, absence of prejudice, and being able to amuse oneself.

Social Maturity is an indication of good social adjustment. It has been defined as an indication of willingness and ability to orient oneself and various activities and customs of the group, to make a proportionate contribution to the work done, to take suitable part in social exchange, to assume a reasonable amount of responsibility and to adjust oneself to the inevitable limitations and restrictions of the community life without waste of energy and loss of satisfaction (Long, 1949).

Raj, M. (1996) defines social maturity as a level of social skills and awareness that an individual has achieved relative to particular norms related to an age group. It is a measure of the development competence of an individual with regard to interpersonal relations, behavioural appropriates, social problem solving and judgement.

Social maturity implies on the one hand well-developed social awareness, deep and clear understanding of the social heritage and appreciation of the value of customs, manners and mores of the rules that govern social behaviour, of the rights of others, and of his own responsibilities as a member of a social group. He understands the full importance of the social organisation in which he lives, the
desirability of rules and laws to govern behaviour and the overall objectives and purposes of the social structure. Secondly, he develops patterns of behaviour, habits, attitudes, manners and skills which will help him to fit into group-living and contribute to the welfare of the group. These adjustments of behaviour patterns make for his social effectiveness and ensure social welfare and progress.

**SOCIO-ECONOMIC-STATUS**

Socio-economic status is an important variable in the planning of developmental programmes and in the researches in the field of sociology, educational psychology and community development. Dictionary meaning of the term socio-economic status is the condition of standing of a person. It connotes the entire social, environment that is provided to children.

Socio-economic status is the combination of two words, socio-and economic.

- Social status is the position of individual within the social relationships.
- Economic status refers to the financial conditions and facilities possessed by the parents.

Socio-economic status refers to social and economic standing. A person is assigned a position in the social class hierarchy more in terms of such factors as income, occupation, location of the home, ancestors, group membership and education. If a person's parents are highly educated and their occupation is of high level with large income and material possession is of superior quality, then the socio-economic status is indicated as high, otherwise he is of low socio-economic status.
STATEMENT OF THE PROBLEM

COMPARISON OF EARLY CHILDHOOD CARE AND EDUCATION PROVIDED BY WORKING AND NON-WORKING SCHEDULED CASTE MOTHERS.

OBJECTIVES OF THE STUDY

The study was conducted to attain following objectives:

1. To study the emotional maturity of students’ of working and non-working schedule caste mothers’.
2. To study the impact of rural and urban background of working and non-working schedule caste mothers’ on emotional maturity of students’.
3. To identify the difference between emotional maturity of students’ of working and non-working schedule caste mothers’.
4. To study the impact of socio-economic status of working and non-working schedule caste mothers’ on emotional maturity of students’.
5. To study the impact of parental attitude of working and non-working schedule caste mothers’ on emotional maturity of students’.
6. To study the social maturity of students’ of working and non-working schedule caste mothers’.
7. To study the impact of rural and urban background of working and non-working schedule caste mothers’ on social maturity of students’.
8. To identify the difference between social maturity of students’ of working and non-working schedule caste mothers’.
9. To study the impact of socio-economic status of working and non-working schedule caste mothers’ on social maturity of students’.
10. To study the impact of parental attitude of working and non-working schedule caste mothers’ on social maturity of students’.
HYPOTHESES OF THE STUDY

The study has been designed to study the following hypotheses:

H.1. There is no significant difference in the emotional maturity of students of schedule caste working and non-working mothers.

H.2. There is no significant difference in the emotional maturity of students of schedule caste working and non-working mothers of rural area.

H.3. There is no significant difference in the emotional maturity of students of schedule caste working and non-working mothers of urban area.

H.4. There is no significant difference in the emotional maturity of rural male students of schedule caste working and non-working mothers.

H.5. There is no significant difference in the emotional maturity of urban male students of schedule caste working and non-working mothers.

H.6. There is no significant difference in the emotional maturity of rural female students of schedule caste working and non-working mothers.

H.7. There is no significant difference in the emotional maturity of urban female students of schedule caste working and non-working mothers.

H.8. Students of schedule caste of working and non-working mothers will not be different on mean scores for emotional maturity.

H.9. There will be no significant difference in emotional maturity of students of mothers’ of high, average and low socio-economic status.

H.10. There will be no significant difference on the interaction effect of schedule caste working/non-working mothers’ and socio-economic-status on emotional maturity of students’.

H.11. The emotional maturity of students’ of high S.E.S. and average S.E.S. of schedule caste working mothers’ will not be different.
H.12. The emotional maturity of students of high S.E.S. and low S.E.S of schedule caste working mothers’ will not be different.

H.13. The emotional maturity of average S.E.S and low S.E.S of schedule caste working mothers’ will not be different.

H.14. The emotional maturity of students of high S.E.S and average S.E.S of schedule caste non-working mothers will not be different.

H.15. The emotional maturity of students of high S.E.S and low S.E.S of schedule caste non-working mothers will not be different.

H.16. The emotional maturity of students’ of average S.E.S and low S.E.S of schedule caste non-working mothers will not be different.

H.17. The emotional maturity of high S.E.S students of schedule caste working and non-working mothers will not be different.

H.18. The emotional maturity of average S.E.S students of schedule caste working and non-working mothers will not be different.

H.19. The emotional maturity of low S.E.S students of schedule caste working and non-working mothers will not be different.

H.20. Students’ of schedule caste working and non-working mothers will not be different on mean scores for emotional maturity.

H.21. There will be no significant difference on emotional maturity of students of schedule caste mothers’ of high, medium and low parental attitude of mothers’.

H.22. There will be no significant difference on the interaction effect of schedule caste mother’s working/non working and parental attitude of mothers’ on emotional maturity of students’.

H.23. The emotional maturity of students’ of high P.A. and medium P.A. of schedule caste working mothers’ will not be different.
H.24. The emotional maturity of students of high P.A. and low P.A. of schedule caste working mothers’ will not be different.

H.25. The emotional maturity of medium P.A. and low P.A. of schedule caste working mothers’ will not be different.

H.26. The emotional maturity of students of high P.A. and medium P.A. of schedule caste non-working mothers will not be different.

H.27. The emotional maturity of students of high P.A. and low P.A. of schedule caste non-working mothers will not be different.

H.28. The emotional maturity of students’ of medium P.A. and low P.A. of schedule caste non-working mothers will not be different.

H.29. The emotional maturity of high P.A. students of schedule caste working and non-working mothers will not be different.

H.30. The emotional maturity of medium P.A. students of schedule caste working and non-working mothers will not be different.

H.31. The emotional maturity of low P.A. students of schedule caste working and non-working mothers will not be different.

H.32. There is no significant difference in the social maturity of students of schedule caste working and non-working mothers.

H.33. There is no significant difference in the social maturity of students of schedule caste working and non-working mothers of rural area.

H.34. There is no significant difference in the social maturity of students of schedule caste working and non-working mothers of urban area.

H.35. There is no significant difference in the social maturity of rural male students of schedule caste working and non-working mothers.

H.36. There is no significant difference in the social maturity of urban male students of schedule caste working and non-working mothers.
H.37. There is no significant difference in the social maturity of schedule caste rural female students of working and non-working mothers.

H.38. There is no significant difference in the social maturity of schedule caste urban female students of working and non-working mothers.

H.39. Students’ of schedule caste working and non-working mothers will not be different on mean scores for social maturity was not accepted.

H.40. There will be no significant difference between social maturity of students of schedule caste mothers’ of high, average and low socio-economic status.

H.41. There will be no significant difference on the interaction effect of schedule caste mother’s working/non working and socio-economic-status on social maturity of students’.

H.42. The social maturity of students’ of high S.E.S. and average S.E.S. of schedule caste working mothers’ will not be different.

H.43. The social maturity of students of high S.E.S and low S.E.S of schedule caste working mothers’ will not be different.

H.44. The social maturity of average S.E.S and low S.E.S of schedule caste working mothers’ will not be different.

H.45. The social maturity of students of high S.E.S and average S.E.S.of schedule caste non-working mothers will not be different.

H.46. The social maturity of students of high S.E.S and low S.E.S of schedule caste non-working mothers will not be different.

H.47. The social maturity of students’ of average S.E.S and low S.E.S of schedule caste non-working mothers will not be different.

H.48. The social maturity of high S.E.S students of schedule caste working and non-working mothers will not be different.
H.49. The social maturity of average S.E.S students of schedule caste working and non-working mothers will not be different.

H.50. The social maturity of low S.E.S students of schedule caste working and non-working mothers will not be different.

H.51. Students’ of schedule caste working and non-working mothers will not be different on mean scores for social maturity.

H.52. There will be no significant difference between social maturity of students of schedule caste mothers’ of high, medium and low parental attitude of mothers’.

H.53. There will be no significant difference on the interaction effect of schedule caste mother’s working/non working and parental attitude of mothers’ on social maturity of students’.

H.54. The social maturity of students’ of high P.A. and medium P.A. of schedule caste working mothers’ will not be different.

H.55. The social maturity of students of high P.A. and low P.A. of schedule caste working mothers’ will not be different.

H.56. The social maturity of medium P.A. and low P.A. of schedule caste working mothers’ will not be different.

H.57. The social maturity of students of high P.A. and medium P.A. of schedule caste non-working mothers will not be different.

H.58. The social maturity of students of high P.A. and low P.A. of schedule caste non-working mothers will not be different.

H.59. The social maturity of students’ of medium P.A. and low P.A. of schedule caste non-working mothers will not be different.

H.60. The social maturity of high P.A. students of schedule caste working and non-working mothers will not be different.
H.61. The social maturity of medium P.A. students of schedule caste working and non-working mothers will not be different.

H.62. The social maturity of low P.A. students of schedule caste working and non-working mothers will not be different.

DELIMITATIONS OF THE STUDY
The study was delimited with regard to
1. The study was delimited to schedule caste students’ of IX th class only.
2. The study was delimited to only children of working and non-working mothers’ of schedule caste.
3. The sample of study included 800 schedule caste students of Chandigarh and adjoining villages of U.T.
4. The two aspects of child development i.e. emotional and social maturity were studied.
5. The three type of socio-economic status i.e. high, average and low of working and non-working mothers’ of schedule caste were studied.
6. The three type of parental attitude i.e. high, medium and low of working and non-working mothers’ of schedule caste were studied.

DESIGN OF THE STUDY
Descriptive survey method of research and the techniques of comparative analysis were employed for the study. The study was a survey since it was a systematic attempt to investigate the early childcare and education given by working and non-working scheduled caste mothers of different socio-economic status. It was further aimed at finding out the relationship between these variables. The design of the present study involved comparison between the children of rural
and non-working mothers of different socio-economic status for the care and education which they provided to their children during their childhood.

TOOLS USED

For the present study following standardised tools were used:

- Emotional Maturity Scale developed and standardized by Dr. Yashwir Singh and Dr. Mahesh Bhargava (1990), published by National Psychological Corporation, Agra.
- Social Maturity Scale developed and standardized by Nalini Rao (1971), published by National Psychological Corporation, Agra.
- Parental Attitude Research Instrument for Mother developed and standardized by Dr. Uma Saxana (1979), published by Agra Psychological Research Cell.
- Socio-Economic Status Scale by B. Kuppuswamy (1962).

PROCEDURE OF THE STUDY

For the present investigation to study the impact of early childhood care and education on the development of the students i.e. in emotional and social aspects. As the early childhood care and education can’t be measured so easily. So for this parental attitude was measured to know the attitude of parents specifically of mothers’ to study the impact of mother’s attitude towards children rearing practices and their knowledge about the growth and development of child; to maintain the developmental environment of the home and to make the students’ emotionally and socially grown. So, parental Attitude Research Instrument by Dr.
Uma Saxena was used to collect data for early child care and education. To collect the data for PARI the mothers were requested on phone or by meeting them personally in parent teacher meetings.

Only two aspects of child development were taken i.e. emotional and social development. The data for emotional and social maturity was collected by using Emotional Maturity Scale developed and standardized by Dr. Yashwir Singh and Dr. Mahesh Bhargava (1990) and Social Maturity Scale developed and standardized by Nalini Rao (1971). The data for socio-economic status is also taken from the students by using Kuppuswamy (1962) socio-economic status scale and they are also inquired to fill this socio-economic status tool accurately and their record from school is checked by the investigator with the help of the teachers and the Principles of the school.

SAMPLE

The sample of eight hundred scheduled caste students has been taken from the various schools of Chandigarh and surrounding villages of U.T. i.e. Burail, Dadumajra, Dhanas, Sarangpur, Mullanpur, Naya Gaon and Lohara Khuda. In the present study the random and purposive rambling was done. The four hundred students (boys & girls) from urban areas and other four hundred (boys & girls) from rural areas were taken. This sample of four hundred rural and urban students was further divided into two hundred working and non-working mothers’ wards each for rural and urban areas. The sample was taken from the three categories of socio-economic status i.e. high, average and low. The distribution of sample is shown in the following table 5.1. and figure 5.1.
### TABLE 5.1
School-wise Distribution of Sample

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of School</th>
<th>Number of student</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Govt. Model School, Sector 33</td>
<td>33</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Govt. Model Sen. Sec. School, Sector 37</td>
<td>34</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Govt. Sen. Sec. School, Sector 47</td>
<td>34</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Shivalik Public School, Sector 41</td>
<td>32</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>D.A.V. Sen. Sec. School, Sector 8</td>
<td>35</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Shri Guru Harkishan Model School Sector 38</td>
<td>36</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Govt. Sen. Sec. School, Sarangpur</td>
<td>32</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Govt. Sen. Sec. School, Kajheri</td>
<td>36</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Janta Model School, Naya Gaon</td>
<td>34</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>ID Model School Ratwara Sahib, Mullanpur</td>
<td>35</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Sachkhand Model School, Khuda Lahora</td>
<td>31</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>400</td>
<td>400</td>
<td></td>
</tr>
</tbody>
</table>
Fig. 5.1 Schematic Layout of Sample Break up

- SCHEDULED CASTE STUDENTS (800)
  - URBAN (400)
    - Working Mother's Wards (200)
    - High, Average & Low SES
  - RURAL (400)
    - Non-Working Mother's Wards (200)
    - High, Average & Low SES
    - Working Mother's Wards (200)
    - High, Average & Low SES
    - Non-Working Mother's Wards (200)
    - High, Average & Low SES
COLLECTION OF DATA

For data Collection, a list of school (Govt. & Private) of U.T. was taken from the D.E.O. office of U.T. After getting the list, the names of all the Govt. schools of Chandigarh were written on square slips of equal size. Then these slips were folded and put in the carton box. Then the carton box was shaken well and then three slips were taken from the box and the names of the school were noted. Same procedure was adopted for Private schools of Chandigarh, Govt and Private schools of surrounding villages of U.T. to randomly select the schools for data collection.

In the schools, the students of IXth class belonging to schedule caste category were taken by randomly selecting the sections. Almost same number of the boys and girls students of working and non-working mothers was taken as sample.

To ensure the best possible condition for administering the tests, the teacher and Principals of these institutions were approached and their cooperation was sought by emphasizing them the objective and utility of research project. The investigator reached the respective institutions on prior fixed date and time. The questionnaires were given to the selected students one by one and the Parental Attitude Research Instrument given to the mother’s of students on their parent teacher meet day or to the students with a request to their mother to fill the PARI scale. On the next day or day after tomorrow the scale was collected from the students.

The students were urged to answer truthfully. They were assured that their responses were kept confidential. Before administration, of various scales the instructions were read from the test, the scoring was done with the help of manual scoring keys.
STATISTICAL TECHNIQUES USED

- Descriptive statistics i.e. mean, standard deviation, skewness and kurtosis were computed to know the distribution of the data.
- F-ratio (2x3 way ANOVA) is employed to find out the significance of difference between the means of different groups or variables.
- t-test is employed to find out the significance of difference between the means of different groups or variables.
- Graphic representation of data wherever required is made through Pie Diagram and Bar Diagram

MAJOR FINDINGS

➤ Emotional Maturity

- Emotional Maturity of Students of Schedule Caste Working and Non-Working Mothers (Total sample) is significantly different.
- Emotional Maturity of Students of Schedule Caste Working and Non-Working Mothers of Rural Area is significantly different.
- Emotional Maturity of Students of Schedule Caste Working and Non-Working Mothers of Urban Area is significantly different.
- Emotional Maturity of Male Students of Schedule Caste Working and Non-Working Mothers of Rural Area is not significantly different.
- Emotional Maturity of Male Students of Schedule Caste Working and Non-Working Mothers of Urban Area is significantly different.
- Emotional Maturity of Female Students of Schedule Caste Working and Non-Working Mothers of Rural Area is significantly different.
- Emotional Maturity of Female Students of Schedule Caste Working and Non-Working Mothers of Urban Area are significantly different.
• Emotional Maturity of Students of Schedule Caste Working and Non-Working Mothers of Different Socio-Economic Status is significantly different.

• There is significant difference in emotional maturity of students of schedule caste mothers’ of high, average and low socio-economic status.

• There is significant difference on the interaction effect of schedule caste mother’s working/non working and socio-economic-status on emotional maturity of students’.

• The emotional maturity of students’ of high S.E.S. and average S.E.S. of schedule caste working mothers’ is different.

• The emotional maturity of students of high S.E.S. and low S.E.S of schedule caste working mothers’ is different.

• The emotional maturity of average S.E.S and low S.E.S of schedule caste working mothers’ is different.

• The emotional maturity of students of high S.E.S and average S.E.S of schedule caste non-working mothers’ is not different.

• The emotional maturity of students of high S.E.S and low S.E.S of schedule caste non-working mothers’ is different.

• The emotional maturity of students’ of average S.E.S and low S.E.S of schedule caste non-working mothers’ is different.

• The emotional maturity of high S.E.S students of schedule caste working and non-working mothers’ is different.

• The emotional maturity of average S.E.S students of schedule caste working and non-working mothers’ is different.

• The emotional maturity of low S.E.S students of schedule caste working and non-working mothers’ is not different.

• There is significant difference on emotional maturity of schedule caste students of mothers’ of high, medium and low parental attitude of mothers’.
• There is significant difference on the interaction effect of schedule caste mother’s working/non working and parental attitude of mothers’ on emotional maturity of students’.
• The emotional maturity of students’ of high P.A. and medium P.A. of schedule caste working mothers’ is not different.
• The emotional maturity of students of high P.A. and low P.A. of working schedule caste mothers’ is different.
• The emotional maturity of medium P.A. and low P.A. of schedule caste working mothers’ is different.
• The emotional maturity of students of high P.A. and medium P.A. of non-schedule caste non-working mothers’ is not different.
• The emotional maturity of students of high P.A. and low P.A. of schedule caste non-working mothers’ is different.
• The emotional maturity of students’ of medium P.A. and low P.A. of schedule caste non-working mothers’ is different.
• The emotional maturity of high P.A. students of schedule caste working and non-working mothers’ is not different.
• The emotional maturity of students of high P.A. and low P.A. of schedule caste non-working mothers’ is different.
• The emotional maturity of low P.A. students of schedule caste working and non-working mothers’ is different.

➤ **Social Maturity**
• Social Maturity of Students of Schedule Caste Working and Non– Working Mothers (Total sample) is significantly different.
• Social Maturity of Students of Schedule Caste Working and Non– Working Mothers of Rural Area is significantly different.
• Social Maturity of Students of Schedule Caste Working and Non-Working Mothers of Urban Area is significantly different.

• Social Maturity of Male Students of Schedule Caste Working and Non-Working Mothers of Rural Area is not significantly different.

• Social Maturity of Male Students of Schedule Caste Working and Non-Working Mothers of Urban Area is significantly different.

• Social Maturity of Female Students of Schedule Caste Working and Non-Working Mothers of Rural Area is significantly different.

• Social Maturity of Female Students of Schedule Caste Working and Non-Working Mothers of Urban Area is not significantly different.

• Social Maturity of Students of Schedule Caste Working and Non-Working Mothers of Different Socio-Economic Status is significantly different.

• There is significant difference in social maturity of students of schedule caste mothers’ of high, average and low socio-economic status.

• There is significant difference on the interaction effect of schedule caste mother’s working/non working and socio-economic-status on social maturity of students’.

• The social maturity of students’ of high S.E.S. and average S.E.S. of schedule caste working mothers’ is different.

• The social maturity of students of high S.E.S. and low S.E.S of schedule caste working mothers’ is different.

• The social maturity of average S.E.S and low S.E.S of schedule caste working mothers’ is different.

• The social maturity of students of high S.E.S and average S.E.S.of schedule caste non-working mothers’ is different.

• The social maturity of students of high S.E.S and low S.E.S of schedule caste non-working mothers’ is different.
• The social maturity of students’ of average S.E.S and low S.E.S of schedule caste non-working mothers’ is not different.
• The social maturity of high S.E.S students of schedule caste working and non-working mothers’ is different.
• The social maturity of average S.E.S students of schedule caste working and non-working mothers’ is different.
• The social maturity of low S.E.S students of schedule caste working and non-working mothers’ is different.
• There is significant difference on social maturity of students of schedule caste mothers’ of high, medium and low parental attitude of mothers’.
• There is significant difference on the interaction effect of schedule caste mother’s working/non working and parental attitude of mothers’ on social maturity of students’.
• The social maturity of students’ of high P.A. and medium P.A. of schedule caste working mothers’ is different.
• The social maturity of students of high P.A. and low P.A. of schedule caste working mothers’ is different.
• The social maturity of medium P.A. and low P.A. of schedule caste working mothers’ is not different.
• The social maturity of students of high P.A. and medium P.A. of schedule caste non-working mothers’ is different.
• The social maturity of students of high P.A. and low P.A. of schedule caste non-working mothers’ is different.
• The social maturity of students of medium P.A. and low P.A. of schedule caste non-working mothers’ is different.
• The social maturity of high P.A. students of schedule caste working and non-working mothers’ is different.
• The social maturity of students of high P.A. and low P.A. of schedule caste non-working mothers’ is different.
• The social maturity of low P.A. students of schedule caste working and non-working mothers’ is not different.

EDUCATIONAL IMPLICATIONS OF THE STUDY

As the results of the study has shown that the child development basically depends on the mothers’ attitude towards the child care and education. Due to the changing scenario of dual earners family and nuclear family system the child care and education has been neglected.

The schools have to make arrangements for proper care and education of the children which is required for their all round development. Such type of curricular and co-curricular activities have to be framed which enhance the emotional and social development of the child. The teachers have to be trained in such a way that they can use the various resources and techniques for the emotional and social development of the child. The teacher training institutes have to reframe their curriculum according to the changing requirements of the society. As the role of teacher has changed from the previous role of only teacher; as teacher is now needed as guide, helper, friend and partner to share problems because a child passes more time with teacher than the parents.

The parents has to be guided that how they have to care and educate their children in this changing scenario. The parents should be oriented about the needs of the changing society set-up, problems of children and various procedures for the proper development of the child. The Govt. has to make provisions that the working hours of mothers should be somewhat changed so that they can care their child in a good manner in their early childhood. Such type of schools and day care
centers should be opened by the Govt. where the pre-school children got the care as like home.

SUGGESTIONS FOR THE FURTHER STUDIES

1. The present study can be replicated for the students of general category.
2. A large sample from the backward areas of Punjab, Haryana & Rajasthan can be taken to study the impact of early childhood care and education on the emotional and social development of the children.
3. It may be desirable to conduct a study by including factors like joint-family, nuclear family, full-time or part-time job, number of hours spent by mother in relation to job, type of job and work etc.
4. The physical development, communication skills, self-confidence, self-concept, aggressiveness, anxiety levels etc. of students of working and non-working mothers may be studied.
5. A comparison of boys and girls may also be studied. As the care and facilities provided to boys and girls are not equal yet.