SUMMARY AND CONCLUSIONS

6.1 SUMMARY

The most important and crucial period in an individual's life that intervenes between childhood and adulthood is "adolescence". During this period revolutionary changes in all aspects of development take place and the adolescent has to progress towards maturity. The move towards maturity is not so smooth. Many situations and changes that the adolescent confronts for the first time baffle and disturb him and he frequently finds himself involved in psychological problems. Parents play an important role in the life of children especially during adolescence. Adolescents need special attention, care and recognition.

Parental absence from home due to employment of both the parents is becoming more and more prevalent in our society, especially in big towns and cities. Maternal employment has both positive and negative impact on the life of adolescent children. Moreover, during adolescent the individual is also influenced to a great extent by the relationships that inhere amongst the family members. Of course, there would be some differences in the families where mothers are working and where they are only housewives. The academic achievement of the adolescents is also influenced by the maternal employment.

The study was pivoted around the following major objectives:

OBJECTIVES

The objectives of the present study were as follow:

1. To study the psychosocial problems of Adolescent children at the + 1 stage.
2. To study and compare psychosocial problems of adolescent children of working and non-working mothers.
3. To study and find out the difference in the family environment of adolescent children of working and non-working mothers.
4. To study and compare the academic achievement of adolescent children of working and non-working mothers.
5. To study the relationship between psycho-social problems and family environment.
6. To study the relationship between psychosocial problems and academic achievement.
7. To study the relationship between family environment and academic achievement.
8. To study the differences between the psychosocial problems, family environment and academic achievement of adolescent boys and girls.
9. To study the differences between the psychosocial problems, family environment and academic achievement of boys of working and non-working mothers.
10. To study the differences between the psychosocial problems, family environment and academic achievement of girls of working and non-working mothers.

HYPOTHESES

Directed towards the objectives of the study, the following hypotheses were formulated for verification:

1. There are psycho-social problems typical of the adolescent children at +1 stage.
2. There are significant differences between the psycho-social problems of adolescent children of working and non-working mothers.
3. There are significant differences between the family environment of adolescent children of working and non-working mothers.
4. There are significant differences between the academic achievement of adolescent children of working and non-working mothers.
5. Psycho-social problems are significantly related to family environment.
6. Significant relationship is there between psychosocial problems and academic achievement.
7. There is a significant relationship between family environment and academic achievement.
8. There are significant differences between the psycho-social problems, family environment and academic achievement of boys and girls.
9. There are significant differences between the psycho-social problems, family environment and academic achievement of boys of working and non-working mothers.
10. There are significant differences between the psycho-social problems, family environment and academic achievement of girls of working and non-working mothers.

METHOD AND PROCEDURE

Design of the study

The design of the study involved Descriptive Survey Method of research including comparative approach to the issues under study.

Sample

A sample of 415 adolescent children consisting of 121 adolescent children of working mothers (ACWM) and 294 adolescent children of non-working mothers (ACNWM) was taken randomly from
the different schools of Chandigarh comprising Government and Private schools.

**Tools**

The following tools were used for data collection:


**Statistical Techniques**

The statistical techniques for data analysis included computation of mean and standard deviation, coefficients of correlation and significance of differences between the adolescent children of working mothers (ACWM) and adolescent children of non-working mothers (ACNWM) and boys and girls on all the variables under study.

6.2 FINDINGS AND CONCLUSIONS OF THE PRESENT STUDY

**A. Results of Descriptive Statistics**

1. Out of the eleven areas of MPCL, Social recreational activities (SRA), Personal psychological relations (PPR), Social psychological relations (SPR) and Adjustment to college work (ACW) were found to be typical problem areas of the sample under study. Out of the ten variables of FES, mean scores for the variables Organization (Org) and Achievement orientation (AO) were above average; Cohesion (C), Moral religious emphasis (MRE), Independence (Ind), Intellectual cultural
orientation (ICO), Control (Ctl) and Conflict (Con), these were average and for Expressiveness (Ex) and Active recreational orientation (ARO) were below average for the total sample.

2. The problem areas typical of Group-I (ACWM) were Personal psychological relations (PPR), Social recreational activities (SRA), Social psychological relations (SPR) and Adjustment to college work (ACW). For Group-II (ACNWM), these were Social recreational activities (SRA), Personal psychological relations (PPR), Adjustment to college work (ACW) and Social psychological relations (SPR). The scores on the variables of FES i.e., Organization (Org) and Achievement orientation (AO) were above average for both the groups, I (ACWM) and II (ACNWM). Mean scores for the variables Cohesion (C), Intellectual cultural orientation (ICO), and Conflict (Con) were average and for Independence (Ind), Expressiveness (Ex) and Active recreational orientation (ARO) these were below average for both the groups. Mean score for the remaining variable i.e., Moral religious emphasis (MRE) was average for Group I (ACWM) and above average for Group II (ACNWM).

3. The areas of maximum concern for Group III (boys) were found to be Social recreational activities (SRA), Adjustment to college work (ACW), Personal psychological relations (PPR) and Social psychological relations (SPR). For Group IV (girls), these were Personal psychological relations (PPR), Social recreational activities (SRA), Social psychological relations (SPR) and Adjustment to college work (ACW). For the variables of FES i.e., Organization (Org) and Achievement orientation (AO) the mean scores were above average for both the groups, I (boys) and II (girls). On the other variables i.e., Cohesion (C), Intellectual cultural orientation (ICO), and Conflict (Con) the scores were average and for Independence (Ind), Expressiveness (Ex) and Active recreational orientation (ARO), the mean scores were
below average for both the groups. For the remaining variable i.e. Moral religious emphasis (MRE), the mean score was above average in case of boys and average for girls. On the last variable i.e., Control (Ctl) the mean score was average for boys and below average for girls.

The above results (Sr. no. 1 to 3) showed that there were psychological problems typical of adolescent and thus these results supported hypothesis no. 1 in this regard.

**B. Results of Bivariate Analysis**

**Psycho-social problems and Family environment**

4. It was found that for The Total sample and Group-II (ACNWM) the correlation between problem area Health and physical development (HPD) of MPCL and Control (Ctl) of FES was positive and significant. The problem area Health and physical development (HPD) had negative and significant correlation with Achievement orientation (AO) in case of The Total sample.

5. In case of The Total sample (TS) the problem areas Finances, living conditions and employment (FLE) had positive and significant correlations with the variables Cohesion (C), Expressiveness (Ex), Conflict (Con), Moral religious emphasis (MRE), Organization (Org) and Control (Ctl) of FES. For Group-I (ACWM) the correlations between problem area Finances, living conditions and employment (FLE) and the variable Control (Ctl) of FES were positive and significant. For Group-II (ACNWM) FLE had significant correlations with Expressiveness (Ex), Conflict (Con), Moral religious emphasis (MRE) and Control (Ctl) variables of FES.
6. The problem area Social recreational activities (SRA) had positive and significant correlation with the variable Control (Ctl) of FES in case of Total sample and for Group-II (ACNWM) it had positive and significant correlations with Intellectual cultural orientation (ICO) and Control (Ctl) areas of FES. The problem area Social recreational activities (SRA) had no significant correlation with FES variables in case of Group-I (ACWM).

7. It was found that in case of the Total sample the correlations between the problem area Social psychological relations (SPR) of MPCL and variables Conflict (Con) and Intellectual cultural orientation (ICO) of FES were positive and significant. For Group-I, only one variable i.e., Organization (Org) had negative and significant correlation with problem area Social psychological relations (SPR) of MPCL. In case of Group-II (ACNWM) this area had positive and significant relation with Conflict (Con) and Intellectual cultural orientation (ICO) of FES.

8. The coefficients of correlation for The Total sample and Group-II (ACNWM), the problem area Personal psychological relations (PPR) of MPCL and the variable Intellectual cultural orientation (ICO) of FES were found positively and significantly correlated. For Group-I (ACWM) the problem area Personal psychological relations (PPR) of MPCL had insignificant correlations with all the variables of FES.

9. In case of the Total sample the correlations between the problem area Courtship, sex and marriage (CSM) of MPCL and the variables Conflict (Con), Independence (Ind), Moral religious emphasis (MRE) and Control (Ctl) of FES were positive and significant. For Group-I (ACWM) this area had positive and significant correlations with the variables Conflict (Con) and Control (Ctl) of FES. The correlations were positive and significant between problem area Courtship, sex and marriage...
(CSM) of MPCL and the variables Independence (Ind), Intellectual cultural orientation (ICO) and Control (Ctl) of FES in the case of Group-II (ACNWM).

10. For the Total sample it was found that correlations between the problem area Home and family (HF) of MPCL and the variables Expressiveness (Ex), Conflict (Con), Intellectual cultural orientation (ICO), Moral religious emphasis (MRE) and Control (Ctl) of FES were positive and significant. For Group-I (ACWM), this problem area had positive and significant correlations with the variables Conflict (Con), Moral religious emphasis (MRE) and Control (Ctl) of FES. For Group-II (ACNWM) correlations between the area Home and family (HF) and variables Expressiveness (Ex) and Control (Ctl) of FES were positive and significant.

11. In Group-I (ACWM), the coefficient of correlation between the problem area Morals and religion (MR) of MPCL and FES variable Control (Ctl) was positive and significant. For Group-II (ACNWM), Morals and religion (MR) had negative and significant correlations with the variables Cohesion (C), Intellectual cultural orientation (ICO), Moral religious emphasis (MRE) and Control (Ctl) of FES. The correlations between the problem area Morals and religion (MR) and variables Intellectual cultural orientation (ICO), Moral religious emphasis (MRE) and Control (Ctl) of FES were positive and significant for the Total sample.

12. In the case of Total sample and Group-I (ACWM) the correlation between the problem area Adjustment to college work (ACW) of MPCL and variable Control (Ctl) of FES was positive and significant. None of the inter-variable correlations were significant in case of Group-II (ACNWM).
13. For the Total sample there were positive and significant correlations between the problem area Future: Vocational and Educational (FVE) of MPCL and variables Cohesion (C), Expressiveness (Ex), Intellectual cultural orientation (ICO), Moral religious emphasis (MRE), Organization (Org) and Control (Ctl) of FES. Correlations were positive and significant with the variables Cohesion (C), Expressiveness (Ex), Moral religious emphasis (MRE), Organization (Org) and Control (Ctl) of FES and the problem area Future: Vocational and Educational (FVE) of MPCL in case of Group-I (ACWM). For Group-II (ACNWM), Future: Vocational and Educational (FVE) had positive and significant correlations with Cohesion (C), Expressiveness (Ex), Intellectual cultural orientation (ICO), Moral religious emphasis (MRE) and Control (Ctl) areas of FES.

14. The coefficients of correlation in the case of Total sample between the problem area Curriculum and teaching procedure (CTP) of MPCL and variables Cohesion (C), Expressiveness (Ex), Conflict (Con), Intellectual cultural orientation (ICO), Moral religious emphasis (MRE) and Control (Ctl) of FES were found to be positive and significant. For Group-I (ACWM) this area had positive and significant relationship with only one variable of FES i.e., Cohesion (C). The correlations were positive and significant of the variables Expressiveness (Ex), Conflict (Con), Intellectual cultural orientation (ICO), Moral religious emphasis (MRE) and Control (Ctl) of FES with the area Curriculum and teaching procedure (CTP) of MPCL.

15. In the case of Total sample and Group-II (ACNWM), the correlations between the Total score of MPCL and variables Expressiveness (Ex), Intellectual cultural orientation (ICO), Moral religious emphasis (MRE) and Control (Ctl) of FES were positive and significant. Conflict (Con) also had positive and significant correlation with Total score of MPCL for the Total
sample. For Group-1 (ACWM) there were positive and significant correlations between the Total score of MPCL and the variables Conflict (Con) and Control (Ctl) of FES.

The above results showed that high scores on some psychosocial problems were associated with maximum Control (Ctl), Expressiveness (Ex), Intellectual cultural orientation (ICO), Moral religious emphasis (MRE), and average amount of Conflicts (Con). These results lead to the interpretation that more of Control (Ctl), Expressiveness (Ex), Intellectual cultural orientation (ICO) and Moral religious emphasis (MRE) in the families tend to lead to more of psychosocial problems in the adolescent children. More of control and religious emphasis can lead to problems, but the results obtained in respect of the other two variables i.e., Expressiveness (Ex), Intellectual cultural orientation (ICO), is somewhat unusual and unexpected. Thus these results considerably, but not fully supported hypothesis no. 5.

**Psycho-social problems and Academic achievement**

16. From the inter-variable correlational analysis amongst the variable Academic achievement (AA) and the problem areas of MPCL, it was found that in the case of the Total sample, the coefficients of correlation between the problem areas Finances, living conditions and employment (FLE), Courtship, sex and marriage (CSM), Home and family (HF), Future: Vocational and Educational (FVE) and Total score of MPCL were negative and significant.

17. The coefficients of correlation in case of Group-1 (ACWM) between Academic achievement (AA) and the problem areas of MPCL i.e., Finances, living conditions and employment (FLE), Home and family (HF) and Future: Vocational and Educational (FVE) were found to be negative and significant.
18. In case of Group-II (ACNWM), the correlations between Academic achievement (AA) and the problem areas Finances, living conditions and employment (FLE), Home and family (HF) and Future: Vocational and Educational (FVE) were negative and significant.

These results (Sr. nos. 16 to 18) showed meaningful association between the variable Academic achievement (AA) and some psychosocial problems viz. Finances, living conditions and employment (FLE), Home and family (HF), Future: Vocational and Educational (FVE) and Courtship, sex and marriage (CSM). This may be interpreted to mean that problems related to these areas might lead to poor academic application and concentration resulting in below average performance. Thus, hypothesis no. 6 was partially supported by these results.

Family environment and Academic achievement

19. It was found that in the case of the Total sample, the correlations between the variable Academic achievement (AA) and variables of FES i.e., Expressiveness (Ex), Independence (Ind), Achievement orientation (AO) Moral religious emphasis (MRE), Organization (Org) and Control (Ctl) were negative and significant.

20. In Group-I (ACWM), the coefficients of correlation between variable Academic achievement (AA) and variables Independence (Ind), Moral religious emphasis (MRE) and Organization (Org) of FES were negative and significant.

21. In Group-II (ACNWM), there were negative and significant correlations between variable Academic achievement (AA) and variables Achievement orientation (AO), Moral religious emphasis (MRE) and Organization (Org) of FES.
The results at serial nos. 19 to 21 indicated that high score on Family environment variables like Expressiveness (Ex), Independence (Ind), Achievement orientation (AO), Moral religious emphasis (MRE), Organization (Org) and Control (Ctl) had negative impact on the academic performance of adolescent children. These results supported hypothesis no. 7 only partially i.e. in respect of Moral religious emphasis (MRE) and Control (Ctl) variable of FES.

C. Results of Differential Analysis:

Psycho-social problems

22. Significant differences were found between the mean scores of group I (ACWM) and group II (ACNWM) on three out of eleven areas of MPCL and these were Finances, living conditions and employment (FLE), 't' was significant at .01 level, Adjustment to college work (ACW) and Future: Vocational and Educational (FVE), differences in terms of 't' were all significant at .05 level. In general, the mean scores of group II as compared to group I were high on the remaining areas of MPCL, but differences were not significant. The results thus only partially support hypothesis no. 2.

23. Out of the eleven areas of MPCL differences between the mean scores of boys and girls groups were found significant in five areas i.e. Finances, living conditions and employment (FLE) which was significant at .01 level, Courtship, sex and marriage (CSM), Adjustment to college work (ACW), Future: Vocational and Educational and Curriculum and teaching procedure (CTP), all significant at .05 level. These results thus partially supported the first part of hypothesis no. 8, i.e. there were significant differences in the psychosocial problems of boys and girls.
24. The differences between the mean scores of group V and VI (BWM Vs BNWM) were found significant only in one problem area of MPCL i.e. Finances, living conditions and employment (FLE) which was significant at .05 level. The results relating to significant differences in the psychosocial problems of boys of working and non-working mothers thus only partially supported the first part of hypothesis no. 9.

25. Out of the eleven areas of MPCL, difference between the mean scores of groups VII and VIII (GWM Vs GNWM) was found significant at .05 level only in one area i.e. Future: Vocational and Educational (FVE). This result also marginally supported the first part of hypothesis no. 10, i.e. psychosocial problems of girls of working and non-working mothers were significantly different.

The results at serial no 22 to 25 exhibited that adolescent children of non-working mothers faced maximum problems regarding Finances, living conditions and employment (FLE), which was quite natural as dual earner families are usually economically better than single earner families. Boys of non-working mothers again had more problems relating to finances and girls of non-working mothers had maximum problems regarding their Future: Vocational and Educational.

Family Environment

26. 't' ratios for the mean differences between groups I and II (ACWM Vs ACNWM) were highly significant on the variables Independence (Ind), Moral religious emphasis (MRE) and Control (Ctl) (at .01 level). The difference on the variable Achievement orientation (AO) was significant at .05 level for these groups. These results only partially supported hypothesis no. 3. i.e. family environment of adolescent children of working and non-working mothers were significantly different.
27. The mean differences between groups III and IV (Boys Vs Girls) were significant at .01 level on the variable Achievement orientation (AO) and at .05 level on the variables Moral religious emphasis (MRE) and Control (Ctl). These results marginally supported second part of the hypothesis no. 8, i.e. family environment of Boys and Girls were significantly different.

28. Out of the ten sub-variables of FES, differences between the mean scores of group V and VI (BWM Vs BNWM) were found to be significant only on two variables i.e., Independence (Ind), at .01 level and Control (Ctl) and total score of FES (at .05 level). These results also only marginally supported the second part of hypothesis no. 9, i.e. boys of working and non-working mothers were significantly different so far as their family environment was concerned.

29. The differences between the mean scores of groups VII and VIII (GWM Vs GNWM) were found to be significant on variables Moral religious emphasis (MRE) and Control (Ctl) (at .01 level). The difference on the variables Cohesion (C) and Achievement orientation (AO) was found to be significant at .05 level. These results partially supported the second part of hypothesis no. 10, i.e. there were significant difference between the family environment of girls of working and non-working mothers.

**Academic Achievement**

30. The differences between the mean scores of groups I and II (ACWM Vs ACNWM) and groups III and IV (Boys Vs Girls) on the variable Academic achievement (AA) were found to be significant at .01 level. These results fully supported hypothesis no. 4 and third part of hypothesis no. 8, i.e. Academic achievement of boys and girls were significantly different. This showed that the adolescent children (Total sample) of working
mothers and girls were academically better than those of non-working mothers and boys.

31. 't' ratios for the mean difference between the groups V and VI (BWM Vs BNWM) on the variable Academic achievement (AA) was found to be insignificant. Thus third part of hypothesis no. 9 that there were significant difference in the area Academic achievement of boys of working and non-working mothers formulated in this regard stand rejected.

32. The mean difference between the groups VII and VIII (GWM Vs GNWM) for the variable Academic achievement (AA) was found to be significant at .01 level. This shows that GWM and GNWM differ academically and girls of working mothers show better performance in academics as compared to those of non-working mothers. These results thus fully supported third part of hypothesis no 10, i.e. Academic achievement of girls of working and non-working mothers was significantly different.

6.3 EDUCATIONAL IMPLICATIONS OF THE STUDY

On the basis of the findings of the present research, the researcher feels that she is in a position to say some thing by way of suggestions to the teachers, parents and counselors so that they may help the adolescents in facilitating their development.

1. Parents, teachers and the community in general need to be empathic towards the major needs and concerns of adolescent children. This enables them to have good relations with adolescent children.

2. Upper class mothers or professionals remain busy for nearly 9 -11 hours in their jobs. They can be in touch with their children with the help of internet, mobile phones etc. during their job
hours. This will help them a lot to look over their children’s activities and adolescents also would not feel neglected.

3. Middle Class / Lower class women should choose part time so that they could spend enough of time with their adolescent children. Jobs like that of a teacher requires 6 hours a day and at that time adolescent children are also busy in their schools and colleges etc.

4. Employment of mothers leaves a good impact on their adolescent children in a city like Chandigarh. So, city women should prefer jobs for better life of their children.

5. Due attention should be paid to the period of adolescence since the students at this stage are more prone to encounter various psychological problems which are likely to affect their physical, mental, emotional, health, home and social adjustment.

6. Educational and Vocational counseling is essential for helping young students with their problems and for their general well being.

7. In schools / colleges and at home also adolescent children should be provided with recreational activities to keep themselves busy and to help them utilize their leisure time for productive work.

8. The curriculum should be so framed that the adolescents are able to earn and learn simultaneously. This would make them feel more self dependent and confident.

9. Family environment plays an important role in the adolescent’s life. Family setup should allow their adolescents maximum
autonomy and independence so that he/she can assume adult status at the appropriate time.

10. Parents, especially in dual earner families should not impose undue control and restrictions on their adolescent children. Excessive control may lead to psychological problems and poor performance in academics.

11. Parents should arrange counselors for their personal problems. In educational curriculum there should be provision of the student counseling in the fields of educational, vocational and personal problems.

12. In dual earner families, parents need to talk to their children to understand their psychological needs and also to help them in their studies and choosing their career etc. This will help a lot to understand them and to sort out their problems.

6.4 SUGGESTIONS FOR FURTHER RESEARCH

The present study has been delimited to the mid-adolescent period, U.T. Chandigarh city and to only some variables. Further investigation based on present study is necessary and it may bring out some significant results. Suggestions for further study are as follows:

1. It would be useful if a comparative study of psychosocial problems, family environment and academic achievement of adolescents of working and non-working mothers at early, mid and late adolescence periods is made.

2. A comparative study of adolescent children of working and non-working mothers on variables other than those used in the present study can be carried out.
3. In the present study only +1 stage has been taken into consideration. Studies can also be conducted at various levels i.e. pre-school, school, college and university.

4. The sample can be taken from other states like Punjab, Haryana etc. and extended not only to the city but to the country level also.

5. The study can be carried out on the basis of arts, science, commerce and various kinds of professional courses.

6. An investigation can also be carried out to compare the psychological problems of students belonging to urban and rural areas.

7. Studies can also be conducted on the marital relationships of working women and those of housewives.

8. Comparative study of the living status of dual – earner and single earner families can also be planned.

9. The study can also be carried out to see the effect of maternal employment on vocational maturity and vocational decisions of their adolescent children.

To conclude, further investigations should be able to throw more of light on the nature of psychological problems at various stages and effects of maternal employment on family, adolescents at different stages and on the marital relationship of the couples.